Another Year of Data Collection Completed!

It has been a very busy and impressive year for the ECEI! As the beginning of summer marked the end of data collection for the 2016-2017 academic year, the numbers are in. Our diligent Research Associates have gathered a record-breaking total of 9,301 child assessments, 213 classroom observations and 1,195 surveys/interviews across multiple studies. These data are used by our partners to improve programming and policies. We also use these data to develop publications and presentations. For a more detailed look at our annual data collection totals, click here.

Annual Advisory Board Meeting

The 2017 IT3 Advisory Board members: back from left - Helen Raikes, Kim Boller, Jim Elicker and Lu Ann Faulkner; front from left - Chair Dorinda Williams, Susan Kimmel, Debra Andersen, Marty Zaslow, Rachel Chazan-Cohen and Courtney Beers (representing Board Member Lawrence Baines).
The ECEI hosted our annual Infants, Toddlers, Twos and Threes (IT3) Advisory Board meeting in early June. National and state-level researchers and policy leaders in infant-toddler issues traveled to Tulsa to provide expert guidance to ECEI staff. This year’s meeting was held on the OU-Tulsa campus. Along with highlighting the previous year’s activities, the meeting also featured a presentation by Annie Van Hanken and Ben Stewart, with the George Kaiser Family Foundation, on the Tulsa Strategy. Sherri Castle and Kyong Ah Kwon presented their current research, and Dean Gregg Garn presented an overview of a campus-wide Early Childhood Education initiative. The ECEI staff joined the board members for a "Lunch with Leaders." Later, a poster reception and banquet with OU administrators and program partners at the Woody Guthrie Center finished off the evening.

What's New at ECEI

Annual Staff Picnic

This year for the ECEI’s annual picnic, our staff was treated to a tropical luau on June 9 at Zink Park. Thanks to a generous contribution from The George Kaiser Family Foundation, the staff was able to beat the summer heat with plenty of fun activities. This included cheesy, grilled treats from The Meltdown, ice-cold snocones from The Jolly Trolley, and even some kid-friendly entertainment from the very talented Neil the Balloon Man. A few

ABCD Award Winner

The ECEI gives out a quarterly employee recognition award called the ABCD award. We are happy to announce the recipient for the 2017 first quarter (January–March) was Imelda Galvez, Site Coordinator for the Educare Implementation Study!

Here’s a glimpse of what one staff member, who nominated Imelda, had to say: "Imelda has been an invaluable support and supervisor for me. My progress with our Institute would not have been possible without her guidance and flexibility. She has made me feel comfortable, accepted and supported as I’ve situated into my role and I feel I can always depend on her leadership and companionship. Thank you Imelda!"
staff also went home with prizes, including Brittany Brannon who won the best Hawaiian costume contest, and Moira Finot who won the grand-prize drawing.

Imelda demonstrated the core values of Integrity, Responsibility, Excellence, Respect, and Flexibility. Congratulations, Imelda!

**Same Projects, New Faces**

**ECE Ph.D. Graduates**

**PERSONNEL UPDATES**

The ECEI is pleased to announce the following staff transitions: April Dericks (left) is our new Project Director for the SEED Study and Lisa Eshenour (right) is our new Project Director for the HeadStart Evaluation Studies. Emisha Pickens–Young (center) has accepted a position with Tulsa Educare, as the Senior Director of Family Engagement, Research and Community Outreach.

Congratulations to all three as we look forward to great things from them!

**THREE GRADUATE FROM Ph.D. PROGRAM**

Congratulations to Debbie Laurin, Susan Patrick and Emisha Pickens–Young (pictured from left) for recently completing the Ph.D. program at OU–Tulsa in Early Childhood Education. For their dissertations, Debbie examined caregiver–infant/toddler interactions during diapering; Emisha investigated teaching teams in Head Start; and Susan focused on teacher self-efficacy and motivation in early childhood settings.

We wish them success in their future endeavors as they continue to impact Early Childhood Education.

**Recent Publications**

**Caregiver–Infant/Toddler Interactions during Diapering: Associations with Well–being and Involvement**

**Debbie Laurin, Ph. D.**

*University of Oklahoma–Tulsa, 2017 unpublished doctoral dissertation*

This quantitative study highlights a common routine, diapering, to observe and describe caregiver–child interactions and measure child well–being and involvement. Two standardized tools were used during 226 classroom observations of diaper changes by 49 caregivers, with 113 infants and toddlers in 30 infant and toddler classrooms in a Midwest U.S. city. The Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO; Roggman, Cook, Innocenti, Norman, & Christiansen, 2013) and The Process–Oriented Self–Evaluation Instrument for CareSettings (PSIC; Laevers, et al., 2005) were used to examine caregiver interactions and child well–being and involvement. Major findings of this study revealed strong positive correlations between caregiver interactions and child well–being and involvement with differences between caregiver roles of Lead, Associate, Assistant, and Floaters. Caregiver Encouragement and Responsiveness predicted a statistically significant portion of the total variation in child well–being and involvement. Two measures of duration of caregiver–child diaper changing sessions confirmed the short duration of diapering, on average, 3 minutes with no significant differences across caregiver roles. Debbie plans to publish three manuscripts based on her dissertation. One will focus on the theoretical foundations; the second on her empirical findings; and the third, written for practitioners, with a focus on implications for classroom practice.

Visit our website to read more
The Bracken School Readiness Assessment (BSRA-3)

The Bracken was designed to assess a child’s readiness for school by evaluating his or her understanding of 85 important foundational academic concepts in the categories of Colors, Letters, Number/Counting, Size/Comparisons, and Shapes. The items assessed in these categories are educationally-relevant concepts children have traditionally needed to know to be considered prepared for early formal education. Results obtained from the BSRA-3 guide teachers and parents in developing strategies for teaching young children these and similar concepts that provide a foundation for them to be academically successful.

The BSRA-3 is an individually-administered assessment. The child is asked to point to pictures that show the concepts the examiner names. It can be used with children as young as three.

The ECEI has administered over 1,500 BSRA-3s between 2015–2017!

Get to Know Our Advisory Board

Helen Raikes, Ph.D.
Willa Cather Professor and Associate of the Center on Children, Families and the Law at the University of Nebraska–Lincoln
Board Member of the Infants, Toddlers, Twos and Threes Advisory Board

Dr. Helen Raikes started her service on the Advisory Board at our inception in 2011. During her two terms, she has provided invaluable insights on the gaps in our current literature about infants and toddlers in group care. Although her formal role on the board has ended, we know we can count on Helen’s wisdom to continue to guide our work and inform the larger field of infant–toddler research.

What is unique about the ECEI and its research?
The fact that the ECEI is a national center focused on infants, toddlers, twos and threes makes a statement about children in a country where we don’t have very many institutions with a focus on that age group. Oklahoma is known for its 4-year-old program and the ECEI’s work extends that focus, giving Oklahoma a birth–5 perspective. It gives the sense that all the bases are covered in a very outstanding way. The ECEI is also impressive in the local work they do across sectors – Educare, CAP, schools, etc. There’s something very organic about it – very healthy and grounded.

What are the biggest changes you have observed during your time on the Advisory Board?
Diane and the rest of the ECEI have been very responsive to what the Advisory Board has suggested. They went from doing local evaluation research and now have a national focus as well. That’s an important change. This change has matured the work they were already doing. The volume of research is building and the proliferation of publications is astounding. It has been great to see the University campus become more aware and supportive of their work. The staff has been growing in confidence and strength and the ECEI is a strong team.

What do you hope to see in the ECEI’s future?
Leadership is currently strong and I hope to continue to see more leaders emerge as the ECEI staff continue to grow in their expertise and capacity.

Final thoughts?
Diane and her colleagues have created such a good culture for the ECEI that we, as the
Thanks Helen for your guidance as we built our foundation as a research group!