

Parent Child Interaction Therapy (PCIT) Oregon Expansion

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Research Questions:

- Outcome data for almost 1200 children between the ages of 2-7 years during the first 18 months of a large expansion of this evidence-based mental health family therapy across Oregon.
- Community mental health clinics serving Medicaid eligible children.
- Presenting problems included some or all of the following problems: disruptive behavior, parent/child relational problems, anxiety, trauma reaction, hyperactivity, aggression, defiance, and others.
- 16 counties, Services provided at 30 locations, approx. 107 therapists

Major Findings:

- Almost 1500 parent/child pairs received PCIT between Jan. 1st 2014 and June 30th 2015 in OHA grant funded PCIT programs.
- 22% had more than one caregiver receive therapeutic parenting coaching
- The majority of sites served families of Hispanic ethnicity at or above the number of people in their county who identify as Hispanic
- Of the families that stayed in PCIT at least 30 days, 76% made statistically significant improvement in symptoms and the intensity of the symptoms were below the clinical threshold for requiring treatment

Getting Ready for School

Project Members: Elizabeth Schaughency, Shika Das, Elaine Reese, Jessica Johnston

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Research Questions:

1. To what extent do parents of preschool-aged children implement activities in each of three versions of a parent-mediated school-readiness program?
2. To what extent are findings general across the three versions or specific to the skills targeted within a particular version of the program?
3. Are there additional benefits associated with one or more of the versions?
4. To what extent are benefits observed at 7 month follow-up, while children are still in early childhood settings?
5. To what extent are benefits observed at 1 year follow-up, after the transition to elementary school?

Major Findings:

Evaluation is still under way but preliminary analyses to date suggest the following:

1. Overall rates of retention and implementation were high. There were no differences in the number of weeks of implementation across versions. Although the percentage of activities was highest in the version focusing on meaning-related oral language skills in shared reading and parent-child conversations (93%), the number of books read and other activities documented did not differ across the two versions that incorporated shared reading and parent-child interactions to focus on selected oral language skills (meaning- vs. phonologically-related).
2. Results so far suggest some specificity in findings. For example, children who received either version that incorporated shared reading and parent-child interactions to focus on selected oral language skills showed growth in alphabetic knowledge, whereas children whose parents received materials and suggestions for developmentally appropriate activities did not show this same growth in early literacy skills.
3. Results also suggest some potential benefits in non-targeted skills. For example, children showed growth in behavioral regulation, with statistically significant growth observed in shared reading/oral language conditions overtime to 7 month follow-up.
4. Results suggest that some benefits may continue to emerge over time to 7 month follow up. For example, children who received the version focusing on meaning-related skills, in particular, showed shifts to higher levels of behavioral regulation from post to 7 month follow up assessment.

5. We are currently completing data collection for 1 year follow up and look forward to analysing these data. Anecdotally, principals at receiving primary schools have commented about perceived benefits of participation.

Although application in the early childhood setting was not a focus of this study, 8 early childhood educators volunteered to participate with us as parents of preschool age children, and we have been asked by our child care community to extend our work as a professional development initiative for family day care providers in the future.

Odds of Children Aged Birth through Three Enrolling in Part C Services Based on Lead Agency

Project Members: Megan MacDonald

Organization: Oregon State University

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Research Questions:

- How are odds of enrollment effected by state lead agency administering Part C services?

Major Findings:

- More children are enrolled when the lead agency is health (for children birth - 3 years), this result was hypothesized.
- Our results confirmed previous findings that more narrow criteria for eligibility result in lower enrollment rates.

Motor Skills & Early Academic Achievement Relations in at-risk Preschoolers

Project Members: Megan MacDonald

Organization: Oregon State University

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Research Questions:

- How do early motor skills impact academic achievement in a group of children with disabilities (or at risk for disabilities)?

Major Findings:

- Children with better gross and fine motor skills had better early math skills after controlling for other known predictors.
- Children with better fine motor skills had better early literacy skills after controlling for other known predictors.
- The potential role of early adapted physical activity/ education programs will be discussed.

Probability of enrollment into Part B services based on age of enrollment into Part C services (working title)

Project Members: Megan MacDonald

Organization: Oregon State University

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Research Questions:

This a future research question (in progress):

- How does early enrollment (and age at early enrollment) into Part C services impact enrollment into Part B services?
- This specific research questions will be based on data from the state of Oregon.

Major Findings:

There are no findings:

Our central hypothesis is that the earlier a child is enrolled into an Individualized Education or Family Service Program the lower the probability will be of future enrollment in the program.

- The first specific aim will be to describe the enrollment into Individualized Family Service Programs in Oregon from 2005 – 2014 for children from birth through three years of age.
 - Our hypothesis is that the prevalence of enrollment into these programs will have increased throughout the years.
- The second specific aim will be to predict the probability of enrollment in services provided by the IDEA given the age that a child was first eligible for IDEA services.
 - Our hypothesis is that the probability of being enrolled in the program later in life will have an inverse relationship with the age of eligibility for IDEA services.

Validation Study of Oregon's QRIS

Project Members: Bobbie Weber, Beth Green, Shannon Lipscomb

Organization: Oregon State University, Portland State University

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Research Questions:

Study 1: Validation of Ratings to Observed Program Quality

Study 2: Validation of Ratings to Child & Family Engagement

Study 1 Research Questions:

1. To what extent do the ratings differentiate observed quality of teacher-child interactions?
 - a. Does this differ by type of care (centers, certified family, registered family)
 - b. Are there changes that could be made to the TQRIS standards/indicators to increase the ability to differentiate the quality of teacher-child interactions? We will consider the standards/indicators included, dimensions of quality, points/weighting, and cut-offs.
 - c. Are more or fewer tiers needed to ensure confidence that the quality ratings differentiate quality of teacher-child interactions?
2. How effective are the structural indicators of quality (compared with the tiered ratings and/or their components) in differentiating observed quality?
3. How much does variability between teachers/classrooms within programs (e.g. in professional development of individual teachers) affect the validation results?

Study 2 Questions are similar to questions 1 and 2 from Study 1, but assess validity in terms of child and family engagement instead of teacher-child interactions.

Major Findings:

Study 1 Methods and Sample:

- Included all 3 types of care (CC, CF, RF), all 36 counties in the state, and programs of varying ratings: C2Q, levels 3, 4, and 5, as well as programs who were not participating in the QRIS.
- Number of programs = 312.
- Conducted observations of quality using the Classroom Assessment Scoring System in classrooms/groups serving children ages 15 months to 5 years
- Surveyed providers about their own characteristics, qualifications, and professional development.

Analysis of data from Study 1 is underway.

Study 2 recruitment and data collection are underway. We plan to recruit approximately 150 programs participating in the QRIS at varying levels, to randomly select one class/group serving preschool-age children, to survey families with children in that class/group, and to observe an average of 4 children.

Oregon Parenting Education Collaborative (OPEC)

Project Members: Denise Rennekamp, Michaella Sektnan

Organization: Oregon State University

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Research Questions:

The Oregon Parenting Education Collaborative (OPEC) is a partnership between four of Oregon's largest foundations (The Oregon Community Foundation, The Ford Family Foundation, Meyer Memorial Trust, and The Collins Foundation) and Oregon State University. The initiative supports expanded access to best practice parenting education programs, with a focus on programs reaching parents of children prenatal to age six, as well as supports efforts to develop and strengthen regional "Hubs" to coordinate parenting education opportunities. In addition to funding of parenting education throughout Oregon (14 hubs and 10 programming grants) and Northern California (1 hub), OPEC supports grantees through evaluation, technical assistance, and professional development led by Oregon State University.

The evaluation team uses a cluster evaluation method for initiating, conducting, and analyzing information from the 15 OPEC Hub and 10 Small Grant sites. The cluster evaluation involves multiple methods and uses a combination of quantitative and qualitative data collection methods and research analysis. Over the first five years of the initiative (2010-2015), data was collected from 14,960 parents, 402 community partners, and over 500 contacts were made with site coordinators through conference calls, site visits, phone interviews, and surveys.

Major Findings:

Results indicate that the OPEC initiative is reaching a significant number of participants through the programming efforts and has had a positive impact on families and communities.

- Increasing Organizational Capacity
- Coordinators hired for each Hub to facilitate collaboration, coordination, and program planning
- Websites and social media tools developed to reach parents and community members
- Increase in parenting education classes being offered in languages other than English
- 859 facilitators trained in evidence-based curricula
- \$12.3 million dollars of new funds and in-kind support leveraged

Building Community Capacity

A diversity of community agencies are partnering with the OPEC initiative including: Department of Human Services, Commissions on Children and Families, Head Start, Healthy Start, schools, health departments, faith-based community, and community colleges.

As part of their strategic planning process, hubs collected input from over 6,700 parents and 370 community partners to identify strengths and gaps in parenting education in Hub regions. Community partners indicate the OPEC initiative is:

- Creating community awareness of the importance of parenting education
- Reducing the stigma associated with parenting education
- Benefitting families in the community
- Building a common vision for parenting education
- Promoting networking and exchange of information
- Sharing resources to implement programming
- Coordinating efforts to avoid duplication of services

Increasing Positive Parenting Capacity

Increasing positive parenting capacity among parents is the primary objective of the OPEC initiative. OPEC sites utilize a variety of strategies to engage parents in educational opportunities leading to improved parenting outcomes. Cumulative programming numbers for the initiative include:

- 14,500 parents participated in 16,071 classes as part of 1,572 multi-week parenting series
- 5,071 new families reached through home visits
- 243,257 parent/child participants in 13,767 family programs

Participating parents report significant improvement in parenting knowledge, skills, and behaviors as well as significant improvement in their child's behavior after participating in class series.

Testing the Efficacy of an Ecological Approach to Family Intervention and Treatment During Early Elementary School to Prevent Problem Behavior and Improve Academic Outcomes (AKA The Kindergarten Study)

Project Members: Elizabeth Stormshak, Laura Lee McIntyre, S. Andrew Garbacz, Allison Caruthers, Corrina Falkenstein, Jenna Wheeler

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Research Questions:

The transition to elementary school is a critical time for the development of key skills that are necessary for school success. Parent support at home, such as positive parenting and support for learning, is associated with school readiness indicators that predict successful school outcomes. For many children at risk for poor developmental outcomes, this transition to elementary school can be difficult and may lead to early academic problems, which in turn may lead to a pattern of poor school performance. This randomized intervention trial, funded by the U.S. Department of Education/Institute of Education Sciences (R324A130002; E. Stormshak, PI), is designed to link families and children with cost effective, efficient, and scientifically supported interventions that will improve student behavior and academic outcomes. It is anticipated that children and families who receive the support provided through this intervention will show improvement in academic skills through the early elementary school years.

This efficacy trial will involve random assignment of 560 kindergarten children and families in two cohorts to receive either the Family Check-Up (FCU) or elementary school as usual. The overall goals are:

1. Test the efficacy of the FCU in comparison with a randomly assigned control condition for reducing the growth of problem behaviors and academic problems in early elementary school.
2. Test the efficacy of the FCU on the proposed mediators in this model, including parenting skills, children's self-regulation, and early literacy skills in early elementary school.
3. Understand moderating factors related to engagement of families in the intervention and successful school adaptation, including behavioral adjustment and academic competence.

Major Findings:

Recruitment and data collection are currently underway. In the Fall of 2014, staff from our Portland office began recruiting and assessing our first cohort of participants from five ethnically and economically diverse elementary schools in the North Clackamas School District. The assessment battery includes parent and teacher screeners collected within the first few weeks of kindergarten and again at the end of the school year. It also includes a more in-depth parent survey of family stress and support, children's health and behavior, family management skills, and home-school connection. These parent

surveys, along with videotaped family observations and school records, will be collected annually for three years, from kindergarten through second grade. Our intervention staff are partnering with school-based therapists from Trillium Family Services to provide the FCU and support services to families assigned to the intervention condition. As with other FCU studies, the main targets of intervention include improving family management skills, children's self-regulation and social competency skills, and decreasing problem behavior, such as aggression and oppositional behavior at home and at school. Additional intervention targets unique to this study include academic learning skills, such as early literacy skills and identification of learning disability. Recruitment of Cohort 2 began in September 2015.

Family Check-Up for Early Childhood

Project Members: Beth Stormshak, Laura Lee McIntyre, Kevin Moore, Nancy

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Research Questions:

With funding from the Ford Family Foundation, the overarching goal of this project is to partner with rural Oregon communities to increase the number of children who enter kindergarten school ready. PSI scientists and staff are identifying local staff to be trained in implementation of the Family Check-Up, recruiting participant families, and supporting assessment and tailored intervention. Fidelity of intervention uptake and of implementation will be measured and evaluated as it relates to anticipated outcomes. Outcomes of interest to families receiving the FCU include reductions in child problem behavior, increased attention and self-regulation skills at school, increased positive parenting skills, and increased language development and early literacy skills. Researchers will work with community stakeholders to develop a plan for sustaining the model in the preschool setting after funding has ended.

Major Findings:

We have partnered with the Relief Nursery in Cottage Grove and Drain and have trained staff to use the Family Check-Up in their early childhood education programs in a number of communities in rural Oregon (Cottage Grove, Drain, Yoncalla, and Elkton).

Using our Readiness Screener, we have assessed both sites and evaluated factors such as staff time, resources for implementation, and the organizational structure of the site that would allow for sustainability of the model.

We have trained the staff in implementation of the model, including scoring of the assessments and support for videotaping family interactions. Teachers and staff on site are working with families to go over the consent process for inclusion in research and collecting data on outcomes of interest.

Early Autism Project

Project Members: Laura Lee McIntyre, Andy Garbacz

Organization: Prevention Science Institute, University of Oregon

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Research Questions:

- What are the experiences of families of young children with autism spectrum disorder (ASD) accessing care from educational and medical professionals?
- Are there differences in experiences based on race/ethnicity, income, or caregiver education?

Major Findings:

- A sample of 60 families with children with ASD (2 - 7 years) was recruited.
- Average age of diagnosis was just over 3 years old. Race/ethnicity was not associated with age of diagnosis or interventions received, with the exception of complementary and alternative treatments (specifically racial/ethnic minority status was associated with increased use of special diets, such as gluten free/casein free diets).
- On average, children received 13 hours of educational and therapeutic services per week, with younger children receiving fewer services than older children.
- Child age, atypical behavior, and family income predicted number of service hours received. Older child age, more atypical behavior, and higher family income were associated with more services received. Children's adaptive behavior and autism symptoms did not predict service hours.
- Although services received were, by most standards, minimal and below national recommendations, parents reported high satisfaction, especially for their infants/toddlers, and preschool-aged children.
- Satisfaction with the special education eligibility process and medical diagnostic process differed as a function of certain sociodemographic characteristics. For example, caregivers with less education as well as caregivers with higher household incomes were more likely to report higher satisfaction with the school diagnosis process for their child. Caregiver reports of satisfaction with care from their child's pediatrician significantly differed by household income, such that caregivers with higher household incomes were more likely to report being satisfied with the care received from their child's pediatrician. Satisfaction ratings with current services and with the medical diagnostic process did not significantly differ by any of the examined sociodemographic factors.
- We are currently assessing families in a follow-up (wave 2) assessment during elementary school. Preliminary findings suggest that children's communication abilities in elementary school, the number of sources of information about ASD previously available to parents during

early childhood, and satisfaction with early childhood services significantly predict family involvement in elementary school education.

Oregon Parent Project

Project Members: Laura Lee McIntyre

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Research Questions:

With funding from NIH/NICHHD, this study is examining child and family well-being during the preschool period in 180 families with young children with developmental delays or disabilities. Children and families participate in six assessments during a two-year period (5 home visits and 1 kindergarten transition assessment). Half of the families are invited to attend OPP parent education classes based on a modified version of the Incredible Years parent training program while the other half receive community services as usual and specified on the child's Individualized Family Service Plan (IFSP). The Oregon Parent Project examines the effects of various early childhood interventions and services on children's adaptive behavior, problem behavior, and family well-being during early childhood.

Major Findings:

- 181 families with 3-year children with developmental delay in Lane County are participating in the study.
- Attrition is low (less than 10%); however, participation and engagement in the intervention has been difficult.
- The OPP intervention is associated with a reduction in growth of child noncompliance.
- Parenting behaviors, including positive parenting and effective limit setting, are strongly associated with decreased child problem behavior.
- Maternal depression has a direct effect on growth in child noncompliance over time.
- Dyadic support/marital satisfaction moderates the intervention effects, with control families with low dyadic support experiencing the worst child behavior outcomes.

Low Birth Weight and Preterm: Are we Missing a Vulnerable Population in Early Intervention?

Project Members: Patricia Mulhearn Blasco, PhD, Sage N. Saxton PsyD, Sybille Guy, PhD, Sophia Sandhu, PsyD, Serra Acar, PhD, Susanne W. Duvall, PhD

Organization: The Research Institute Western Oregon University, Department of Pediatrics Oregon Health & Science University, Portland, OR, Institute on Development & Disability, Oregon Health & Science University, Portland, OR, ABLE Developmental Clinic, Surrey, BC

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Research Questions:

Are children who are born low birth weight and at risk for developmental delay receiving services in Early Intervention?

Major Findings:

Infants with low birthweight (≤ 2500 grams) are at high risk for developmental delays. Retrospective studies have shown that these children often have later learning and/or behavioral difficulties at school-age. Early evaluation and enrollment in Early Intervention (EI) programs may reduce the impact of these difficulties; however, many children who would benefit from such programs are often not receiving EI services. This study provides information on 276 children born low birth weight and includes information on developmental capability, EI enrollment, and performance on measures that address goal-directed behavior and self-regulation. Results indicate children in EI services had lower overall standard scores than those not in EI. Although the children with lower scores tend to receive EI services, it is concerning that almost an equal number of children across all categories of birth weight are not in services.

Oregon Early Learning Workforce: One Year Beyond Baseline Comparison of 2012 and 2013

Project Members: Oregon Child Care Research Partnership

Organization: Oregon State University

Web Link: <http://health.oregonstate.edu/sites/default/files/occrp/pdf/oregon-early-learning-workforce-one-year-beyond-baseline-2015-09-02-final.pdf>

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Research Questions:

This brief, the second annual, describes Oregon's early learning workforce in 2013. As of 2012, Oregon has had in place a system that allows it to answer policy-relevant questions about the early learning workforce employed in regulated child care and education facilities. This brief captures key characteristics of the 2013 workforce and compares them with those of the 2012 workforce. Annual reports enable the State to measure workforce turnover and provide decision makers with information critical for designing the training system.

Major Findings:

See link for findings.

Supporting The Professional Development of Oregon's Early Learning Workforce

Project Members: Oregon Child Care Research Partnership

Organization: Oregon State University

Web Link: <http://health.oregonstate.edu/sites/default/files/occrp/pdf/policy-brief-professional-development-of-oregons-early-learning-workforce-june-2015.pdf>

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Research Questions:

Early learning programs play an important role in supporting school readiness of Oregon's young children. The extent to which early learning services successfully support children's development is to a large extent shaped by the knowledge and skills of early learning program staff. This brief relies on research to demonstrate the link between Oregon's investment in the professional development of the early learning workforce to improved child outcomes in terms of school readiness and ultimately third grade reading scores.

Major Findings:

See link for findings.

Child Care and Education in Oregon and Its Counties: 2014

Project Members: Oregon Child Care Research Partnership

Organization: Oregon State University

Web Link: <http://health.oregonstate.edu/sbhs/family-policy-program/occrp/childcare-dynamics-publications/child-care-and-education-in-oregon-and-its-counties-2014>

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Research Questions:

Every two years the Oregon Child Care Research Partnership takes a snapshot of how well Oregon's child care and education system is serving children and families. Child Care and Education in Oregon and Its Counties describes how the system is working through state and county profiles. The report links study findings to Oregon's principal child care benchmarks: affordability, availability, and quality.

Major Findings:

See link for findings.

Child Care and Education Characteristics: Structural Indicators

Project Members: Oregon Child Care Research Partnership

Organization: Oregon State University

Web Link: <https://www.dropbox.com/s/s5a4jfiqt3i9fy7/Structural%20Indicators%202013%20-%20All%20by%20Type%20of%20Care.pdf?dl=0>

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Research Questions:

Oregon has been capturing data on structural indicators of quality since 2006. Structural quality includes measurement of characteristics such as teacher education and training, teacher retention, teacher wages. Researchers think that having structural quality in place enables a program to have process quality, which in turn affects child outcomes. Oregon measures structural indicators of quality for all regulated child care and education programs annually. The 2013 data captures information associated with quality of child care and education in Oregon at the level of the state and the Early Learning Hubs. This data provides a snapshot of how child care and education varies across communities on some key characteristics.

Major Findings:

See link for findings.

Director's Survey for Contracted Slots Pilot Program: At the End of Year 1

Project Members: Oregon Child Care Research Partnership

Organization: Oregon State University

Web Link: <http://health.oregonstate.edu/sites/default/files/occrp/pdf/directors-survey-report-post-12-16-2014-to-committee.pdf>

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Research Questions:

Oregon launched the three-year Contracted Slots Pilot program in 2012 with the threefold goal of increasing stability of low-income children in high quality programs, supporting employment stability of their parents, and increasing the financial stability of high quality early learning providers. Directors of participating early learning programs were surveyed at the beginning and end of the Pilot's first year. The goal was to document their perceptions of the benefits and disadvantages for children and families as well as programs before launch and after a year of experience. This report captures perceptions at the end of year 1. Providers shared their thoughts on both the challenges as well as the impact of participation on enrollment and financial stability. The report also captures changes in perceptions over the two points in time.

Major Findings:

See full report for findings.

2014 Oregon Child Care Market Price Study

Project Members: Oregon Child Care Research Partnership

Organization: Oregon State University

Web Link: <http://health.oregonstate.edu/sites/default/files/sbhs/pdf/oregon-child-care-market-price-study-2014-web.pdf>

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Research Questions:

The Oregon Market Price Study identifies child care prices and the geographic distribution of these prices across the state. Prices vary by several factors including the age of the child served, type of care (family child care, center, certified family care), the local supply and demand for child care, and facilities' perceptions of the capacity of families to pay for care.

The Oregon Market Price Study examines geographic patterns in the prices charged by facilities by age of child served, type of care, and pricing modes (hourly, monthly, etc). This study fulfills the federal requirement that the state complete a market price survey every two years.

Major Findings:

See full report for findings.

Understanding Children's Unique Experiences and Interactions in the Early Childhood Classroom: A Focus on Children's Biology, Behavior, & Emotion

Project Members: Bridget Hatfield

Organization: Oregon State University

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Research Questions:

The project explores potential relationships between child characteristics, teacher-child and peer interactions, and children's stress responses (cortisol patterns). Since a child's experience is heavily influenced by interactions within his/her environment, the purpose of this project is to identify aspects of the classroom and child that prevent stress in preschool children, and support close teacher-child and peer relationships.

Major Findings:

Data analysis ongoing.

Daily Experiences for Very Young Children in Early Care and Education: Within and Across Cultures

Project Members: Bridget Hatfield, Sam Logan, Pauline Slot

Organization: Oregon State University, Universiteit Utrecht

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Research Questions:

This project aims to understand how very young children (15-36 months) engage in classroom activities, interact with peers and teachers, and regulate emotion and behavior in the classroom. Additionally, in collaboration with colleagues from the Netherlands, Denmark, and Portugal, data from this project will be contributed to a larger study aimed at understanding how classrooms experiences for very young children may differ between cultures and types of programs.

Major Findings:

Initial stages of study.