CHILD DEVELOPMENT LABORATORY ANNUAL REPORT 2017-2018

Child Development Laboratory
They Learn. We Learn.

ILLINOIS

Department of
Human Development
and Family Studies

CONTENTS

MISSION STATEMENT

The Child Development Laboratory (CDL) is a university-based early care and education program, sponsored by the Department of Human Development and Family Studies at the University of Illinois at Urbana-Champaign. The CDL offers full-day programming for children ages 6 weeks to 5 years in 12 different classrooms. These programs help fulfill the 3-part mission of the CDL, which is to:

1) Create a site for personnel training in child development and early childhood education.
2) Provide a site for faculty and graduate student research in child development and early childhood education.
3) Provide model programs and leadership for the local, state, and national child development and early childhood communities.

By addressing this 3-part mission, the CDL is able to articulate the interconnectedness between theory, research, and practice for the early childhood community. Support needed to facilitate the teaching, research, and outreach/engagement activities outlined in this report is provided by the Department of Human Development and Family Studies, the College of Agricultural, Consumer, and Environmental Sciences, and the Office of the Provost at the University of Illinois at Urbana-Champaign.

https://cdl.illinois.edu/

OVERVIEW

3,562
Student Observations

17
Research Projects

1,835
Student Class Projects

54
Student Internship Projects

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During the 2017-2018 academic year, the Child Development Laboratory (CDL) program continued its integral role in supporting teaching, research, and outreach/engagement activities of the faculty, staff, and students on the University of Illinois at Urbana-Champaign (UIUC) campus. Throughout its 75 year history, the CDL has placed a high priority on creating policies, procedures, and infrastructure supports that are necessary for the successful implementation of activities that are reflected in this current Annual Report. As a result of these systems that have been put in place, the CDL has emerged as one of the leading laboratory schools on college and university campuses across the country. Dissemination efforts such as the following are examples of the many ways in which staff at the CDL are presenting models of these infrastructure supports that can be replicated at other institutions:

McBride, B.A. (2017, June). Academics vs. Service in Child Development Laboratory Schools: Complimentary and Competing Pressures. Workshop presented at the 2017 National Association for the Education of Young Children Professional Learning Institute, San Francisco, CA.

Barbour, N. B., & McBride, B. A. (2017). The Future of Child Development Laboratory Schools: Applied Developmental Science in Action. New York: Taylor & Francis.

McBride, B. A. (2017). Data and Infrastructure Supports: Critical Components for the Creation of a Laboratory School Consortium. In Barbour, N., & McBride, B., (Eds). The future of Child Development Laboratory Schools: Applied Developmental Science in Action (pp. 5–21). New York: Taylor & Francis.

McBride, B. A., & Fisher, M. C. (in press). Academics vs. Service in Child Development Laboratory Schools: Complimentary and Competing Pressures. In Saracho, O., (Ed). Contemporary Perspectives in Early Childhood Education. New York: Information Age Publishing.

McBride, B. A., & Fisher, M. C. (in press). Developing Early Childhood Professionals in Laboratory Schools. In File, N., Brown, C., & McMullen, M., (Eds). Handbook of Early Childhood Care and Education. New York: Wiley.

As outlined in this report, the CDL has continued to push the envelope in exploring new and innovative ways of supporting and facilitating teaching, research, and outreach activities. In facilitating 18 research projects, 3,562 student observations, 1,835 student class projects, and 54 student internship/practicum placements, the CDL is clearly able to address the academic mission of UIUC while at the same time, providing high quality early care and education services for enrolled children and their families. The activities outlined in this report highlight the breadth and depth of the academic activities supported by the CDL that are impacting faculty and students in seven of the colleges on the UIUC campus (i.e., Agricultural, Consumer, and Environmental Sciences, Applied Health Sciences, Business, Education, Liberal Arts and Sciences, Media, and Nursing), as well as in the School of Social Work.

Brent A McBride, Ph.D.
Director | Child Development Laboratory

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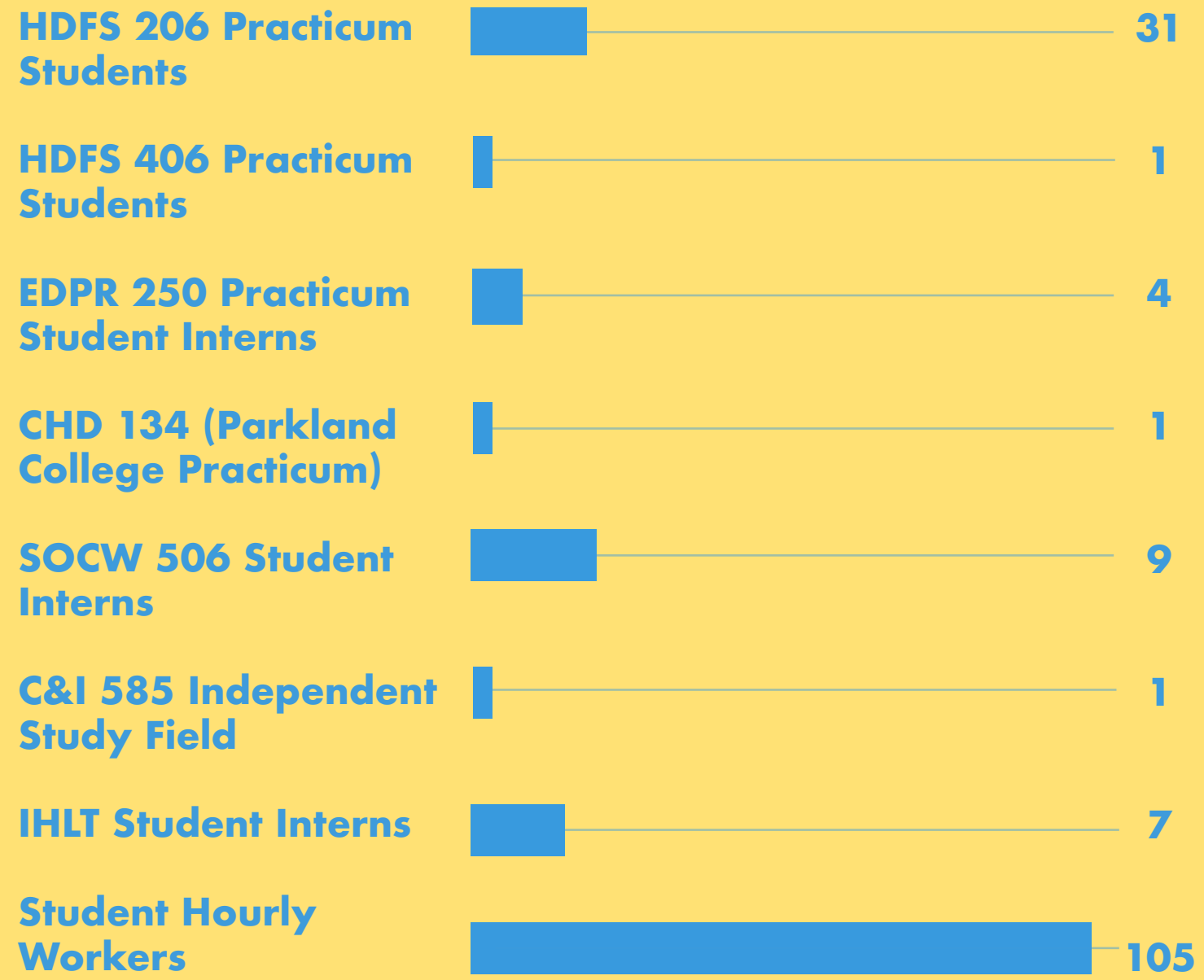
STUDENT PLACEMENTS 7



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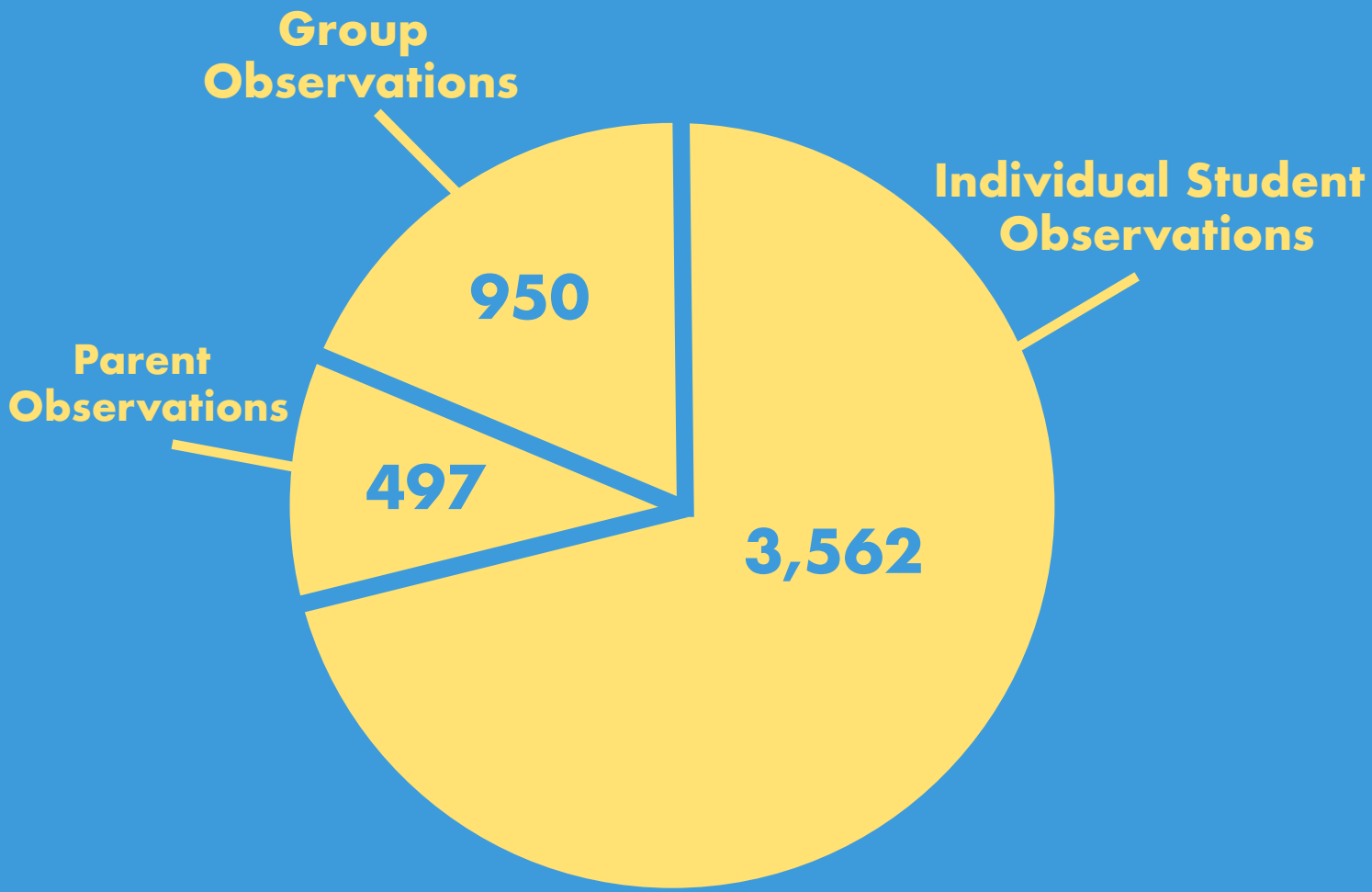
OBSERVATIONS

Total Observations = 5,009



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ADV 490
AGCOM 230
BADM 325
BTW 250
C&I 415
EDPR 250
FSHN 322
HDFS 105
HDFS 206
HDFS 290
HDFS 294
HDFS 301
HDFS 494
HRD 411
IHLT 474
KINES 259
KINES 262
MUS 449
NURS 341
NURS 344
PSYCH 216
PSYCH 318
PSYCH 336
PSYCH 363
PSYCH 396
SHS 477
SHS 577
SOCW 451
SOCW 506
SOCW 516
SPED 414
SPED 450
SPED 591

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STUDENT CLASS PROJECTS CONDUCTED AT CDL 10

# Indicates number of students*

ADV 490
2 Spring

Interviews with CDL teachers and parents of enrolled children to gain insight on strategies that can be used in the development of a marketing campaign that will target "hard-to-reach" parents of young children

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BADM 325
6 Spring

Guided observations of children's play activities combined with teacher interviews in order to gain insight on children's perceptions of concepts such as "fun" and "exciting"

FSHN 322
1 Spring

Structured observations during mealtimes to conduct nutritional analysis of dietary intake during meals. Anthropometric assessments of all children (height and weight to calculate BMI) as conducted

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HDFS 105

263 Fall **266 Spring** **39 Summer**

Guided observations to identify differences in the ways in which boys and girls interact with peers and adults

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HDFS 290

34 Fall **33 Spring**

Observational group projects, in which students formulate a focused research question, develop an observational plan to address their question, and collect observational data from classrooms at the ECDL and CDL. (Specific classrooms observed dependent on each group's research questions)

HDFS 301

22 Fall **22 Spring**

Semester-long group projects in which teams of students observe targeted children to document the presence of various developmental phenomena during the infancy, toddlerhood, and preschool periods

HDFS 494

16 Fall

Activities designed to assist students in developing a working knowledge of formalized assessments with young children, as well as to allow them to develop the requisite skills and competencies needed to conduct formalized assessments with young children

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HDFS Summer Academy

17 Summer

A guided observation assignment to introduce and immerse high school students in the process of systematic data collection for social science research

HDFS Summer Internship Apprenticeship Program

8 Summer

Students conduct naturalistic observations of preschool children in a childcare setting to learn about how research is conducted with children using observational techniques. Their goal in these observations is to identify whether gender differences occur among preschool children. 1) Do preschoolers segregate themselves by sex? 2) Do boys play differently than girls? What toys do boys and girls play with? 3) During a group situation (e.g., snack time and story time) do girls behave differently than boys? 4) Are girls more social than boys? 5) Do childcare providers interact differently with boys and girls?

HRD 411

22 Fall

Guided projects in which teams of students develop instructional/training modules for use with the CDL teaching staff

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JOUR 210

1 Spring

Interviews with CDL teachers and staff members to develop background information for a news story on the 75th Anniversary of the Child Development Laboratory program on the University of Illinois campus

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KINES 259

123 Fall **89 Spring**

The goal of this project is to introduce undergraduate students to research methods as well as observing motor development in real life contexts. Students observe different motor skills in boys and girls and across age groups and are then tasked with classifying motor skill performance on various fine and gross motor skills

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KINES 262

49 Fall **56 Spring**

Students conduct weekly lab observations to document different ages and stages of motor skill development during the infancy and early childhood period

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MUSC 449

15 Fall

The purpose of this project is to immerse music education students in early care and education classrooms in order to develop and implement age-appropriate music activities for children at different targeted age levels – I.e., infants, toddlers, young preschoolers, and older preschoolers

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NURS 341

32 Fall 32 Spring

Semester-long applied assignments designed to provide students with first-hand experiences in conducting developmental screenings with young children, as well as conducting health histories and nutritional assessments

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PSYCH 216

189 Fall 217 Spring

Guided observations in which students observe young children, comparing differences in a pre-chosen area of development (E.g., social, language, motor, and cognitive) across the ages and time

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PSYCH 318

68 Spring

Guided observations in which students develop protocols for relating their observations to what they have learned in the classroom about typical motor, cognitive, communicative, and social development for that age range

PSYCH 363
49 Fall
Guided observation assignments designed to demonstrate developmental milestones during the infancy, toddlerhood, and preschool years

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PSYCH 363
31 Spring
The purpose of this project is to experience the challenges and insight gained from one-on-one cognitive testing with children. Groups of students will learn to administer 2-3 cognitive tests and carry out testing of 3 children on those tests

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SPED 414
22 Fall
Structural observation activities designed to demonstrate the functionality of play-based assessments and observations of young children's development

SOCW 451

19 Summer

Guided observations to reinforce major developmental concepts during the infancy and toddlerhood periods

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SOCW 506

5 Fall

Students complete a semester-long placement during which they focus on the application of preventive and remedial intervention methods in the "real world" environment of infants and young children. In completing the projects, students practice their observation skills and apply strategies and concepts learned in their service learning sites

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SPED 591

1 Spring

Structured observations and staff interviews to examine early signs of child abuse and neglect that childcare providers perceive through their direct interactions with children

Informed Consent Within the Context of Laboratory School Settings

Investigator: Jiyang Zhao | Graduate Student | Department of Business Administration
Subjects: All available CDL teaching staff and administrators
Purpose: To explore staff members' perception of how informed consent works within an active laboratory school setting.

Testing the Use of Technology to Explore 4- to 6-Year-Old Children's Food Preferences

Investigator: Celeste Schultz | Assistant Professor | College of Nursing
Subjects: All children in the PS1, PS2, and PS3 classrooms
Purpose: To test the feasibility and efficacy of using software on a touchscreen tablet device to assess children's food preferences.

EAT Family Style Dining

Investigator: Dipti Dev | Assistant Professor | Department of Children | Youth and Family Studies | University of Nebraska - Lincoln
Subjects: 5 CDL teachers
Purpose: To pilot test curriculum modules designed to increase teachers' understanding of effective strategies for implementing family-style meal service in their classrooms.

Healthy Routines in Child Care: Environmental Influences

Investigator: Barbara Fiese | Professor | Department of Human Development and Family Studies
Subjects: 4 CDL classroom teachers
Purpose: To pilot test interview protocols that will be used as part of a study exploring the role of child care settings in reducing children's exposure to environmental toxins.

Infant Development Project

Investigator: Nancy McElwain | Professor | Department of Human Development and Family Studies
Subjects: All children in the Infant 1, 2, and 3 classrooms
Purpose: To train research assistants on protocols used to reliably assess children's development using the Denver II and the Bayley Infant Neuroscreener assessment tools.

Effectiveness of the Abstract Labeling on Pattern Recognition

Investigator: Arthur Baroody | Professor | Department of Curriculum and Instruction
Subjects: All CDL children between 48 and 60 months in age
Purpose: A pilot test to evaluate hypothetical learning trajectories on teaching and learning patterning of preschool children.

Facilitators and Barriers to the Creation of a Laboratory School Consortium

Investigator: Brent McBride | Professor | Department of Human Development and Family Studies
Subjects: Targeted groups of CDL teachers, administrators, and parents
Purpose: The use of focus group methodology to identify potential barriers and facilitators for the creation of a laboratory school consortium.

Development of a Toolkit for the Sprouts: Growing Healthy Habits Early Childhood Curriculum

Investigator: Carolyn Sutter | Postdoctoral Research Associate | Department of Human Development and Family Studies
Subjects: Children and teachers in the PS 1 classroom
Purpose: To pilot test and receive teacher feedback on lessons that are part of the Sprouts: Growing Healthy curriculum.

Infant Feeding Practices During the Transition to Solids

Investigator: Alexandra Lundquist | Doctoral Student | Division of Nutritional Sciences
Subjects: Infant 1, 2, and 3 classrooms
Purpose: Exploratory observations to guide the development of an observational protocol for assessing teachers' responsive feeding practices with infants.

Assessing Training Needs of Para-Educators Working with Children with Developmental Disabilities in Early Childhood

Investigators: Hedda Meadan | Professor | Department of Special Education; Rebecca Frantz | Postdoctoral Research Associate | Department of Special Education
Subjects: All available CDL teachers
Purpose: An exploratory study using focus group methodology to explore teachers' perspectives regarding professional development practices, focused on working with children with disabilities and/or developmental delays.

Intake Assessments Using Digital Photography

Investigators: Brent McBride | Professor | Department of Human Development and Family Studies; Alexandria Lundquist | Doctoral Student | Division of Nutritional Sciences
Subjects: PS1, PS2, and PS3 classrooms
Purpose: To establish the feasibility and reliability for the use of digital photography as a cost-effective means for measuring children's food intake.

Infants' Approach to Learning About the World

Investigator: Renee Bailargeon | Professor | Department of Psychology
Subjects: All children and parents in the Infant 1, 2, and 3 classrooms
Purpose: Recruitment for a lab-based study exploring the correlation between nutrition (both infant and mother) and the development of infant memory abilities.

Development of the Electronic Test of Early Numeracy (e-TEN)

Investigators: Art Baroody | Professor | Department of Curriculum and Instruction; Michael Eiland | Research Associate | Department of Curriculum and Instruction
Subjects: All available CDL children between the ages of 36 and 60 months
Purpose: To develop and validate an electronic assessment tool for accurately evaluating children's early numeracy skills with a focus on identifying children's strengths and weaknesses.

Standardization of a Card Sort Methodology: Establishing the Accuracy of Images of Food Items

Investigator: Celeste Schultz | Assistant Professor | School of Nursing
Subjects: All CDL children between the ages of 48 and 60 months
Purpose: To develop and validate a novel card-sort methodology for assessing children's knowledge of healthy and unhealthy food choices.

Vocal Development of English-Acquiring Children

Investigators: Cynthia Johnson | Associate Professor | Department of Speech and Hearing Sciences; Seunghee Ha | Visiting Scholar | Department of Speech and Hearing Sciences
Subjects: All CDL children younger than 24 months in age
Purpose: Exploration of the use of LENA technology for assessing young children's vocal development and vocalizations with a focus on both perceptual and acoustic analyses of vocalizations.

Toddler Development Project - Pilot

Investigator: Nancy McElwain | Professor | Department of Human Development and Family Studies
Subjects: All available CDL children between the ages of 12 and 24 months
Purpose: To pilot test data collection protocols for assessing the relationship between maternal speech patterns and young children's stress regulations.

Teachers' Responses to Children's Symbolic Thought

Investigator: Christopher Maniotes | Doctoral Student | Department of Human Development and Family Studies
Subjects: Children and teachers in the PS 1 classroom
Purpose: An ethnographic examination of how teachers respond to young children's displays of symbolic thought.

Barriers and Facilitators for the Creation of a Laboratory School Consortium

Investigator: Brent McBride | Professor | Human Development and Family Studies | Director | UIUC Child Development Laboratory
Subjects: Focus groups comprised of key CDL stakeholder groups (e.g., UIUC researchers, UIUC instructors, departmental faculty, College and campus-level administrators, CDL teachers, CDL administrators, and CDL parents)
Purpose: To gain insight from multiple perspectives on what will be critical barriers as well as facilitators to the successful creation of a laboratory school consortium that links lab schools at various institutions for joint and reciprocal data collection and instructional projects. Parallel data collection also took place at the University of Wisconsin.

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