

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

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 Oregon State University  
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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.
- 2010-2013 *Postdoctoral Research Associate*, University of Virginia, Curry School of Education, Center for Advanced Study of Teaching and Learning.
- 2017-present & 2008-2013 *Consultant*, Teachstone Inc.
- 2011-2015 *Consultant*, Child Trends.
- 2011, 2013 *Instructor*, University of North Carolina Greensboro.

**GRANT SUPPORT***Current*

- Pratt, M., **Hatfield, B.**, Weber, R., & Oregon Department of Education Early Learning Division, (April 2018-March 2022). 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)
- Pears, K., Green, B., & **Hatfield, B.**, Scheidt, D., & Burton, M. (January 2019-June 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)

*Completed*

- 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

- Ku, B.\*, Heinonen, G.A., Megan, M., & **Hatfield, B.** (in press). 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*
- Lipscomb, S. T., **Hatfield, B.**, Lewis, H., Goka-Dubose, E., & Fisher, P. (in press). Strengthening children's roots of resilience: Trauma-responsive early learning. *Children and Youth Services Review*.
- 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/s11121-019-01002-8>.
- 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. doi: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. doi:10.1007/s11121-016-0693-9
- 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. doi: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. doi: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. doi: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. doi: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. doi: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. doi: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. doi: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. doi: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.**, 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). *Café: 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*. Retrieved from:

<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 report prepared for 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*. Retrieved from:

[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*. Retrieved from:

[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

Finders, J.\*, McClelland, M. M., Geldhof, G. J., Rothwell, D. W., & **Hatfield, B. E.** *Explaining Achievement Gaps in Kindergarten and Third Grade: The Role of Self-Regulation and Executive Function Skills*

Henry, A. J. L.\*, **Hatfield, B. E.**, & Chandler, K. D. *Toddler Teacher Job Strain, Resources, and Classroom Quality*

Ku, B.\*, MacDonald, M., Yun, J., **Hatfield, B. E.**, & Gunter, K. *Parental Influence on the Physical Activity Behaviors of Young Children with Developmental Disabilities*

McClelland, M. M., Tominey, S. L., Schmitt, S. A., **Hatfield, B.**, Purpura, D., Gonzales, C., & Tracy, A. *Red Light, Purple Light! Results of an intervention to promote school readiness for children from low-income families*. Revise and Resubmit.

Ross, S.\*, Smit, E., Yun, J., Bogart, K., **Hatfield, B.**, & Logan, S. *Medical Home, Health Behavior Counseling and Physical Activity among Children with Special Health Care Needs*

Ross, S.\*, Smit, E., Yun, J., Bogart, K., **Hatfield, B.**, & Logan, S. *Updated National Estimates of Disparities in Physical Activity and Sports Participation Experienced by Children with Disabilities*

### MANUSCRIPTS IN PREPARATION

**Hatfield, B.**, Finders, J.\*, & Lewis, H.\* *Consistency in classroom quality: Associations with preschool children's cortisol patterns*

**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*

Lewis, H.\* Goka-Dubose, E., Lipscomb, S., **Hatfield, B.**, & Hur, E. *Challenges in the teacher-parent relationship for children with adverse experiences*.

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

**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

- |  |                                    |
|--|------------------------------------|
| <i>Infant and Child Development</i> (HDFS 311) | Winter 2015 – 2018                 |
| <i>Applied Research Methods</i> (HDFS 361)     | Spring 2014, 2015, 2019; Fall 2019 |
| <i>Advanced Child Development</i> (HDFS 516)   | Fall 2013 - 2018                   |

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., & 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., Lewis, H.\*, & Finders, J.\* (October, 2019). *Children's activity in the stress response system within preschool classrooms: The role of classroom quality*. Poster to be 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 to be presented at the Society for the Study of Human Development Biennial Meeting, Portland, OR.
- Lipscomb, S., Hatfield, B., Lewis, H.\*, Goka-Dubose, E., Rierson, S., & Qadir, E. (October, 2019). *Roots of Resilience: Professional development for early childhood teachers in trauma-responsive care*. Paper to be 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 to be 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 to be 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

- 2019-present Faculty Mentor; *Faculty Student Mentor Program Oregon State University*
- 2019-present Interdisciplinary Committee; Society for Research in Child Development
- 2018-present Editorial Board, *Early Childhood Research Quarterly*
- 2018-present HDFS Undergraduate Program Committee; Oregon State University, School of Social and Behavioral Health Sciences
- 2017-present Child, Youth, & Family Committee; Oregon State University (invited)
- 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
- 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*

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

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

#### **Graduate Students**

##### Ph.D. Dissertations

- Case, L. (in preparation). Minor professor and Committee Member (Kinesiology [Adapted Physical Activity])
- Catena, M. (in preparation). Graduate Council Representative (Kinesiology [Adapted Physical Activity])
- Henry, A. (in preparation). Chair
- Lewis, H. (in preparation). Co-Chair
- Probert, K. (in preparation). Co-Chair
- Seifert, J. (in preparation). 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

- Abshire, C. (in preparation). Committee Member.
- Longway, L. (in preparation). Chair
- Merculief, A. (in preparation). Committee Member
- Stinson, J. (May, 2019). *The association of motor skill development and challenging behaviours in young children with developmental disabilities*. Committee Member (Kinesiology [Adapted Physical Activity])
- 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. (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

Boenisch, C. (in preparation). Chair.

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)

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