

**BRIDGET E. HATFIELD, Ph.D.**

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**EDUCATION**

- 2010 *Doctor of Philosophy*, Human Development & Family Studies, University of North Carolina Greensboro.  
 2007 *Master of Science*, Child & Family Studies, University of Tennessee.  
 2003 *Bachelor of Arts*, Psychology (major), Music Performance (minor), Transylvania University.

**PROFESSIONAL EXPERIENCE**

- 2019-present *Associate Professor*, Oregon State University, College of Public Health and Human Sciences, School of Social and Behavioral Health Sciences.  
 2013-2019 *Assistant Professor*, Oregon State University, College of Public Health and Human Sciences, School of Social and Behavioral Health Sciences.  
 2012-2013 *Postdoctoral Research Associate*, University of Virginia, Curry School of Education, Center for Advanced Study of Teaching and Learning.  
 2010-2012 *Institute for Education Sciences (IES) Postdoctoral Fellow*, University of Virginia, Curry School of Education, Center for Advanced Study of Teaching and Learning.  
 2017-2019 & 2008-2013 *Consultant*, Teachstone Inc.  
 2011-2015 *Consultant*, Child Trends.  
 2011, 2013 *Instructor*, University of North Carolina Greensboro.

**GRANT SUPPORT***Current*

- McClelland, M., **Hatfield, B.**, Pratt, M., Tominey, S. L. & Lipscomb S. (July 2021-June 2023). Oregon Early Learning Division. (\$14,428,100). *Capacity Building Center: Competency-based training and technical assistance for the early learning workforce*. Co-Principal Investigator & Coaching Core Faculty Lead. (PI: McClelland)  
 McClelland, M., Tominey, S., Geldhof, G. J., Schmitt, S., **Hatfield, B.**, Li, T., & Mashburn, A. (July 2021–June 2026). U.S. Department of Education, Institute for Education Sciences. (\$3,800,000). *Red Light, Purple Light! Evaluating a self-regulation intervention for children in early learning settings*. Co-investigator. (PI: McClelland)  
 Pratt, M., **Hatfield, B.**, Weber, R., & Oregon Department of Education Early Learning Division, (April 2018-March 2023). Administration for Children and Families, Office of Planning, Research, and Evaluation (\$995,099). *Evaluating CCDBG in Oregon: Impact of the 2014*

*Act on children, families, and the quality of home-based care in Oregon. Phase II.* Co-Principal Investigator. (PI: Pratt)

*Completed*

McClelland, M., **Hatfield, B.**, Pratt, M., Tominey, S., & Lipscomb, S. (March 2021-June 2021). Oregon Early Learning Division. (\$440,374). *Capacity Building Center: Competency-based training and technical assistance for the early learning workforce.* Co-Principal Investigator. (PI: McClelland)

Green, B., **Hatfield, B.**, & Pears, K. (January 2019-May 2021). Bill and Melinda Gates Foundation and Cultivate Learning at the University of Washington (\$1,812,977). *Research to Practice Partnership for the Oregon Partnership for Pre-K Improvement.* Co-Principal Investigator. (Co-PIs: Pears and Green)

**Hatfield, B.**, & Tominey, S. (August 2017-August 2019). Oregon Community Foundation (\$27,488). *Evaluating the Effectiveness of the Live and Learn Parenting Series.* Principal Investigator.

Lipscomb, S., **Hatfield, B.**, Fisher, P., Berry, M., & Soloway, M. (September 2015-August 2019). U.S. Department, of Education, Institute for Education Sciences (\$1,499,997). *Using online learning and coaching to increase the competency of early childhood teachers to impact school readiness for children exposed to trauma.* Co-Investigator. (PI: Lipscomb)

Massey, W., Geldhof, J., & **Hatfield, B.** (March 2017-August 2019). Playworks Education Energized (\$124,478). *Examining the relationship between the quality of school-based recess and social-emotional development in children.* Co-Investigator. (PI: Massey)

McClelland, M. M., Tominey, S. L., Schmitt, S. A., **Hatfield, B.**, & Purpura, D. (July 2015–June 2019). U.S. Department of Education, Institute for Education Sciences (\$1,500,000). *Red Light, Purple Light! Developing a self-regulation intervention for low-income children.* Co-Investigator. (PI: McClelland)

Pears, K., Green, B., **Hatfield, B.**, & Lipscomb, S. (March 2018-December 2018). Gates Foundation and Cultivate Learning at the University of Washington (\$163,234). *Research Practice Partnership Planning Grant: Partnership for Pre-kindergarten improvement.* Consultant. (Co-PIs: Pears and Green)

Weber, R., **Hatfield, B.**, Grobe, D., Lipscomb, S., & Oregon Department of Education Early Learning Division (October 2016-March 2018). Administration for Children and Families, Office of Planning, Research, and Evaluation (\$68,500). *Evaluating CCDBG in Oregon: Impact of the 2014 Act on Children, Families, and the quality of home-based care in Oregon. Phase I-Planning.* Co-Principal Investigator. (PI: Weber)

**Hatfield, B.** (June 2016-September 2016). Oregon Department of Education, Early Learning Division (\$19,623). *Family and Relative Care Policy Review.* Principal Investigator.

**Hatfield, B.** (January 2015-December 2016). General Research Fund, Oregon State University (\$9,957). *Supporting healthy stress response systems for children with challenging behaviors: Examining associations with child behavior and teacher-child interactions.* Principal Investigator.

**Hatfield, B.**, Geldhof, J., & Rennekamp, D. (September 2014-June 2016). Ford Family Foundation (\$27,400). *Examining the parent-child relationships within the Oregon Parenting Education Collaborative.* Principal Investigator.

**Hatfield, B.**, & Pianta, R. (June 2012-June 2013). Instituto Alfa e Beto (\$44,830). *Implementing*

*a classroom-based coaching program in early care and education programs in Brazil.*  
Co-Principal Investigator. (Co-PI: Pianta)

**Hatfield, B.** (August 2011-August 2013). American Psychological Association (APA) Early Career Research Award from the Educational Psychology Division (\$7,500). *Preschool children's adaptations of the stress response system following a teacher-child relationship focused intervention.* Principal Investigator.

**Hatfield, B.** (January 2009-June 2010). Society for Research in Child Development (SRCD) Dissertation Research Funding Award (\$1,960). *The influence of child characteristics and the child care environment on physiological stress in young children.* Principal Investigator.

**Hatfield, B.** (April 2009-June 2010). Kappa Omicron Nu Research Fellowship (\$2,000). *The influence of child characteristics and the child care environment on physiological stress in young children.* Principal Investigator.

## PUBLICATIONS

\*current or former student/mentee

Shen, X., MacDonald, M., Logan, S. W., Parkinson, C., Gorrell, L.\*, & **Hatfield, B. E.** (2022). Leisure engagement during COVID-19 and its association with mental health and wellbeing in U.S. adults. *International Journal of Environmental Research and Public Health*, 19(3). <https://doi.org/10.3390/ijerph19031081>

Finders, J.\*, McClelland, M. M., Geldhof, G. J., Rothwell, D. W., & **Hatfield, B. E.** (2021). Explaining achievement gaps in kindergarten and third grade: The role of self-regulation and executive function skills. *Early Childhood Research Quarterly*, 54(1), 72-85. <https://doi.org/10.1016/j.ecresq.2020.07.008>

**Hatfield, B. E.**, Finders, J. K.\*, Zandbergen, D. L.\*, & Lewis, H.\* (2021) Associations between consistent and high-quality teacher-child interactions and preschool children's self-regulation and activity in the stress response system. *Early Education and Development*. Advance online publication. <https://doi.org/10.1080/10409289.2021.1961198>

Henry, A. J. L.\*, **Hatfield, B. E.**, & Chandler, K. (2021). Toddler teacher job strain, resources, and classroom quality. *International Journal of Early Years Education*. Advance online publication. <https://doi.org/10.1080/09669760.2021.1892596>

Lipscomb, S. T., **Hatfield, B.**, Goka-Dubose, E., Lewis, H.\*, & Fisher, P. A. (2021). Impacts of Roots of Resilience professional development for early childhood teachers on young children's protective factors. *Early Childhood Research Quarterly*, 56(3), 1-14. <https://doi.org/10.1016/j.ecresq.2021.02.002>

Lipscomb, S. T., **Hatfield, B.**, Lewis, H.\*, Goka-Dubose, E., & Abshire, C.\* (2021). Adverse childhood experiences and children's development in early care and education programs. *Applied Developmental Psychology*, 72. <https://doi.org/10.1016/j.appdev.2020.101218>

Ross, S. M.\*, Bogart, K. R., Smit, E., **Hatfield, B.**, Yun, J., & Logan, S. W. (2021). Medical Home, health behavior counseling and physical activity among children with special health care needs. *Maternal and Child Health Journal*, 25, 542-553. <https://doi.org/10.1007/s10995-020-03089-w>

Ross, S. M.\*, Smit, E., Yun, J., Bogart, K. R., **Hatfield, B. E.**, & Logan, S. W. (2021). Exploring the intersection of disability status and childhood predictors of physical activity and sports participation: An exploratory decision-tree analysis. *Adapted Physical Activity Quarterly*, 38(2) 248-267. <https://doi.org/10.1123/apaq.2020-0027>

- Ku, B.\*, MacDonald, M., **Hatfield, B. E.**, & Gunter, K. (2020). Parental influences on parent-reported motor skills in young children with developmental disabilities. *Disability and Health Journal*, 13(3). <https://doi.org/10.1016/j.dhjo.2020.100910>
- Ross, S.\*, Smit, E., Yun, J., Bogart, K., **Hatfield, B.**, & Logan, S. (2020). Updated national estimates of disparities in physical activity and sports participation experienced by children and adolescents with disabilities: NSCH 2016-2017. *Journal of Physical Activity & Health*, 17(4), 443-455. <https://doi.org/10.1123/jpah.2019-0421>
- Ku, B.\*, Heinonen, G. A., Megan, M., & **Hatfield, B.** (2019). An inquiry into how parents of children with autism spectrum disorder interact with their children in a motor skill-based play setting. *Research in Developmental Disabilities*, 94. <https://doi.org/10.1016/j.ridd.2019.103494>
- Lipscomb, S. T., **Hatfield, B.**, Lewis, H., Goka-Dubose, E., & Fisher, P. (2019). Strengthening children's roots of resilience: Trauma-responsive early learning. *Children and Youth Services Review*, 107. <https://doi.org/10.1016/j.childyouth.2019.104510>
- Lipscomb, S. T., Miao, A. J., Finders, J. K.\*, **Hatfield, B. E.**, Kothari, B. H., & Pears, K. (2019). Community-level social determinants and children's school readiness. *Prevention Science*. <https://doi.org/10.1007/s1121-019-01002-8>.
- McClelland, M. M., Tominey, S. L., Schmitt, S. A., **Hatfield, B.**, Purpura, D., Gonzales, C., & Tracy, A. (2019). Red Light, Purple Light! Results of an intervention to promote school readiness for children from low-income families. *Frontiers in Psychology*, 22. <https://doi.org/10.3389/fpsyg.2019.02365>
- Twardzik, E.\*, Smit, E., **Hatfield, B.**, Odden, M. C., Dixon-Ibarra, A., & MacDonald, M., (2018). Limited access to special education services for school-aged children with developmental delay. *Research in Developmental Disabilities*, 72, 257-264. doi:10.1016/j.ridd.2017.12.008.
- Williford, A. P., Carter, L. M., Whittaker, J. V., Vitiello, V. E., & **Hatfield, B.E.** (2018). Using a standardized task to assess the quality of teacher-child dyadic interactions in preschool. *Early Education and Development*, 29, 266-287. doi:10.1080/10409289.2017.1387960.
- Williford, A. P., LoCasale-Crouch, J., Whittaker, J. V., DeCoster, J., Hartz, K. A., Carter, L. M., Wolcott, C. S. & **Hatfield, B. E.** (2017). Changing teacher-child dyadic interactions to improve preschool children's externalizing behaviors. *Child Development*, 88, 1544-1553. <https://doi.org/10.1111/cdev.12703>
- Hatfield, B. E.** & Williford, A. P. (2017). Cortisol patterns for young children displaying disruptive behavior: Effects linked to a teacher-child, relationship-focused intervention. *Prevention Science*, 18, 40-49. <https://doi.org/10.1007/s1121-016-0693-9>
- MacDonald, M., **Hatfield, B.**, & Twardzik, E.\* (2017). Autism spectrum disorder and young children's interactions with their parent/caregiver in an environment that encourages physical activity. *Adapted Physical Activity Quarterly*, 34, 19-32. <https://doi.org/10.1123/APAQ2016-0028>.
- Hatfield, B. E.**, Burchinal, M. R., Pianta, R. C., & Sideris, J. (2016). Thresholds in the association between quality of teacher-child interactions and preschool children's school readiness skills. *Early Childhood Research Quarterly*, 36, 561-571. <https://doi.org/10.1016/j.ecresq.2015.09.005>
- LoCasale-Crouch, J. DeCoster, J., Cabell, S. Q., Pianta, R. C., Hamre, B. K., Downer, J. T., **Hatfield, B. E.**, Larsen, R., Burchinal, P, Howes, C., La Paro, K., Scott-Little, C., & Roberts, A. (2016). Unpacking intervention effects: Teacher responsiveness as a mediator

- of perceived intervention quality and change in teaching practice. *Early Childhood Research Quarterly*, 36, 201-209. <https://doi.org/10.1016/j.ecresq.2015.12.022>
- Cameron, C. E., Brock, L. L., **Hatfield, B. E.**, Cottone, E. A., Rubinstein, R., LoCasale-Crouch, J., & Grissmer, D. W. (2015). Visuo-motor integration and inhibitory control compensate for each other in school readiness. *Developmental Psychology*, 51, 1529-1543. <https://doi.org/10.1037/a0039740>
- Hatfield, B. E.**, Lower, J. K., Cassidy, D., & Faldowski, R. (2015). Inequities in access to quality early care and education: Associations with funding and community context. *Early Childhood Research Quarterly Special Issue: Quality Rating and Improvement Systems (QRIS) as Change Agents*, 30, 316-326. <https://doi.org/10.1016/j.ecresq.2014.01.00hjm>
- La Paro, K., Williamson, A., & **Hatfield, B.** (2014). Assessing quality in toddler classrooms using the CLASS-Toddler and the ITERS-R. *Early Education and Development*, 25, 875-893. <https://doi.org/10.1080/10409289.2014.883586>
- Hamre, B. K., **Hatfield, B. E.**, Pianta, R. C., & Jamil, F. (2014). Evidence for general and domain specific elements of teacher-child interactions: Associations with preschool children's development. *Child Development*, 85, 1257-1274. <https://doi.org/10.1111/cdev.12184>
- Hatfield, B. E.**, Hestenes, L. L., Kintner-Duffy, V. L., & O'Brien, M. (2013). Classroom Emotional Support predicts differences in preschool children's cortisol and alpha-amylase levels. *Early Childhood Research Quarterly*, 28, 347-356. <https://doi.org/10.1016/j.ecresq.2012.08.001>
- Hatfield, B. E.**, & LoCasale-Crouch, J. (2011). Making a college course matter at scale: The importance of implementation support. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*, 14, 345-350.
- Mintz, T. M.\*, Hamre, B. K., & **Hatfield, B. E.** (2011). The role of effortful control in mediating the association between maternal sensitivity and children's social and relational competence and problems in first grade. *Early Education and Development*, 22, 360-387.
- Tudge, J. R. H., Mokrova, I., **Hatfield, B. E.**, Karnik, R. B. (2009). Uses and misuses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory and Review*, 1, 198-210.
- Crosby, D. A., & **Hatfield, B. E.** (2008). Immigrants' access to public assistance: Missed opportunities following welfare reform. *Zero to Three*, 29, 31-38.

### Book Chapters

- Hatfield, B.** (2019). The influence of teacher-child relationships on preschool children's cortisol levels. In Harrist, A. W., & Wilson, S. M. (Series Eds.) & Gardner, B., & Harrist, A. W. (Vol. Eds.). *Emerging Issues in Family and Individual Resilience: Vol. 3. Biobehavioral Markers in Risk and Resilience Research*. Cham, Switzerland: Springer International. doi:10.1007/978-3-030-05952-1
- Wanless, S., Goark, C., & **Hatfield, B.** (2015). Assessing organizational readiness. In J. Durlak, R. Weissberg, & T. Gullotta (Eds.), *The handbook of social and emotional learning*. New York, NY: Guilford Press.
- Hatfield, B. E.**, & Pianta, R. C. (2013). Assessing the effectiveness of environments and instruction in early childhood settings. In R. Reutzell (Ed.), *The handbook of research-based practice in early childhood education*. New York, NY: Guilford Press.

Hamre, B. K., & **Hatfield, B. E.** (2012). Moving evidenced-based professional development into the field: Recommendations for policy and research. In C. Howes, B. Hamre, & R. Pianta (Eds.), *Evidenced-based professional development for early childhood teachers*. Baltimore, MD: Brookes Publishing.

#### Research Briefs and Manuals

**Hatfield, B.**, Nygren, P., Henry, A.\*, & the Oregon Partnership for PreK Improvement Research Partners (2021). *Essential Fellowship: Full Executive Summary*.

<https://drive.google.com/file/d/12E78D9q74MMOpayf17U-mEoc18fsksEt/view?usp=sharing>

**Hatfield, B.**, Nygren, P., Henry, A.\*, & the Oregon Partnership for PreK Improvement Research Partners (2021). *Essential Fellowship: Qualitative interview data report* [Unpublished document submitted to Oregon Department of Education Early Learning Division].

**Hatfield, B.**, Nygren, P., Henry, A.\*, and the Oregon Partnership for PreK Improvement Research Partners (2021). *Essential Fellowship: Quantitative survey data report* [Unpublished document submitted to Oregon Department of Education Early Learning Division].

Pears, K.C., Miao, A.J., Burton, M., Green, B.L., **Hatfield, B.** & Scheidt, D. (2021). *Survey on the effects of COVID-19 on Oregon's early care & education workforce and programs*. Report submitted to the Oregon Early Learning Division and Early Learning Council.

[https://oregonearlylearning.com/wp-content/uploads/2021/07/ppi-provider-survey-FINAL-accessible\\_7.20.21.pdf](https://oregonearlylearning.com/wp-content/uploads/2021/07/ppi-provider-survey-FINAL-accessible_7.20.21.pdf)

**Hatfield, B.**, Henry A.\*, & the Oregon Partnership for PreK Improvement Research Partners (2020). *Teacher-child interactions in Oregon's Preschool Programming: CLASS™ Observations (2019-2020)*.

<https://drive.google.com/file/d/12DO5lpi63dCE72oVVYFAUwotJEt61sgD/view?usp=sharing>

**Hatfield, B.**, Henry, A.\*, & the Oregon Partnership for PreK Improvement Research Partners (2020). *Ambitious Instruction survey data: Brief report* [Unpublished document submitted to Oregon Department of Education Early Learning Division].

**Hatfield, B.**, Henry, A.\*, & the Oregon Partnership for PreK Improvement Research Partners (2020). *Ambitious Instruction teacher and instructional leader interviews: Brief report* [Unpublished document submitted to Oregon Department of Education Early Learning Division].

**Hatfield, B.**, Henry, A.\*, & the Oregon Partnership for PreK Improvement Research Partners (2020). *Ambitious Instruction Executive Summary*.

<https://drive.google.com/file/d/12KcdvBGfAVLWkPCZq-q-04GrCrxGHdyb/view?usp=sharing>

**Hatfield, B.**, Henry A.\*, & the Oregon Partnership for PreK Improvement Research Partners (2019). *Teacher-child interactions in Oregon's Preschool Programming: CLASS™ Observations (2018-2019)*.

[https://drive.google.com/file/d/1cuBMEG5NltL0KV\\_ToyhCeiDwRfWLzd7G/view?usp=sharing](https://drive.google.com/file/d/1cuBMEG5NltL0KV_ToyhCeiDwRfWLzd7G/view?usp=sharing)

**Hatfield, B.**, Traen, S., Henry, A.\*, Pratt, M., & Probert, K\*. (2019). *Focused Child Care Network: Program Supports and Research Guide*. Unpublished document.

**Hatfield, B.**, Henry, A.\*, Probert, K.\*, Traen, S., & Pratt, M. (2018). *Supporting Regulated*



*Subsidy Providers: Facilitator Manual*. Unpublished document.

**Hatfield, B. E., & Hoke, K.\*** (2016). *Improving the quality of family, friend, & neighbor care: A review of the research literature*.

<https://health.oregonstate.edu/sites/health.oregonstate.edu/files/occrp/pdf/improving-the-quality-of-family-friend-and-neighbor-care-2016.pdf>

**Hatfield, B. E., & Hoke, K.\*** (2016). *Family, friend, & neighbor care: Status of States' support for FFN Care*. [Unpublished document submitted to Oregon Department of Education Early Learning Division].

Ebadirad, S.\*, **Hatfield, B.**, Green, B., Rennekamp, D., & the Oregon School Readiness Research Consortium (2016). *What parents can do to build skills for school readiness and success*. [http://health.oregonstate.edu/sites/health.oregonstate.edu/files/hallie-ford/osrrc/pdf/parentingbrief\\_2016\\_11\\_hatfieldebadiradgreen.pdf](http://health.oregonstate.edu/sites/health.oregonstate.edu/files/hallie-ford/osrrc/pdf/parentingbrief_2016_11_hatfieldebadiradgreen.pdf)

**Hatfield, B. E., & LoCasale-Crouch, J.** (2013). *Making a college course matter for Pre-K professionals: Supports needed for success*.

[http://curry.virginia.edu/uploads/resourceLibrary/CASTL\\_Research\\_Brief-Hatfield\\_Locasale-Crouch\\_\(2011\)\\_NHSA.pdf](http://curry.virginia.edu/uploads/resourceLibrary/CASTL_Research_Brief-Hatfield_Locasale-Crouch_(2011)_NHSA.pdf)

#### MANUSCRIPTS UNDER REVIEW

Lewis, H.\*, Lipscomb, S., **Hatfield, B.**, Weber, R., Green, B., & Patterson, L. *Family-teacher relationships and child engagement in early care and education*.

#### MANUSCRIPTS IN PREPARATION

Banks, K.\*, **Hatfield, B. E.**, Hooker, K., Stawski, R., & Branscum, A. *Effects of supportive parent-adolescent relationships on delinquent behaviors among children who have experienced parental incarceration*

**Hatfield, B.**, Madill, R., Jones, S., Halle, T., Hamre, B., Worrell, C., & Blackburn, E. *The role of classmates' self-regulation and classroom quality on pre-kindergarten children's school readiness*

**Hatfield, B. E.**, Probert, K.\*, Henry, A. J. L.\*, Traen, S., & Pratt, M. *An examination of the characteristics of license-exempt providers and corresponding supports post CCDBG reauthorization in Oregon*.

Lewis, H., Lipscomb, S., **Hatfield, B.**, & Jaderholm, C. *Early childhood teachers relationships with families when children experience adversity*.

Lewis, H., **Hatfield, B.**, Lipscomb, S., Weber, R., Green, B., & Patterson, L. *Family-teacher relationship quality in ECE: Type of ECE program and family socioeconomic status as potential predictors*

#### AWARDS

2018 Nominated for OSU Faculty Teaching Excellence Award

2017-2018 American Educational Research Association-Society of Research in Child Development (AERA-SRCD) Early Career Fellowship in Early Childhood Education and Development

2017 Excellence in Teaching and Mentoring Award, Oregon State University, College of Public Health and Human Sciences

2016 Professor of the Term, Center for Fraternity & Sorority Life

2015 Professor of the Term, Panhellenic Executive Council

- 2011 American Psychological Association Early Career Research Award, Division 15  
 2010-2012 Institute for Education Sciences (IES) Postdoctoral Fellowship, University of Virginia, Center for Advanced Study of Teaching and Learning (CASTL)  
 2010 Outstanding Graduate Student Award, University of North Carolina at Greensboro, Department of Human Development and Family Studies (HDFS)  
 2009 Society of Research in Child Development Dissertation Research Funding Award  
 2009 Kappa Omicron Nu Research Fellowship  
 2008, 2009 Mary Elizabeth Keister Scholarship, University of North Carolina at Greensboro  
 2006 Moran Thesis/Dissertation Scholarship, University of Tennessee

## TEACHING EXPERIENCE

### Oregon State University

- Infant and Child Development* (HDFS 311) Winter 2015 – 2018; Fall 2021  
*Applied Research Methods* (HDFS 361) Spring 2014, 2015, 2019, 2020, 2021, 2022;  
 Fall 2019  
*Child Development* (HDFS 516) Fall 2013 – 2018; Winter 2021

### University of North Carolina Greensboro

- Current Developmental Theory and Research* (HDF 455) online course. Spring 2011, 2013  
*Infant and Toddler Programs: Foundations and Methods* (HDF/SES 425) Spring 2010

### Practitioner Experience

- 2004-2005 Lead Teacher for Center, La Petite Academy, Evansville, IN  
 2003-2005 Twos Classroom Lead Teacher, La Petite Academy, Evansville, IN

## INVITED PRESENTATIONS AND WORKSHOPS

\*current or former student/mentee

- Hatfield, B., Lewis, H.\*, Bradetich, A.\*, & Sciuto, I.\* (February, 2022). *Oregon Coaching Competencies*. Presentation to Early Learning Division teams.  
 Hatfield, B., Nygren, P., & Henry, A.\* (July, 2021). *Essential Fellowship mixed methods evaluation: Cohorts 2 & 3*. Presentation and data dialogue for Oregon Child Care Resource and Referral Director meeting.  
 Hatfield, B., Pratt, M., & Probert, K.\* (June, 2020). *Reauthorization & Oregon's License Exempt non-relative providers*. Community of Practice Web Conference CCDBG Implementation Research & Evaluation Grantees, Center for Supporting Research on CCDBG Implementation.  
 Hatfield, B., & Traen, S. (September, 2019). *Stepping together: A research project to determine the effectiveness of a Focused Child Care Network model for home based providers*. Center on Early Learning & Youth Development Annual Conference. Monmouth, OR  
 Hatfield, B., & Henry A.\* (May, 2019). *Quality early care and education*. Beaver Family Connections Parenting Education, Family Resource Center, Oregon State University.  
 Henry, A.\*, Hatfield, B., & Chandler, K. (October, 2018). *The roles of job strain and resources for toddler classroom teachers*. Child Care and Education Researchers Roundtable annual meeting, Troutdale, OR.  
 Hatfield, B. E., Traen, S., Henry, A.\*, Probert, K.\*, & the Oregon CCDBG team (September, 2018). *Design and implementation of the navigator model: Supporting Regulated Subsidy*



- providers in Oregon*. Webinar for the CCEEPRA Professional Development and Home-based Child Care Workgroups.
- Hatfield, B. (August, 2018). *Extending Instructional Support from a firm foundation: Intentional teaching strategies for Instructional Support*. All-day workshop presented for NeighborImpact. Redmond, OR.
- Lipscomb, S., Hatfield, B., & the Roots of Resilience Team (June, 2018). *Developing and evaluating interventions to address early childhood trauma*. Paper presented at Administration for Children and Family National Research Conference on Early Childhood, Arlington, Virginia.
- Hatfield, B. & Henry, A.\* (May, 2018). *Supporting young children's creativity and critical thinking skills through provider-child interactions*. Benton County Chapter of Provider Resource Organization.
- Hatfield, B. E., Madill, R., Jones, S., Halle, T., Hamre, B., Worrell, C. & Blackburn. (2018). *The role of classmates' self-regulation skills and classroom quality on pre-kindergarten children's school readiness skills*. Poster presented at an invited session [Excellence in Education Research: Early-Career Scholars and Their Work Session], American Educational Research Association Conference, New York, NY, Austin, Texas.
- Hatfield, B. (May, 2017). *Supporting children's positive behaviors*. Benton County Chapter of Provider Resource Organization.
- Hatfield, B. E. (February, 2017). *The influence of teacher-child relationships on preschool children's cortisol levels*. The Center for Family Resilience's 8th annual Chautauqua: Biobehavioral Markers in Risk and Resilience Research, Oklahoma State University, Stillwater, OK
- Hatfield, B., & Hoke, K.\* (October, 2016). *Improving quality in less formal home-based care: Current evaluation research*. Child Care and Education Researchers Roundtable annual meeting, Troutdale, OR.
- Hatfield, B., & Ebadirad, S.\* (October, 2016). *Changes in maternal stress reactivity and mother-child interactions after participation in an OPEC parenting series*. Oregon Parenting Education Collaborative Fall Meeting, Portland, OR.
- Hatfield, B. (May, 2016). *Preschool children's cortisol in child care: Associations with quality and teacher-child relationships*. Oregon Department of Education, Early Learning Division, all-staff meeting, Salem, OR.
- Hatfield, B., & Ebadirad, S.\* (December, 2015). *An examination of mother-child interactions for mothers participating in a parenting education series*. Webinar for Oregon Parenting Education Collaborative (OPEC) Webinar Series.
- Hatfield, B. (October, 2015). *Intentional teaching: Creating connections, building relationships and engaging conversations*. Benton County Chapter of Provider Resource Organization.
- Hatfield, B., & Ebadirad, S.\* (October, 2015). *An examination of mother-child interactions for mothers participating in a parenting education series*. Child Care and Education Researchers Roundtable annual meeting, Troutdale, OR.
- Lipscomb, S., Miao, A.\*, Finders, J.\*, Hatfield, B., Kothari, B., & Pears, K. (October, 2015). *Oregon's Kindergarten Assessment: Children's scores across schools, districts, and counties*. Child Care and Education Researchers Roundtable annual meeting, Troutdale, OR.
- Hatfield, B. (August 2015). *Intentional teaching and the CLASS™*. NeighborImpact. Bend, OR.
- Hatfield, B. (August 2015). *CLASS, early learning, and a focus on instructional support*. Kidco

- Head Start. Lebanon, OR.
- Hatfield, B. (June 2015). *Intentional teaching: Creating connections, building relationships, & engaging conversations*. Corvallis Community Children's Center. Corvallis, OR.
- Hatfield, B. (March 2015). *Interactions with parents: Promoting success for parenting educators*. Parenting Success Network. Albany, OR.
- Hatfield, B. (January 2015). *Promoting effective teacher-child interactions in Head Start classrooms*. NeighborImpact. Redmond, OR.
- Hatfield, B. (October, 2014). *CLASS and early learning: Strategies to support critical thinking and learning for preschool children*. Early Head Start and Head Start of Snohomish County. Lynnwood, WA.
- Hatfield, B. & Tracy, A.\* (March, 2014). *Optimizing classroom quality through instructional support*. Head Start Region X Regional Conference. Seattle, WA.
- Hatfield, B. & Tracy, A.\* (March, 2014). *How CLASS has impacted early learning*. Head Start Region X Regional Conference. Seattle, WA.
- Hatfield, B. (October, 2014). *Inequities in access to quality early care and education: Associations with funding and community context*. Child Care and Researchers Roundtable annual meeting, Troutdale, OR.
- Hatfield, B.E. (October, 2013). *Preschool children's cortisol patterns after a teacher-child relationships focused intervention for children with challenging behaviors*. Child Care and Education Researchers Roundtable annual meeting, Troutdale, OR.
- Hatfield, B. (August, 2013). *Building a solid foundation for early learning: Engaging interactions & environments*. Northwest Indian Head Start Coalition Conference. Spokane, WA.
- Hatfield, B. (August, 2013). *Strategies for instructional interactions: Fostering children's thinking skills*. Northwest Indian Head Start Coalition Conference. Spokane, WA.
- Hatfield, B. (August, 2013). *Strategies for instructional interactions: Providing feedback that supports engagement and learning*. Northwest Indian Head Start Coalition Conference. Spokane, WA.
- Hatfield, B., Kraft-Sayre, M., Maanao-French, V., Salbok, M. (2012-2013). *I've been CLASS™ trained, now what? Supporting program improvement efforts*. Head Start Regional Offices (Regions 1-12).
- Hatfield, B. (2012). *Building a solid foundation for early learning: Engaging interactions & environments*. National Indian Head Start Directors Association (NIHSDA) Conference. Traverse City, MI.
- Hatfield, B. E. (July, 2012). *Supporting Head Start Program Improvement using the CLASS*. Head Start and Early Head Start Directors Retreat. Leavenworth, WA.
- Hatfield, B. E. (October, 2012). *Supporting states in enhancing reliability of QRIS ratings: What are we learning from CLASS?* Presentation for the Child Care Policy Research Consortium (CCPRC) annual meeting, Washington, DC.
- Hamre, B. K., & Hatfield, B. E. (July, 2012). *Supporting states in enhancing reliability of QRIS ratings: What are we learning from CLASS?* Presentation for the Quality Initiatives Research and Evaluation Consortium (INQUIRE) working meeting, Washington, DC.
- Hatfield, B. E. (February, 2011). *Preschool classroom quality and relationships to child stress*. Presentation for the North Carolina Early Learning Collaborative Meeting, North Carolina Division of Child Development, Raleigh, NC.

**SELECTED CONFERENCE PRESENTATIONS (Peer-Reviewed)**

\*current or former student/mentee

- Hatfield, B. E., Lipscomb, S. T., & Sills, A.\* (April, 2021). *Classroom, teacher, and peer interactions: Associations with preschool children's salivary cortisol*. In B. Hatfield (chair) Unpacking the nuances of teacher-child interactions: Direct and indirect effects on child outcomes. Paper presented at the Society for Research in Child Development Biennial Meeting (virtual).
- Lipscomb, S. T., Hatfield, B. E., Lewis, H. R.\*, Goka-Dubose, E., & Jaderholm, C. (April, 2021). *Variation in responses to professional development on trauma and resilience: A mixed methods approach*. Poster presented at the Society for Research in Child Development Biennial Meeting (virtual).
- Hatfield, B., E., Traen, S., Probert, K.\*, & Pratt, M. (2020). *A new focused child care network model for home-based educators: Lessons learned in the first 6 months of implementation* [Paper symposium canceled/COVID]. Administration for Children and Family National Research Conference on Early Childhood. Arlington, Virginia.
- Lewis, H.\*, Lipscomb, S. T., & Hatfield, B. E. (2020). *Early childhood teachers' and providers' relationships with families when children experience adversity*. Poster presented at the Administration for Children and Family National Research Conference on Early Childhood. Arlington, Virginia.
- Hatfield, B., Lewis, H.\*, & Finders, J.\* (October, 2019). *Children's activity in the stress response system within preschool classrooms: The role of classroom quality*. Poster presented at the Society for the Study of Human Development Biennial Meeting, Portland, OR.
- Lewis, H.\*, Lipscomb, S., & Hatfield, B. (October, 2019). *Adverse childhood experiences and family-teacher relationships in early care and education*. Poster presented at the Society for the Study of Human Development Biennial Meeting, Portland, OR.
- Lipscomb, S., Hatfield, B., Lewis, H.\*, Goka-Dubose, E., Rierison, S., & Qadir, E. (October, 2019). *Roots of Resilience: Professional development for early childhood teachers in trauma-responsive care*. Paper presented at the Society for the Study of Human Development Biennial Meeting, Portland, OR.
- Lipscomb, S., Lewis, H.\*, Hatfield, B., Qadir, E., Hiler, C., Abshire, C.\*, & Jaderholm, C. (October, 2019). *Teacher-child relationships moderate effects of adverse childhood experiences on social and behavioral skills and problems in preschool*. Poster presented at the Society for the Study of Human Development Biennial Meeting, Portland, OR.
- Sills, A.\*, Lipscomb, S., & Hatfield, B. (October, 2019). *Parenting, household chaos, and children's stress system activity as predictors of externalizing behaviors in preschool*. Poster presented at the Society for the Study of Human Development Biennial Meeting, Portland, OR.
- Pratt, M. E., Weber, R., Grobe, D., Hatfield, B., & George, T. (April, 2019). *Evaluating CCDBG in Oregon: How do we tailor our research approach to the policy and practice realities of the State?* Poster presented at the Child Care and Early Education Policy Research Consortium, Washington DC
- Hatfield, B. E., Lewis, H.\*, & Finders, J.\* (March, 2019). *Children's self-regulation and activity in the stress response system within preschool classrooms*. Paper presented at the Society for Research in Child Development, Baltimore, Maryland.
- Henry, A.\*, Hatfield, B., & Chandler, K. (March, 2019). *Toddler teacher job strain and*

- resources: Associations with classroom quality.* Paper presented at the Society for Research in Child Development, Baltimore, Maryland.
- McClelland, M., Tominey, S., Schmitt, S., Hatfield, B., Purpura, D., & Tracy, A. (March, 2019). *Effects of the Red Light, Purple Light self-regulation intervention for promoting school readiness.* Paper presented at the Society for Research in Child Development, Baltimore, Maryland.
- Tominey, S., Hatfield, B., Tracy, A., Gonzales, C., & McClelland, M. (March, 2019). *Developing a preschool observational measure to assess group time intervention success.* Paper presented at the Society for Research in Child Development, Baltimore, Maryland.
- Goka-Dubose, E., Bickhaus, L.\*, Hatfield, B., & Lipscomb, S. (2018) *Examining the implementation of remote video-based coaching.* Poster presented at Administration for Children and Family National Research Conference on Early Childhood, Arlington, Virginia.
- Lewis, H.\*, Longway, K.\*, Bulosan, C., Hatfield, B., & Lipscomb, S. (2018). *A mixed methods approach to evaluating participant engagement and feasibility in an online professional development course.* Poster presented at Administration for Children and Family National Research Conference on Early Childhood, Arlington, Virginia.
- Lewis, H.\*, Lipscomb, S., Hatfield, B., Green, B., & Weber, B. (2018). *Family-teacher partnerships and child engagement in early care and education.* Poster presented at Administration for Children and Family National Research Conference on Early Childhood, Arlington, Virginia.
- Henry, A.\*, & Hatfield, B. (2018). *Identifying the extent of occupational health risks for toddler teachers: Associations with classroom quality.* Poster presented at Administration for Children and Family National Research Conference on Early Childhood, Arlington, Virginia.
- Hatfield, B. E., Weber, B., Traen, S., George, T., & Woods, D. (2018). *Identifying ways to increase success for regulated subsidy providers: The role of a navigator.* Paper presented at the Child Care and Early Education Policy Research Consortium, Arlington, VA.
- Hatfield, B. E., Madill, R., Jones, S., Halle, T., Hamre, B., Worrell, C., ...& Kearney, L. (2017). *Development of preschool children's regulatory skills: Do classmates' regulatory skills matter?* Paper presented at the Society for Research in Child Development, Austin, Texas.
- Ross, S.\*, Hatfield, B., Catena, M.\*, MacDonald, M., Cook, E.\*, & Logan, S. (2017) *Access Play! Effect of an inclusive playgroup intervention with powered mobility devices on toddlers' social interactions.* Poster presented at the Society for Research in Child Development, Austin, Texas.
- Barofsky, M., Bendix, B., Bowne, J., Hatfield, B., Loste, M., Lazarte-Alcalá, N., Ponder, B., Rohacek, M., & Ybarra, V. (2017). *Capacity-building for State- and Territory-level Child Care and Development Block Grant implementation research and evaluation.* Panelist at the Child Care and Early Education Policy Research Consortium, Washington DC. [authors contributed equally, listed alphabetically]
- Burchinal, P., Hallam, R., Hatfield, B., Maxwell, K., Tout, K., & Zaslow, M. (2017). *Implications of new research and policy for Quality Rating and Improvement System (QRIS) design, implementation, and evaluation.* Panelist at the Child Care and Early Education Policy Research Consortium, Washington DC. [authors contributed equally,

listed alphabetically]

- Hatfield, B., Hoke, K.\*, Ebadirad, S.\*, & Henry, A.\* (2016). *Children's behavior and activity in the stress response system within early childhood classrooms*. Poster presented at the Administration of Children and Families' National Research Conference on Early Childhood, Washington, D.C.
- Lipscomb, S., Miao, A.\*, Finders, J.\*, Kothari, B., Pears, K., & Hatfield, B. (2016). *School Readiness at the Community Level: Children's scores across schools, districts, and counties*. Poster presented at the Administration of Children and Families' National Research Conference on Early Childhood, Washington, D.C.
- Williford, A., & Hatfield, B. (2015). *Cortisol patterns for young children displaying disruptive behavior: Differences linked with a teacher-child, relationship-focused intervention*. Paper presented at the 17<sup>th</sup> European Conference on Developmental Psychology, Braga, Portugal.
- Ebadirad, S. W.\* & Hatfield, B. E. (2015). *Promoting school readiness through positive parenting*. Paper presented at the Oregon Parenting Education Conference, Corvallis, Oregon.
- Hatfield, B., Finders, J.\*, & Williford, A. (2015). *Associations between consistently effective teacher-child interactions and children's cortisol patterns in preschool*. Poster presented at the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Hatfield, B., Ebadirad, S.\*, Hamre, B., Pianta, R., & Ponder, B. (2015). *Exploring the presence of unique domains of teacher-child interactions within a state's prekindergarten system*. Paper presented at the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Tracy, A.\*, Hatfield, B., Perry, N.\*, & Hestenes, L. (2015). *Understanding relational, environmental, and biological inputs to social and emotional competence in preschool children*. Poster presented at the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Harmon, B.\*, Lupe, G.\*, Hatfield, B., Rennekamp, D., & Sektnan, M. (2015). *Perceptions of parenting knowledge and behaviors: Latino parents in parenting education programs*. Poster presented at the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Hatfield, B., Finders, J.\*, & Williford, A. (2014). *Supporting preschool children's cortisol levels through responsive classroom interactions: A focus on children with challenging behaviors*. Poster presented at the Head Start National Research Conference, Washington, D.C.
- Cameron, C., Brock, L., & Hatfield, B., Cottone, E., Rubinstein, E., LoCasale-Crouch, J., Grissmer, D., & Tesema, B. (2013). *Visuomotor skills compensate for poor inhibitory control in predicting preschool readiness*. Paper presented at the Society for Research in Child Development, Seattle, Washington.
- Hamre, B. K., & Hatfield, B. E. (2013). *Evidence for general and domain specific elements of teacher-child interactions: Associations with preschool children's development*. Paper presented at the Society for Research in Child Development, Seattle, Washington.
- Hatfield, B. E., Lower, J. K., Cassidy, D., & Faldowski, R. (2013). *Community characteristics related to program participation in environmental assessments in North Carolina's QRIS*. Paper presented at the Society for Research in Child Development, Seattle, Washington.
- Hatfield, B. E., & Williford, A. (2013). *Effects of teacher-child relationship focused intervention*

- for children with behavior problems on child cortisol patterns at child care.* Paper presented at the Society for Research in Child Development, Seattle, Washington.
- Lumpkin, B.\*, Hatfield, B., & Williford, A. (2013). *Emotion regulation of preschool teachers: Exploring relations between negative emotions and cortisol levels.* Presidential Research Competition, University of Virginia, Charlottesville, Virginia.
- Hatfield, B.E., Hamre, B. K., LoCasale-Crouch, J., Pianta, R.C., Downer, J., Burchinal, M., ... Scott-Little, C. (2012). *Teacher characteristics influence responsiveness to a course and a consultancy focused on effective teacher-child interactions.* Paper presented at the Society for Research in Educational Effectiveness, Washington, D.C.
- Whittaker, J. V., Hatfield, B. E., Hartz, K., Williford, A., & LoCasale-Crouch, J. (2012). *Congruence of teacher and teaching assistant ratings of children's behavior problems.* Poster presented at the Head Start National Research Conference, Washington, D.C.
- La Paro, K. M., Thomason, A. C., & Hatfield, B. E. (2012). *The CLASS Toddler: Measuring the quality of teacher-child interactions.* Poster presented at the Head Start National Research Conference, Washington, D.C.
- Williford, A., Hatfield, B., LoCasale-Crouch, J., & Whittaker, J. (2012). *Teachers' implementation of Banking Time with preschoolers at-risk for a disruptive behavior disorder.* Paper presented at the Society of Prevention Research, Washington, DC.
- Hatfield, B. E., Hestenes, L. L., Kintner-Duffy, V. L., & O'Brien, M. (2011). *Classroom quality and the stress response system: Relationships among cortisol and alpha-amylase in preschool children.* Paper presented at the Society for Research in Child Development, Montreal, Canada.
- Hatfield, B. E., Brown, N. E., Hestenes, L. L., & Sexton, C. A.\* (2011). *Externalizing behaviors and cortisol levels in preschool children: Preliminary support for the sensation seeking hypothesis.* Paper presented at the Society for Research in Child Development, Montreal, Canada.
- Hestenes, L. L., Chakravarthi, S., & Hatfield, B. E. (2011). *Influences on preschool children's physical activity levels in outdoor child care environments: What seems to matter?* Poster presented at the Society for Research in Child Development, Montreal, Canada.
- Lower, J., Hatfield, B. E., Cassidy, D. J., & Faldowski, R. A. (2011). *Diversity in program and community contexts: Implications for child care quality.* Paper presented at the Smart Start Conference, Greensboro, NC.
- Crosby, D. A., & Hatfield, B. E. (2010). *Safety net programs and the early development of young children in low-income immigrant families.* Poster presented at the American Educational Research Association Annual Meeting, Denver, CO.
- Chakravarthi, S., Hatfield, B. E., & Hestenes, L. L. (2009). *Play in the outdoor environment: A look at language ability and physical activity levels in preschool children.* Paper presented at the National Association of the Education of Young Children Professional Development Institute, Charlotte, NC.
- Crosby, D. A., & Hatfield, B. E. (2009). *Immigrants' access to public benefits and services post-reform: Missed opportunities to invest in young American children?* Paper presented at the Society for Research in Child Development, Denver CO.
- Hestenes, L. L., Hatfield, B. E., & Chakravarthi, S. (2009). *Preschool Children's Physical Activity Levels Outdoors: Environmental and Interpersonal Influences.* Poster session presented at the Society for Research in Child Development, Denver, CO.
- Chakravarthi, S., Hatfield, B. E., & Hestenes, L. L. (2009). *Preschool Teachers' Beliefs of*

*Outdoor Play and Outdoor Environments: Preliminary Psychometric Properties and Implications for Practice.* Poster session presented at the meeting of the American Educational Research Association, San Diego, CA.

Hatfield, B., Hallam, R., & Wass, T. (2007). *Child characteristics, parent-child interaction style, and self-regulation: A snapshot of the influences on emotion regulation in toddlers.*

Poster session presented at the meeting of the National Association for the Education of Young Children, Chicago, IL.

Hallam, R., Hatfield, B., Allen, E., Grisham-Brown, J., & Brookshire, R. (2006). *The impact of an authentic assessment intervention on lesson planning in preschool classrooms.* Poster session presented at the National Association for the Education of Young Children, Atlanta, GA.

### **INTENTIONAL TEACHING WORKSHOPS for EARLY CHILDHOOD PRACTITIONERS** **Founder and Primary Developer of the Intentional Teaching Series**

\*current or former student/mentee

Hatfield, B., Longway, K.\*, & Olsen, S.\* (April, 2018). *Intentional teaching. Listen, look, & learn: Following children's lead.* Community workshops presented at Oregon State University, Corvallis, OR. [2<sup>nd</sup> and 3<sup>rd</sup> author contributed equally]

Hatfield, B., Henry, J.\*, & Lewis, H.\* (June, 2017). *Intentional teaching. Listen, look, & learn: Following children's lead.* Community workshops presented at Oregon State University, Corvallis, OR. [2<sup>nd</sup> and 3<sup>rd</sup> author contributed equally]

Hatfield, B., Hoke, K.\*, & Lewis, H.\* (April, 2017). *Intentional teaching: Nurturing creativity, curiosity, and critical thinking in young children.* Community workshops presented at Oregon State University, Corvallis, OR. [2<sup>nd</sup> and 3<sup>rd</sup> author contributed equally]

Hatfield, B., Ebadirad, S.\*, & Fenn, M.\* (May, 2016). *Intentional teaching: Nurturing creativity, curiosity, and critical thinking in young children.* Community workshops presented at Oregon State University, Corvallis, OR. [2<sup>nd</sup> and 3<sup>rd</sup> author contributed equally]

Hatfield, B., Ebadirad, S.\*, & Fenn, M.\* (October, 2015). *Intentional teaching: Nurturing creativity, curiosity, and critical thinking in young children.* Community workshop presented at Oregon State University, Corvallis, OR. [2<sup>nd</sup> and 3<sup>rd</sup> author contributed equally]

Hatfield, B., & Ebadirad, S.\* (August, 2015). *Intentional teaching: Building emotionally supportive early childhood classrooms.* Community workshop presented at Oregon State University, Corvallis, OR.

Hatfield, B., Tracy, A.\*, Ebadirad, S.\* (January 2015). *Intentional teaching: Supporting children's positive behaviors.* Community workshop presented at Oregon State University, Corvallis, OR.

Hatfield, B., & Tracy, A.\* (October 2014). *Intentional teaching: Supporting children's positive behaviors.* Community workshop presented at Oregon State University, Corvallis, OR.

Hatfield, B. (June 2014). *Intentional teaching: Building emotionally supportive early childhood classrooms.* Community workshop presented at Oregon State University, Corvallis, OR.

Hatfield, B., Tracy, A.\*, & Ebadirad, S.\* (March, 2014). *Intentional teaching: Building emotionally supportive early childhood classrooms.* Community workshop presented at Oregon State University, Corvallis, OR.

Hatfield, B. (March, 2014). *Intentional teaching: Building emotionally supportive early childhood classrooms.* Community workshop presented at Oregon State University,



Corvallis, OR.

**PROFESSIONAL SERVICE (Selected)**

- 2021-present Co-Chair, Interdisciplinary Committee; Society for Research in Child Development
- 2021-present Tenure and Promotion Committee for Social and Behavioral Sciences, College of Public Health and Human Sciences, Oregon State University
- 2019-present Member, Interdisciplinary Committee; Society for Research in Child Development
- 2019-present Undergraduate Scholarship Committee, Oregon State University, College of Public Health and Human Sciences
- 2018-present Editorial Board, *Early Childhood Research Quarterly*
- 2018-present HDFS Undergraduate Program Committee; Oregon State University, School of Social and Behavioral Health Sciences
- 2013-present Oregon School Readiness Consortium
- 2013-present Child Development Center, Faculty Board; Oregon State University
- 2013-present Oregon Child Care Research Partnership
- 2012-present Quality Initiatives Research and Evaluation Consortium (INQUIRE); Administration for Children and Families Office of Research, Planning and Evaluation
- 2020 Search Chair, HDFS Instructor Search Committee; Oregon State University, School of Social and Behavioral Health Sciences
- 2017-2020 Child, Youth, & Family Committee; Oregon State University (invited)
- 2019-2020 Faculty Mentor; *Faculty Student Mentor Program Oregon State University*
- 2015-2019 Faculty Advisor, Beavs Helping Kids Student Organization; Oregon State University
- 2017-2018 Faculty Mentoring Policy Ad-Hoc Committee; College of Public Health and Human Sciences, Oregon State University
- 2017 Research Compliance Escalation Process, Oregon State University Research Office (nominated)
- 2016-2018 HDFS Undergraduate Program Committee, Ad Hoc Member; School of Social and Behavioral Health Sciences
- 2016-2017 IRB Lean Process Team; Oregon State University Office of Research Integrity (nominated)
- 2015-2017 Quality Rating and Improvement Systems Expert Panel (invited); Administration for Children and Families Office of Research, Planning and Evaluation
- 2015 Strategic Plan Vision 2025 Task Force; College of Public Health and Human Sciences, Oregon State University (invited)
- 2014-2015 Task Force for Children, Youth, and Families; Oregon State University (invited)

Ad-hoc Reviewer

- 2015-present *Journal of Early Childhood Teacher Education*
- 2014-present *Child Development Perspectives*
- 2014-present *Early Education and Development*
- 2013-present *Applied Developmental Psychology*

- 2013-present *Prevention Science*  
 2011-present *Child Development*  
 2010-present *Early Childhood Research Quarterly*  
 2016 2017 meeting of the *Society for Research in Child Development*  
 2016 2016 meeting of the *Administration for Children and Families Research Conference*  
 2014 2015 meeting of the *Society for Research in Child Development*  
 2013 2014 meeting of the *Society for Research of Educational Effectiveness*  
 2012 2013 meeting of the *Society for Research in Child Development*  
 2010 Student reviewer for the 2011 meeting of the *Society for Research in Child Development*

### **EQUITY INCLUSION and DIVERSITY ACTIVITIES**

- 2021-2022 Participant and Facilitator *Coaching for Equity* book discussion within Early Learning System Initiative Coaching Core  
 2021 Completed [Social Justice Education Initiative \(SJEI\) Tier 1 Platform Workshops](#) (9.5 hrs)  
 2021 Attended *How Not to Use Data Like a Racist: A Seven-Step Framework for Ethics and Equity in Data* (1 hour webinar)

### **STUDENT MENTORING\*\***

\*\*non-HDFS students have the student's program affiliation in parentheses (e.g., Computer Science) after my designated role

### **Mentoring Professional Development Activities**

- 2022 Completed Entering Mentoring Workshops (4 hrs)

### **Graduate Students**

#### Ph.D. Dissertations

- Ahmadi, A. (in preparation). Committee Member  
 Catena, M. (in preparation). Graduate Council Representative (Kinesiology [Adapted Physical Activity])  
 Probert, K. (in preparation). Co-Chair  
 Ozenbaugh, I. (in preparation). Committee Member  
 Zandbergen, D. (in preparation). Co-Chair  
 Henry, A. (December, 2021). Chair. *Home-based child care early educators: Personal characteristics supporting outside system engagement.*  
 Mullican, N. (September, 2021). Committee Member. *Foster parent stress, formal support, and intent to continue fostering: Differences between kinship and non-kinship foster caregivers.*  
 Case, L. (June, 2021). Minor professor and Committee Member (Kinesiology [Adapted Physical Activity]). *An updated view of university-based service-learning in adapted physical activity: Instructor-reported use of best practices, challenges and supports.*  
 Lewis, H. (May, 2021). Co-Chair. *Predictors of family-teacher relationship quality in early care and education: Type of ECE program, family socioeconomic status and adverse childhood experiences.*

- Seifert, J. (May, 2020). *Characterizing combustible and electronic cigarette use during the perinatal period*. Graduate Council Representative (Health Promotion Health Behavior).
- Ku, B. (May, 2019). *The role that parents play in the development of physical activity behaviors and motor skill development in children with developmental disabilities*. Committee Member (Kinesiology [Adapted Physical Activity])
- Ross, S. (May, 2019). *Disparities in physical activity experienced by children with disabilities: Secondary analysis of the National Survey of Children's Health 2016-2017*. Graduate Council Representative (Kinesiology [Adapted Physical Activity])
- Almurshed, R. (December, 2018). Committee Member (Computer Science). *The effect of touchscreen use on children's fine motor skills*
- Finders, J. (September, 2018). Committee Member. *Examining the contribution of self-regulation and executive function skills to school readiness and longer-term achievement gaps: A replication and extension in statewide and national datasets*.
- Diaz, G. (August, 2016). Committee Member. *The influence of family demographics and individual factors on school readiness: A locus on low-income Spanish-speaking English language learners*.

#### Master Theses

- Hansen-Tilkens, M. (in preparation). Chair
- Gorrel, L. (in preparation). Graduate Council Representative (Forestry).
- Banks, K. (December, 2021). Co-Chair. *Effects of supportive parent-adolescent relationships on delinquent behaviors among children who have experienced parental incarceration*
- Abshire, C. (May, 2021). Committee Member. *Early childhood teachers' compassion fatigue: The roles of adverse childhood experiences and supportive relationships with leaders and co-teachers*.
- Longway, L. (May, 2021). Chair. *Maternal depression and child health as predictors of absenteeism in preschool children eligible to attend Head Start*.
- Merculief, A. (December, 2019). Committee Member. *English proficiency and executive function in dual language learners enrolled in Head Start*
- Stinson, J. (May, 2019). Committee Member (Kinesiology [Adapted Physical Activity]). *The association of motor skill development and challenging behaviours in young children with developmental disabilities*.
- Probert, K. (December, 2018). Co-chair. *'Difficult to place'? Understanding child and family level factors affecting placement stability for youth in foster care*
- Henry, A. (June, 2018). Chair. *Job strain in toddler teachers: Associations with classroom quality*
- Hoke, K. (May, 2018). Chair. *Elements of the preschool outdoor play environment: Associations with children's physical activity*
- Hospodar, C. (May, 2018). Committee Member (Kinesiology [Adapted Physical Activity]). *Driving towards independence: Total dosage and daily usage of a progressive modified ride-on car intervention for young children with Down syndrome*
- Alley, Z. (April, 2018). Graduate Council Representative (Psychology). *Early facial trustworthiness as a predictor of externalizing behavior in adolescence and arrest in adulthood*
- Lewis, H. (March, 2018). Co-chair. *Family-Teacher Relationships and Child Engagement in Early Care and Education*
- Alonso, J. (June, 2017). Committee Member. *The relationship of full day kindergarten,*

*children's self-regulation, and early academic achievement.*

Partipilo, C. (May, 2017). Committee Member. *Cultural post-adoption services and cigarette smoking for Korean-American transracial adoptees*

Ebadirad, S. (November, 2016). Chair. *Maternal play behaviors and stress response within a state-based parenting education program.*

Twardzik, E. (April, 2016). Committee Member (Kinesiology [Adapted Physical Activity]). *Transition from early childhood special education programs to school based programs for children diagnosed with developmental delay in the state of Oregon: A secondary data analysis*

Finders, J. (December, 2015). Committee Member. *Profiles of community resources and their influence on self-regulation at preschool: A focus on children from low-income families.*

East, J. (July, 2015). Committee Member (Marine Science Education). *An exploratory study on family group use of a multi-touch table exhibit at a public marine science center.*

### Graduate Student Honors & Grants

Henry, A. (June, 2019). Oregon State University's President's Commission on the Status of Women (\$500). *Home-based child care providers as 'small business owners/entrepreneurs: ' An exploration of motivation and professional identity.* Faculty Mentor.

Henry, A. (2017). Professional Training Opportunities Program (PTOP) in Occupational Health and Safety (\$9,119). *Extending the quality improvement of child care to include the carer: Identifying the extent of occupational health risks for child care providers.* Faculty Mentor.

### **Undergraduate Students**

#### Mentoring: Honors Thesis

DuBois, C. (in preparation). Chair.

Elliot, A. (October, 2020). Committee Member. *The relationship between parent stress in low-income families and children's self-regulation*

Boenisch, C. (May, 2020). Chair. *Parent and child participation in a play-based parent education course: Do infant and toddler social and emotional skills improve?*

Ford, E. (May, 2020). Committee Member. *Mother Nature Branches Out: A children's story exploring literacy development and social change*

Koch, D. (June, 2018). Committee Member. *The social safety net and child poverty in Oregon.*

Kleweno, S. (June, 2017). Committee Member (Kinesiology). *Case study of two brothers, one with Down syndrome: minute level relationship between displacement and expressive and receptive vocabulary*

Ellis, E. (May, 2017). Chair. (Biology). *Does the classroom experience differ for toddlers with developmental delay or disability?*

Alley, Z. (May, 2016). Chair (Psychology). *Measuring inhibitory control in preschool children: A multi-method perspective*

Retzlaff, T. (May, 2016). Chair (Microbiology). *Classroom behaviors and cortisol patterns for behaviorally at-risk children*

Estill, M. (November, 2016). Committee Member (Psychology). *Emotion recognition, mimicry and facial paralysis: Research in facial electromyography*

### Student honors, awards, and scholarships (I served as their primary mentor)

- Fitkin, A. (Summer/Fall 2018). DeLoach Scholarship, Honors College, Oregon State University.
- Alley, Z. (May 2016). Honors College Most Outstanding Thesis Poster, Oregon State University.
- Ellis, E. (2016 Winter/Spring). DeLoach Work Scholarship, Honors College, Oregon State University.
- McClain, J. (2016 Winter/Spring). Undergraduate Research Award Program, College of Public Health and Human Sciences, Oregon State University.
- Alley, Z. (2015 Summer/Fall). DeLoach Work Scholarship, Honors College, Oregon State University.
- Retzlaff, T. (Summer 2015). Summer Undergraduate Research Experience: SURE Science
- Johnstone, A. (2015 Winter/Spring). Undergraduate Research Award Program, College of Public Health and Human Sciences, Oregon State University.

Undergraduate student presentations (I served as their mentor)

- Boenisch, C., & Hatfield, B. (May, 2020). *Parent and child participation in a play-based parent education course: do infant and toddler social and emotional skills improve?* Poster presented at Honors Thesis Fair, Corvallis OR, Oregon State University.
- Braaten, S., Fitkin, A., Longway, K., Probert, K., Hatfield, B., & Tominey, S. (2018). *Evaluation of Live and Learn: Changes in parent behavior and children's socio-emotional skills.* Poster presented at 2018 Summer Undergraduate Research Symposium, Corvallis, OR. [1<sup>st</sup> and 2<sup>nd</sup> authors contributed equally, listed alphabetically]
- Bickhaus, L., Hatfield, B., Goka-Dubose, E., Servantes, O., & Lipscomb, S. (2018). *Teacher engagement in coaching and application of knowledge.* Poster presented at Celebration of Undergraduate Excellence, Corvallis, OR.
- Lake, J., Ebadirad, S., & Hatfield, B. (2017). *Changes in mother and child behaviors after participation in a parenting education series.* Poster presented at Celebration of Undergraduate Excellence, Corvallis, OR.
- Ellis, E., & Hatfield, B. (2017). *Does the classroom experience differ for toddlers with developmental delays?* Poster presented at Celebration of Undergraduate Excellence, Corvallis, OR.
- Alley, Z. (2016). *Measuring inhibitory control in preschool children: A multi-method perspective.* Poster presented at the Oregon State University Celebration of Undergraduate Excellence, Corvallis, OR. [Hatfield, B. thesis mentor.]
- Retzlaff, T. (2016). *Classroom behavior and cortisol patterns for behaviorally at-risk children.* Poster presented at the Oregon State University Celebration of Undergraduate Excellence, Corvallis, OR. [Hatfield, B. thesis mentor.]
- McClain, J., Hatfield, B. E., & Ebadirad, S. (2016). *Does teacher-child relationship quality predict observed child engagement of teacher?* Poster presented at the Oregon State University Celebration of Undergraduate Excellence, Corvallis, OR.
- Johnstone, A., & Hatfield, B. (2015). *Public assistance programs & child behaviors.* Poster presented at the Oregon State University Celebration of Undergraduate Excellence, Corvallis, OR.
- Alley, Z. (2015). *Gender differences and self-regulation in preschool children: A multi-informant perspective.* Paper presented at the Undergraduate Summer Research Symposium, Oregon State University, Corvallis, OR. [Hatfield, B. primary mentor.]

Retzlaff, T. & Hatfield, B. (2015). *Classroom behaviors for behaviorally at-risk children*. Poster presented at Center for Genome Research and Biocomputing, Corvallis, OR.

**PROFESSIONAL AFFILIATIONS**

Society of Research in Child Development (SRCD)

Society for the Study of Human Development (SSHD)

Society for Research in Educational Effectiveness (SREE)

American Psychological Association (APA), Division 15