

Rachel Chazan Cohen, Ph.D.
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Education

- Ph. D. 1997 Psychology, Yale University
Dissertation: Great expectations: Mothers' prenatal beliefs and observed infant behavior
Advisor: Alice S. Carter, Ph.D.
- M. Phil. 1994 Psychology, Yale University
Theme Essay: Subjectivity in maternal perceptions of infant temperament
Advisor: Alice S. Carter, Ph.D.
- M.S. 1993 Psychology, Yale University
Thesis: Psychological factors and maternal prenatal expectations of temperament:
 Ideal, typical & my baby
Advisor: Alice S. Carter, Ph.D.
- M.A. 1994 Child Study, Tufts University
Thesis: Attachment and self concept in a high-risk school-age sample
Advisor: M. Ann Easterbrooks, Ph.D.
- B.A. 1988 Psychology, University of Pennsylvania
Thesis: Study of children's pretend play in a museum setting
Advisor: Rochel Gelman, Ph.D.

Other Qualifications

- Registered Psychologist, National Register of Health Service Psychologists
Licensed Clinical Psychologist in the State of Maryland
Cognitive Behavioral Therapy, November, 1995
 Aaron Beck, Ph.D. University of Pennsylvania.
 Workshop on Cognitive Behavioral Therapy with depressed patients.
- Strange Situation Training, June, 1992
 Alan Sroufe, Ph.D. Institute of Child Development, University of Minnesota.
 Workshop on coding of the Strange Situation, a measure of child attachment.
 Acceptable reliability was achieved.

Professional Experience

- August, 2020- *Associate Professor and Director of Early Childhood*
 University of Connecticut
- August, 2019- *Associate Research Professor*
August 2020 Tufts University
- September, 2018- *Senior Research Fellow*
August 2020 Child Trends

- September, 2017-
August, 2019 **Visiting Faculty**
Tufts University
- September, 2014-
August, 2019 **Associate Professor of Early Education and Care**
University of Massachusetts Boston
- October, 2013-
August, 2014 **Visiting Faculty**
Banks Street College of Education
- August, 2011-
June, 2014 **Associate Professor of Psychology**
George Mason University
- January, 2000-
August, 2011 **Coordinator of Infant/Toddler Research** (2009-2011)
Senior Social Science Research Analyst (2002-2009)
Social Science Research Analyst (2000-2002)
U.S. Department of Health and Human Services
Duties: Develop and direct large-scale research and evaluation projects
focusing on low-income children and their families. Representative
projects include management of contracts, cooperative agreements
and interagency agreements:
- Early Head Start Research and Evaluation Project (Birth to Three, Pre-Kindergarten follow-up, and 5th Grade follow-up studies)
 - Descriptive Study of Early Head Start (Baby FACES)
 - Quality of Caregiver-Child Interactions for Infants and Toddlers (QCCIIT)
 - Survey of Early Head Start Programs
 - Performance Measures for Head Start Programs Serving Infants and Toddlers
 - Early Promotion and Intervention Research Consortium
 - Early Childhood Longitudinal Study-Birth Cohort
- December, 2009-
August, 2011 **Adjunct Faculty, Applied Developmental Psychology**
George Mason University
- October, 1998-
December, 1999 **Associate Research Scientist**
Yale-New Haven Hospital, Department of Pediatrics
Duties: Conducting a randomized controlled trial of Bright Beginnings, a
volunteer-based home-visiting intervention for young inner-city
mothers.
- October, 1997-
September, 1998 **NIMH Post-Doctoral Fellow**
Yale School of Medicine, Department of Epidemiology and Public Health
Duties: Involved in studies of familial transmission of psychiatric disorders.
- September, 1996-
August, 1997 **Psychology Intern**
Long Island Jewish Hospital
Duties: Completed American Psychological Association approved clinical
internship. Internship included three four-month rotations: inpatient
child, inpatient adolescent, and pediatric consultation. Year long
outpatient caseload of five children, three adults, and one group.

- September, 1992-
May, 1995
- Teaching Fellow**
Supervisors: Alice Carter, Ph.D., Peter Salovey, Ph.D., Joan Miller, Ph.D. & Bonnie Leadbeater, Ph.D.
Yale University
Duties: Served as teaching fellow in several courses, including Introduction to Psychology, Cognitive Development, Child Development, and Adolescent Development. Co-advisor for undergraduate theses.
- 1992
Summer
- Consultant:**
Early Stimulation Program, New Haven, CT
Duties: Member of an interdisciplinary team designing service provision and evaluation of in-home early intervention program.
- September, 1990-
August, 1991
- Research Assistant**
Massachusetts Institute of Technology
Duties: Conducted research examining language development in preschool children and infant perception.
- September, 1988-
August, 1990
- Graduate Teaching Assistant**
Tufts Educational Day Care Center
Duties: Worked as a member of a teaching team in a preschool and kindergarten classroom. Twenty hours weekly during the school year, full time during the summer.
- 1989
Spring
- Teaching Assistant**
Supervisor: David Elkind, Ph.D.
Tufts University
Duties: Served as teaching assistant in Lifespan Development course.
- September, 1987-
May, 1988
- Research Assistant**
Supervisor: Rochel Gelman, Ph.D.
University of Pennsylvania
Duties: Assisted in an American/Israeli cross-cultural study of children's language development.
- September, 1986-
May, 1988
- Supervisor/Research Assistant**
Supervisor: Rochel Gelman, Ph.D.
University of Pennsylvania
Duties: Assisted in studies of infant visual perception. Began as research assistant and became supervisor of Infant Research Lab.
- 1986-1987
Summers
- Research Assistant**
Supervisor: Paulina Kernberg, M.D.
New York Hospital/Cornell Medical Center
Duties: Assisted in a study of children's perceptions of friendships.

Professional Activities

- 2022- Advisor to Child Trends on the North Carolina Infant/Toddler Initiative
- 2020-2022 Advisor to the National Technical Assistance Center on Parent, Family and Community Engagement
- 2019- Member of the Editorial Board of the Infant Mental Health Journal
- 2019- Advisory Board member for Get Ready Guilford Initiative funded by the Duke Endowment
- 2019-2020 Consultant to Save the Children on the future evaluation of Save's US programs
- 2019-2020 Working group member, Maximizing Every Child's Opportunities in the First 1000 Days of Life. Banks Street College of Education
- 2019-2020 Consultant to MPR, Early Head Start-Child Care Partnership Expert Panel
- 2018- Consultant to MPR, Infant and Toddler Teacher and Caregiver Competencies Project
- 2018-2019 Mentor to SRCD post-doctoral fellow, Rachel Katz, placed in the Massachusetts Department of Public Health
- 2018 Consultant to the MPR, Baby FACES—descriptive study of Early Head Start
- 2017- Consultant to Children's Trust, Measuring the Competencies of Massachusetts Home Visitors
- 2017-2019 Consultant to ABCD Head Start's Early Head Start-Child Care Partnership Grant
- 2016-2020 Member, Research Committee, Massachusetts Association of Infant Mental Health
- 2016 Co-chair, Task Force on Future Directions of the Society for Research in Child Development Policy Fellowship Program
- 2015- Scientific Director, National Research Conference on Early Childhood (formerly Head Start Research Conference)
- 2015- Member, Child Care Early Education Policy Research Consortium Steering Committee (formerly Child Care Policy and Research Consortium)
- 2015-2018 Consultant to Abt Associates, Migrant and Seasonal Head Start Study
- 2013-2014 Member, Educare Network Research and Advisory Committee
- 2014-2016 Member, Bridging the Word Gap Research Network
- 2014-2015 Member, Early Educator Central Advisory Committee
- 2013-2019 Co-chair, Society for Research in Child Development Communications and Policy Committee (member since 2011)
- 2012- Scientific Director, Network for Infant Toddler Researchers
- 2012-2017 Advisory Board for IT3: Research on the Early Care and Education of Infants, Toddlers, *University of Oklahoma-Tulsa*
- 2012-2014 Consultant to the *Urban Institute*, Head Start School Readiness Contract

2011-2013	Early Head Start National Resource Center Expert Work Group, <i>Zero To Three</i>
2011-2019	Society for Research in Child Development Policy Fellowship Selection Subcommittee
2009-2011	Head Start Monitoring Workgroup, <i>Office of Head Start</i>
2009-2011	Early Childhood/Child Welfare Partnership. <i>Administration for Children and Families</i>
2008-2011	Early Head Start Expansion Workgroup, <i>Office of Head Start</i>
2008-2010	Interagency workgroup on Parent Engagement, <i>US Department of Education and US Department of Health and Human Services</i>

Contracts/Grants/Projects

Understanding How Early Head Start Contributes to Long-term Social Emotional Outcomes for Black Children

PI. Grant from the Office of Planning Research and Evaluation, ACF, DHHS. 2022-2024. \$100,000
As a two-generation comprehensive child development program, Early Head Start can play a unique protective role in supporting families and reducing gaps caused by poverty and racism. In fact, research has documented many significant impacts for Black children and families. The goal of this secondary analysis grant is to gain a better understanding of the mechanisms -- *how the EHS program leads to long term positive impact for Black children*. Findings will inform the targeting and delivery of services to best support Black children and families.

Secondary Analysis of the First 5 California Home Visiting Workforce Survey

PI. Contract with First 5 California. 2022-2023. \$162,000

The state of California would like additional analysis of the Home Visiting Workforce data to examine what factors predict home visitors and supervisors' retention, understanding their mental health condition during COVID-19 as well as the protective role of mindfulness in home visitors' COVID-related stress and depression. The findings will inform policymakers and other stakeholders to strengthen the home visiting workforce, therefore providing home visiting service to the families with children from prenatal to age 5 more effectively.

Local Evaluation Partner for Educare Springfield

PI. Contract with Educare Springfield. 2022 onwards. \$100,000 per year

Educare is a model of center-based early childhood care and education that includes a public-private funding partnership, a program to serve children birth to five, coaching for program staff, and wrap-around services for families. The program seeks to promote and sustain best practices in early childhood education to benefit children and families living in poverty, in particular the use of research evidence for continuous improvement, and, as such, ongoing evaluation is an essential feature of the Educare model. This ongoing evaluation for each Educare site is conducted by a Local Evaluation Partnership, who work in collaboration with programs to best determine their individual evaluation needs.

Early Head Start Comprehensive Services

PI. Contract with the Pritzker Early Childhood Initiative. 2021-2023. \$113,000

Early Head Start is a two-generation program that provides comprehensive services for both children and families in order to support family wellbeing and child development. The Pritzker Children's Initiative funded UConn to conduct secondary data analyses of national datasets to better understand how Early Head Start programs provide comprehensive services. We studied how programs

individualize services depending on characteristics of families and how comprehensive services lead to the positive impacts we see for both children and families.

EASTCONN Head Start

PI. Contract with EASTCONN Head Start. 2021 onward. \$25,000 per year

EASTCONN Head Start has been partnering with the University of Connecticut for over 10 years to evaluate the family engagement aspect of their program. Reports generated by UConn inform program leadership's decision making on program improvement, staff training, and other areas of need and strength.

Elevating equity

Co-PI. Caitlin Lombardi, PI. Grant from the Annie E. Casey and Hilton Foundations. 2021-2004. \$225,000

The purpose of this grant is to explore how social policy receipt, state-level variation in policy eligibility, and broader community characteristics promote the well-being of immigrant parents and their children over early childhood. Methods include both quantitative analysis of the ECLS-B dataset and qualitative interviews with families and community stakeholders.

Parent Experiences with Technology-Enabled Early Childhood Services.

Co-Investigator. Grant from the Perigee Fund. 2020-2021. \$250,000.

This is a one-year national project to systematically capture lessons learned and future implications from the rapid acceleration of technology-enabled early childhood services in response to COVID19. We will explore how technology-enabled services (including telephone, video, and other technologies) enhance access to services for some families, while creating significant barriers for others.

First 5 California Home Visiting Workforce Study

PI. Contract with First 5 California. 2020-2022. \$1,862,500

Child Trends will conduct a workforce survey to help California identify the current strengths, gaps, and unmet needs in their home visiting workforce in order to inform recruitment and retention efforts, higher education and professional development infrastructure, and policy.

First Steps Together

Co-PI. Contract with Jewish Family and Children's Services. 2020. \$100,000

Conducted a qualitative evaluation of a home visiting program for mothers recovering from opioid use disorder.

Competency and Pathways Measurement. Contract with the MA Department of Early Education and Care (EEC)

PI. 2019-2022. \$350,000

Contract with the MA Department of Early Education and Care (EEC) to assist MA in establishing a competency-based credentialing system that will impact approximately 75,000 early childhood educators in the coming years.

The Early Intervention Partnerships Program (EIPP) Evaluation

Contract with the MA Department of Public Health. Co-PI with Rebecca Fauth, Ann Easterbrooks, and Jessica Goldberg. 2018-2021. \$300,000

The Early Intervention Partnerships Program (EIPP) provides home visiting and group services to pregnant and postpartum women and infants (<1 year) with identified risk factors that heighten their vulnerability to poor health and development. The goals of EIPP are to: (a) foster health care access and utilization; (b) improve nutrition, breastfeeding rates, and physical health; (c) ensure safe and

healthy social, emotional, and physical environments; and (d) strengthen local perinatal and early childhood systems. This mixed methods quasi-experimental evaluation is utilizing existing administrative health records data, bolstered by collection of primary qualitative data, to better understand the impacts of the program on children and families.

The Collaborative for the Understanding of the Pedagogy of Infant-toddler Development (CUPID) PI. Grant from the Foundation for Child Development for data set preparation. April 2017-May 2018. \$30,000

CUPID is a multi-disciplinary group of more than 60 scholars from 30 U.S. universities who have joined together in a Scholarship of Teaching and Learning (SOTL) effort to understand how to better education the infant/toddler workforce via higher education. We are charting a path to systematically investigate the effects of our own college courses (primarily infant/toddler development and practice) on the knowledge, attitudes, and skills of the adults whom we educate, with a special focus on those in or planning to enter into the early care and education workforce. This contract was a preliminary contribution to work on preparation and documentation of the data set.

Heritage STEM Evaluation. Co-PI with Monica Yudron. Contract with Heritage Museums and Gardens, Sandwich, MA. October 2016-May 2017. \$90,000

The Hundred Acre School, located in the Heritage Museums & Gardens uses a STEM curriculum of its own design in classrooms serving 4 year-old children. With a grant from the Kellogg foundation, the curriculum is now being extended beyond the Hundred Acre school to two additional sites, one in Brockton, MA and the other in New Orleans, LA. This evaluation documented the extension of the curriculum into these two new settings and the effectiveness of the provider training and curriculum model.

Evaluation of the Parent Interaction with Infants. Co-PI with Angel Fettig. Project with Massachusetts Department of Public Health.

Unfunded research project

The MA Department of Public Health has implemented the Parent Interacting With Infants (PIWI) model throughout their Early Intervention system. The PIWI promotes family-centered practices in early intervention and the model includes specific practices and strategies. We are using mixed-methods research to evaluate the effects of PIWI on home visitor practice.

Relationship-based Competencies for Teachers. Subcontract with Child Trends. October, 2016-November 2017. \$25,000

With Lori Roggman and Deborah Stark, assisting the National Center for Parent, Family and Community Engagement build upon Head Start relationship-based competencies, research state and other professional guidance on core knowledge and competencies around family engagement, and develop a set of resources to promote teacher competencies related to family engagement.

Educare-Child Care Evaluation. PI. Ellen Kisker and Helen Raikes Co-PIs. Contract with the Ounce of Prevention, Chicago, IL. Contract funded in September 2016. \$100,000

This study contributed new knowledge to the early childhood field about partnerships through its examination of Educare-Child Care Partnerships in 9 communities around the country.

Network of Infant Toddler Researchers, Scientific Director. Administration for Children and Families. (April 2012 – on going). \$24,000 per year

The Network of Infant Toddler Researchers (NITR) brings together applied researchers with policy makers and technical assistance providers who administer federal programs for families with infants and toddlers. The purpose of the group is to aid the Administration for Children and Families (ACF)

in promoting research and evaluation activities that support and inform ACF programs in serving infants, toddlers and their families (including Early Head Start, Child Care, Home Visiting Programs, and Child Welfare programs). NITR works to identify areas where there is an accumulation of research knowledge that are ripe for synthesis and translation, and identify gaps in knowledge needing additional research. Information is used to inform policymakers and/or practitioners about effective and innovative practices for working with low-income families and also to inform ACF about state of the art methodologies relevant to moving infant/toddler research forward. My role is to coordinate the work of the group, lead the steering committee, and plan the yearly meeting.

National Research Conference on Early Childhood. Scientific Director. Administration for Children and Families. (May 2015 - ongoing). \$55,000 every two years

The NRCEC is a large national conference (approximately 1200 attendees) that is held every two years. The Conference supports dialogue between researchers, policymakers and program and administrative staff on the evidence-base for effective program services.

PARTNERS Evaluation for Children's Friend and Service. Co-PI with Anne Douglass. Contract with Children's Friends and Services, Providence, RI. 2015-2018. \$140,000

This was an evaluation of a local Early Head Start-Child Care partnership initiative. The PARTERS initiative is characterized by collaborative leadership and shared monitoring, a unique approach to early childhood partnerships.

Testing the efficacy of Early Head Start in preventing child maltreatment: A 15-year longitudinal study. (Centers for Disease Control and Prevention). Co-investigator with Beth Green, Portland State University and Catherine Ayoub, Brazelton Touchpoints Center at Boston Children's Hospital, PIs. October, 2013-October 2017. \$1,050,000

The goal of this project was to locate child welfare files on the Early Head Start Research and Evaluation sample of approximately 3000 children across 17 communities who were randomly assigned between 1996 and 1999 to receive Early Head Start or to be in the control group, who could not receive Early Head Start, but could receive other services in the community. My role on the project is to contribute to analysis planning, dissemination efforts, and to explore how characteristics of the EHS program or the child welfare agency as well as aspects of the collaborative relationship between the two entities can explain some of site differences in impacts.

Local Evaluation Partner for Educare DC. (Educare DC and Ounce of Prevention). Co-PI with Brenda Jones Harden. 2012-2014. \$164,000 per year

Educare DC is part of a national network of Educare schools committed to helping young children grow up safe, healthy and eager to learn by providing the highest quality learning environments for low-income families and their children. To ensure that the very best services possible are being provided, each center has a local evaluation partner to continually monitor the quality of services as well as child outcomes. This information is used in program improvement efforts.

Evaluation of Early Steps to School Success. (Save the Children). Co-PI with Brenda Jones Harden and Helen H. Raikes. Contract Funded in August 2011-2019. \$650,000

Early Steps to School Success is a home visiting program sponsored by Save the Children that serves low income families in rural communities. The program is aimed at enhancing children's school readiness and early academic outcomes (e.g., literacy skills) as well as family connections to schools. We are conducting a quasi-experimental evaluation of 20 programs around the country.

NIMH Postdoctoral Fellowship, Yale University, 1997-1998

Dissertation Grant, Yale University, 1995-1996

University Fellowship, Yale University, 1991-1995

Tuition Scholarship, Tufts University, 1988-1990

Awards

Rated “Excellent in Teaching,” University of Connecticut. Fall, 2020.

Administration for Children and Families, Assistant Secretary’s Honor Award—Early Childhood/Child Welfare Partnership. September, 2011.

Administration for Children and Families, Assistant Secretary’s Honor Award—Planning Team for Cross-Agency Meeting on Effect Sizes. November, 2007.

2003 Government Award of Excellence in Evaluations. For *Making a Difference in the Lives of Infants, Toddlers and Their Families: The Impacts of Early Head Start*, U.S. Department of Health and Human Services, Project Officer. (Peer reviewed competition of government-related evaluations, awards given to top 3-5 candidates across U.S. Government)

2002 Government Award of Excellence in Evaluations. For *Building Their Futures: How Early Head Start Programs are Enhancing the Lives of Infants and Toddlers in Low-Income Families*, U.S. Department of Health and Human Services, Project Officer.

Department of Health and Human Services, Secretary’s Award for Distinguished Service—The Fatherhood Initiative Team, June, 2001.

Professional Affiliations

Fellow, Yale Zigler Center in Child Development and Social Policy

Member, Society for Research in Child Development

Books and Special Issues

Vallotton, C., Brophy-Herb, H., Roggman, L., & Chazan Cohen, R. *Working Well with Babies*. (2022). Redleaf press.

Love, J., Chazan-Cohen, R., Raikes, H.H., & Brooks-Gunn, J. What Makes a Difference: Early Head Start Evaluation Findings in a Developmental Context (2013). *Monographs of the Society for Research in Child Development*, 8(1).

Summers, S. J., & Chazan-Cohen, R. (Eds.). *Understanding Early Childhood Mental Health: A Practical Guide for Professionals*. (2011). Baltimore, MD: Brookes Publishing.

Guest Editor, The Impact of Early Head Start on School Readiness. *Early Education and Development*, 20(6).

Guest Editor, Infant Mental Health in Early Head Start. *Infant Mental Health Journal*, 28(2).

Articles

Raikes, H., Chazan-Cohen, R., Harden, B.J., Byrd, J.J., Svoboda, E., Welch, G., Esterreich, J., Deming, J., Drouin, A. & Escalante, E. (accepted). Early Steps to School Success: Quasi-Experimental and Propensity Matching Studies. *Early Childhood Research Quarterly*.

Heberle, A.E. & Chazan-Cohen, R. (2022). Longitudinal and Reciprocal Relations Among Parent and Child Outcomes for Black Early Head Start Families, *Early Education and Development*, DOI: 10.1080/10409289.2022.2045461

Peterson, C., Zhang, D., Flittner, A. Shelley, M.C., Doudna, K., Chazan-Cohen, R., Aaron, L., Fan, L. (2022). Estimating Home Visit Activities: How Much Observation is Enough? *Child & Youth Care Forum*. 51(1), 39-61.

Green, B.L., Ayoub, C., Bartlett, J.D., Furrer, C., Chazan-Cohen, R., Buttita, K., Von Ende, A., Koepp, A. & Regalbutto, E. (2020). Pathways to Prevention: Early Head Start Outcomes in the First Three Years Lead to Long-Term Reductions in Child Maltreatment. *Child and Youth Services Review*, 118.

Gardner-Neblett, N., Vallotton, C., Henk, J., Rucker, L. & Chazan-Cohen, R. (2020). The What, How, and Who of Early Childhood Professional Development (PD): Differential Associations of PD and Self-Reported Beliefs and Practices. *Journal of Early Childhood Teacher Education*, 42(1). 53-75.

Roggman, L.A., Peterson, C.A., Chazan-Cohen, R., Ispa, J., Decker, K., Hughes-Belding, K., Cook, G.A. & Vallotton, C.D. (2016) Preparing Home Visitors to Partner with Families of Infants and Toddlers. *Journal of Early Childhood Teacher Education*, 37(4): 301-313.

Zinsser, K., Dedham, S., Curby, T., Chazan Cohen, R. Early Childhood Directors as Socializers of Emotional Climate (2016). *Learning Environments Research*, 19: 267.

Vallotton, C., Torquati, J., Ispa, J., Chazan Cohen, R., Henk, J., Fusaro, M., Petterson, C., Roggman, L., Stacks, A., Cook, G., Brophy-Herb, H. (2016) Understanding future infant/toddler professionals: Attachment predicts college students' knowledge, attitudes, and skills for working with infants, toddlers, and families. *Early Education and Development*, 27(2), 275-302.

Green, B.L., Ayoub, C., Bartlett, J.D., Furrer, C., Von Ende, A., Chazan-Cohen, R., Klevens, J. & Nygren, P. (2015). It's not as simple as it sounds: Problems and solutions in accessing and using administrative child welfare data for evaluating the impact of early childhood interventions, *Children and Youth Services Review*, 57, 40-49.

Green, B. L., Ayoub, C., Dym-Bartlett, J., VonEnde, A., Furrer, C., Chazan-Cohen, R., Vallotton, C., & Klevens, J. (2015). The effect of Early Head Start on child welfare system involvement: A first look at longitudinal child maltreatment outcomes. *Children and Youth Services Review*, 42, 127-135.

Raikes, H. H., Roggman, L. A., Peterson, C. A., Constantine, J., Brooks-Gunn, J., Chazan-Cohen, R., Jones-Harden, B., & Shiffman, R (2014). Theories of change and outcomes in Early Head Start home-based programs. *Early Childhood Research Quarterly*, 29(4), 649–659.

Brady-Smith, C., Brooks-Gunn, J., Tamis-LeMonda, C.S., Ispa, J.M., Fuligni, A.S., Chazan-Cohen, R., and Fine, M.A. (2013). Mother-Infant Interactions in Early Head Start: A Person-Oriented Within-Ethnic Group Approach. *Parenting: Science and Practice*, 13(1), 27-43.

Brooks-Gunn, J., Love, J.M., Raikes, H.H., & Chazan-Cohen, R. (2013). What makes a difference: Early Head Start evaluation findings in a developmental context. Conclusions and implications. *Monographs of the Society for Research in Child Development*, 78(1), 130-143.

Chazan-Cohen, R. (2013). Striking a positive note with the PICCOLO. *Infant Mental Health Journal*, 34(4), 363-365

Chazan-Cohen, R., Kisker, E.E., Raikes, H.H., Love, J.M., Klute, M.M. & Faldowski, R. (2013). Links between early care and education experiences birth to age 5 on prekindergarten outcomes. *Monographs of the Society for Research in Child Development*, 78(1), 110-129.

Chazan-Cohen, R., Raikes, H.H., Vogel, C. & Klute, M.M. (2013). Program Subgroups: Patterns of Impacts for Home-Based, Center-Based, and Mixed-Approach Programs. *Monographs of the Society for Research in Child Development*, 78(1), 93-109.

Faldowski, R.A., Chazan-Cohen, R., Love, J.M., & Vogel, C. (2013). Design and methods in the Early Head Start study. *Monographs of the Society for Research in Child Development*, 78(1), 20-35.

Fuligni, A.S., Brady-Smith, C., Tamis-LeMonda, C.S., Bradley, R.H., Chazan-Cohen, R., Boyce, L., and Brooks-Gunn, J. (2013). Patterns of Supportive Mothering with 1-, 2-, and 3-Year-Olds by Ethnicity in Early Head Start. *Parenting: Science and Practice*, 13(1), 44-57.

Jung, E. Raikes, H.H., Chazan-Cohen, R. (2013). Maternal Depressive Symptoms and Behavior Problems^[11] in Preschool Children from Low-Income Families: Comparison of Reports from Mothers and Teachers. *Journal of Child and Family Studies*, 22(6), 757-768.

Chazan-Cohen, R., Halle, T.G., Barton, L.R., & Winsler, A. (2012). Supporting optimal child development through Early Head Start and Head Start programs: Reflections on secondary data analysis of FACES and EHSREP. *Early Childhood Research Quarterly*, 27(4), 708-715.

Harden, B.J., Chazan-Cohen, R., Raikes, H.H., & Vogel, C (2012). Early Head Start Home Visitation: Role of Implementation in Bolstering Program Benefits. *Journal of Community Psychology*, 40(4), 438-455.

Harden, B.J., Sandstrom, H., & Chazan-Cohen, R. (2012). Early Head Start and African American families: Impacts and mechanisms of child outcomes. *Early Childhood Research Quarterly*, 27(4), 572-581.

Ayoub, C., O'Connor, E., Rappolt-Schlichtmann, G., Vallatton, C., Raikes, H., & Chazan-Cohen, R. (2009). Cognitive Skill Performance Among Young Children Living in Poverty: Risk, Change, and the Promotive Effects of Early Head Start. *Early Childhood Research Quarterly*, 24(3), 289-305.

Bradley, R.H., Chazan-Cohen, R., Raikes, H.H. (2009). The Impact of Early Head Start on School Readiness: New Looks. *Early Education and Development*, 20(6), 883-892.

Chazan-Cohen, R., Raikes, H., Brooks-Gunn, J., Ayoub, C., Pan, B. A., Kisker, E. E., Roggman, L. A., & Fuligni, A. S. (2009). Low-income Children's School Readiness: Parent Contributions Over the First Five Years. *Early Education and Development*, 20(6), 958-977.

Chazan-Cohen, R., Ayoub, C., Pan, B.A., Roggman, L., Raikes, H., McKelvey, L., Whiteside-Mansell, L., and Hart, A. (2007). It takes time: Impacts of Early Head Start that lead to reductions in maternal depression two years later. *Infant Mental Health Journal*, 28(2), 151-170.

Chazan-Cohen, R., Stark, D. R., Mann, T. L., & Fitzgerald, H. E. (2007). Early Head Start and infant mental health. *Infant Mental Health Journal, 28*, 99-105.

Beeber, L.S., Chazan-Cohen, R., Squires, J., Harden, B.J., Boris, N.W., Heller, S.S., and Malik, N.M. (2007). The Early Promotion and Intervention Research Consortium (E-PIRC): Five approaches to improving infant/toddler mental health in Early Head Start. *Infant Mental Health Journal, 28*(2), 130-150.

Malik, N.M., Boris, N.W., Heller, S.S., Harden, B.J., Squires, J., Chazan-Cohen, R., Beeber, L.S., and Kaczynski, K.J. (2007). Risk for maternal depression and child aggression in Early Head Start families: A test of ecological models. *Infant Mental Health Journal, 28*(2), 171-191.

Raikes, H., Green, B., Atwater, J., Kisker, E., Constantine, J., & Chazan-Cohen, R. (2006). Involvement in Early Head Start home visiting services: Demographic predictors and relations to child and parent outcomes. *Early Childhood Research Quarterly, 21*, 2-24.

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Invited Plenaries and Lectures

- 2022 Unpacking Comprehensive Services in Early Head Start. Briefing for the Coordinated Services Workgroup, Administration for Children and Families, US Department of Health and Human Services.
- 2022 The Child and Family Impacts of Early Head Start Explained. Congressional Briefing for the PreK and Child Care Caucus. 2022
- 2021 The Promise of Two-generation Early Childhood Programs: Evidence from Early Head Start. Demography Workshop. Center for the Economics of Human Development. University of Chicago.
- 2019 Successful Interventions for Families with Infants and Toddlers. Summit of the PA Early Learning Investment Commission.
- 2018 Early Head Start-Child Care Partnerships in the Context of Educare. Plenary at the Annual meeting of the Educare Early Learning Network. Tulsa, OK.
- 2018 The Early Years as Critical Time to Support Children and Families in Poverty. Department colloquium Eliot-Pearson Department of Child Study and Human Development, Tufts University.
- 2017 Children's Educational and Family Contexts: From Research to Practice. Northeastern Bouvé College of Health Sciences.
- 2016 The Critical Early Years: Effective Interventions for Children and Families in Poverty. Harvard University Graduate School of Education
- 2016 Becoming a better policy researcher. Chazan-Cohen, R. & Elizabeth Gershoff. Webinar hosted by the University-Based Child and Family Policy Consortium. January 25, 2016.
- 2016 CUPID: Current Measurement of Competencies of the Infant/Toddler workforce. Chazan-Cohen, R. & Roggman, L. Network of Infant Toddler Researchers, Administration for Children and Families, DHHS, Washington, DC. January 7, 2016
- 2015 Influences of Federal and State Policies on Higher Education Programs Training the Infant-Toddler Workforce. Rachel Chazan-Cohen, Martha Buell, Claire Vallotton, Tamesha Harewood. Annual meeting of the Child Care Policy and Research Consortium. December 2015.
- 2015 What Does “Curriculum” Mean in the Context of Working with Infants and Toddlers? And How Do We Verify How Curricula are Being Used? Rachel Chazan-Cohen and Marty Zaslow. Annual meeting of the Child Care Policy and Research Consortium. December 2015.
- 2015 Workforce: Challenges in Recruiting, Training and Retaining Good Home Visitors, PEW

- Home Visiting Forum, PEW Foundation and DHHS, Washington, DC. May 8, 2015.
- 2015 Collaboration between research to practice consortia: New efforts to support quality of infant/toddler programs, Network of Infant Toddler Researchers, Administration for Children and Families, DHHS, Washington, DC. January 6, 2015.
- 2014 Core Competencies for Infant Toddler Care Providers, Child Care Policy and Research Consortium, Administration for Children and Families, DHHS, Washington, DC. November 12, 2014.
- 2014 Research to practice consortia: New efforts to support quality of infant/toddler programs, Child Care Policy and Research Consortium, Administration for Children and Families, DHHS, Washington, DC. November 12, 2014.
- 2013 *The Critical Early Years: Effective Interventions for Children and Families in Poverty*, George Mason Psychology Department. March 20, 2013
- 2012 *Infant and Toddler Language Development*, George Mason University Child Development Center Training Institute. March 10, 2012
- 2011 *Infant/Toddler Performance Measures – Implications for Programs Serving Children Birth to Three*, Head Start National Birth to Five Leadership Institute. October 3, 2011.
- 2011 *Hand-in-Hand: Data, Research, and Quality. Research Plenary*. Birth To Three Institute Research Plenary. Washington, DC. July 21, 2011
- 2011 *Findings from Baby FACES*. Department of Health and Human Services Secretary's Advisory Committee on Head Start Research and Evaluation. June 7, 2011
- 2011 Long-Term Impacts of the Early Head Start. Zero to Three, April 14, 2011
- 2011 *Short and Long Term Impacts of Early Head Start*. Department of Health and Human Services Secretary's Advisory Committee on Head Start Research and Evaluation. April 12, 2011
- 2011 *Infant/Toddler Performance Measures – Implications for Programs Serving Children Birth to Three*. Head Start 0-5 Training Institute. October 3, 2011
- 2010 *Stairsteps to Success: Cumulative Effects of In-Home and Out-of-Home Experiences from Infancy to Grade 5*. Birth to Three Institute Research Plenary. Washington, DC, October 26, 2010.
- 2010 *Early Head Start Research*. Fairfax Early Head Start Training. August 16, 2010
- 2010 *Early Head Start Research: Lessons Learned*. Orientation for New Early Head Start Expansion Cites. April 27 & June 8, 2010
- 2010 *Lessons from Research on Head Start and Early Head Start*. Head Start Meeting on Home Visiting. April 29, 2010

- 2010 *Depression in the Lives of Early Head Start Families*. Early Head Start National Resource Center Expert Workgroup on Mental Health. April 20, 2010
- 2010 *Early Head Start Research*. George Mason University. March 24, 2010
- 2009 *Looking to the Future: How EHS Programs Change the Odds for Children and Families*. Birth to Three Institute Research Plenary. July, 2009
- 2009 *Beyond Early Head Start: How Outcomes for Children and Families at Prekindergarten Are Influenced by EHS and What Comes After*. University Of Maryland. April 22, 2009
- 2008 *Early Environments Matter: A Focus on Parenting*. Birth to Three Institute Research Plenary. August 4, 2008
- 2008 *An Overview of the Early Head Start Research and Evaluation Project*. Centers for Disease Control. May 22, 2008
- 2007 *Making Your Program Fabulous: Using Data for Continuous Program Improvement*. Birth to Three Institute Research Plenary. June 26, 2007
- 2007 *Early Head Start: Lessons from the research*. US Department of Health and Human Services Region I. March 27, 2007
- 2006 *Age Five Findings from the Early Head Start Research and Evaluation Project*. Birth to Three Institute Research Plenary. May 18, 2006
- 2005 *Early Head Start Pre-kindergarten Follow Up*. Birth to Three Institute Research Plenary. June 22, 2005
- 2003 *Service Delivery Strategies: Findings From the EHS Research & Evaluation Project and the Survey of EHS Programs*. Birth to Three Institute Research plenary. January 7, 2003
- 2002 *Impacts of the Early Head Start Program on 36-month-old children and their families*. Zero to Three, July 10, 2002
- 2002 *Impacts of the Early Head Start Program on 36-month-old children and their families*. Birth to Three Institute Research Plenary, January 7, 2002

Selected Peer Review Presentations

Osborne, C., Chazan-Cohen, R., Lombardi, C., & Iruka, I. *Unpacking and Extending What We Know about How Early Head Start Works*. Paper symposium presented at the meeting of the Association for Public Policy Analysis and Management. November, 2022. Washington, DC.

Raikes, H., Lombardi, C., Chazan-Cohen, R. Jones-Harden, B., Calderon, M., Lombardi, J. *Unpacking and Extending What We Know About How Early Head Start Works*. Paper symposium presented at the 2022 National Research Conference on Early Childhood. Virtual.

Chazan-Cohen, R., Jaffee-Stafford, B., Daro, D., and Perry, D. *Shifting the Field: How COVID-19 Changed What's Possible in Home Visiting*. Paper symposium at the National Home

Visiting Summit. January, 2022. Virtual.

Chazan-Cohen, R. Responsive Relationships in the ECE Workforce: Improving Knowledge and Care for Young Children. Discussant. Paper symposium presented at the Society for Research in Child Development, April, 2021. Virtual.

Chazan-Cohen, R., Korfmacher, J. & O'Neill, K. Virtual Home Visiting: Lessons learned and where are we going? Paper symposium at the National Home Visiting Summit. February, 2021. Virtual.

Jones-Harden, B., Raikes, H.H., & Chazan-Cohen, R. Impacts of Early Steps to School Success: A Language-Focused Zero-to-Three Home Visiting Program in 19 US Rural Communities. Paper accepted to the 2020 National Research Conference on Early Childhood. Presented as a poster.

Chazan-Cohen, R., Ayoub, C., Green, B., VonEnde, A., Buttitta, K., Furrer, C. & Bartlett, J.D. How Early Head Start Leads to Long-Term Benefits for Children. Paper accepted to the 2020 National Research Conference on Early Childhood.

Chazan-Cohen, R., Ayoub, C., Von Ende, A., & Paschal, K. Associations Between Early Parenting and Maltreatment in an Early Head Start Sample. Paper presented at the Society for Research in Child Development, March, 2019. Baltimore, MD. (presented by Katherine Paschal)

Chazan-Cohen, R., Vallotton, C., Ispa, J., Fusaro, M., Decker, K., Brophy-Herb, H., Torquati, J., Roggman, L., Cook, G., & Maynard, C. Student Characteristics that Help or Hinder Learning about Infants and Toddlers. Poster presented at the Society for Research in Child Development, March, 2019. Baltimore, MD.

Fettig, A., Chazan-Cohen, R., Harbin, S., Price, Z., and Silva, S. Mixed Methods Evaluation of Early Intervention Strategies to Support Parent-Child Interaction. Poster presented at the Society for Child Development, March, 2019. Baltimore, MD.

Chazan-Cohen, R., Raikes, H.H., & Jones Harden, B. Early Steps to School Success Evaluation Findings. Paper presented at the Annual National Home Visit Summit. January, 2019. Washington, DC.

Chazan-Cohen, R. Raikes, H.H., Kisker, E.E. Early Head Start-Child Care Partnerships in the Educare Context. Paper presented at the National Research Conference on Early Childhood, July, 2018. Washington, DC.

Chazan-Cohen, R., Vallotton, C., Ispa, J., Fusaro, M., Decker, K., Brophy-Herb, H., Torquati, J., Roggman, L., Cook, G., & Maynard, C. Student Characteristics that Help or Hinder Learning about Infants and Toddlers. Poster presented at the National Research Conference on Early Childhood, July, 2018. Washington, DC.

Chazan-Cohen, R., Raikes, H.H., & Jones Harden, B. Implementation and impact of a home visiting program in rural communities in the United States. Paper presented at the meetings of the World Association of Infant Mental Health. May, 2018. Rome, Italy.

Chazan-Cohen, R., Ayoub, C., Von Ende, A., & Paschal, K. Associations Between Early Parenting and Maltreatment in an Early Head Start Sample. Paper presented at the meetings of the World Association of Infant Mental Health. May, 2018. Rome, Italy.

Chazan-Cohen, R (Chair and moderator). Key Outcome Domains of Infant/Toddler Development. Roundtable discussion at the National Research Conference on Early Childhood, July, 2016. Washington, DC.

Chazan-Cohen, R. (discussant). Multiple Levels of Learning about Family Engagement: National Training and Technical Assistance Program Designs, Implementation Strategies, and Outcomes. Paper symposium at the National Research Conference on Early Childhood, July, 2016. Washington, DC.

Escalante, E., Duncan, A.D., Esteraich, J, Raikes, H.H., Chazan Cohen, R., Jones Harden , B. (2016). Kindergarten entry PPVT-3 scores in 17 rural US communities: Community-wide assessment in the context of Save the Children's Early Steps to School Success intervention. Poster presented at the National Research Conference on Early Childhood, July, 2016. Washington, DC.

Peterson, C., Ispa, J., Chazan Cohen, R., Cook, G., Hughes-Belding, K. Preparing Home Visitors to Partner with Families of Infants and Toddlers. Poster presented at the National Research Conference on Early Childhood July, 2016. Washington, DC.

Chazan-Cohen, R., Von Ende, A., Paschall, K. & Ayoub, C. Associations between early parenting behaviors and maltreatment in a high-risk sample. Paper presented at the National Research Conference on Early Childhood, July, 2016. Washington, DC.

Chazan-Cohen, R., Choi, J.Y., Castle, S. & Horm, D. Toddler language and social skills: The role of domain specific and cumulative risk in the context of a comprehensive child development program. Poster presented at the National Research Conference on Early Childhood July, 2016. Washington, DC.

Chazan Cohen, R., Von Ende, A., Furrer, C. Paper, Associations Between Early Parenting Behaviors and Maltreatment, Society for Research in Child Development, March 20, 2015, Philadelphia, PA.

Chazan Cohen, R., Vallotton, C., Torquati, J. Poster, Associations Between Attachment Style & Beliefs About Child Development in a Sample of College Students, Society for Research in Child Development, March 19, 2015, Philadelphia, PA.

Cobo-Lewis, A., Chazan Cohen, R., Bryant, D., Yazejian, N., Horm, D., Sweet-Darter, M., Walker, D., File, N. Paper, Length of Time in Early Childhood Care and Education in a Large Diverse Sample of Children At Risk for Poor School Outcome, Society for Research in Child Development, March 19, 2015, Philadelphia, PA,

Brophy-Herb, H., Vallotton, C., Lee, Y.E., Martoccio T., Senehi, N., Ispa, J., Chazan-Cohen, R, & Ayoub C. Neighborhood, Home, and Parental Risks: Proximal Risks Mediate Distal Risks to School-Aged Children's Behavioral Outcomes. In R. H. Bradley (chair), *Poster Symposium: From early childhood parenting to age 10 child outcomes: Findings from the Early Head Start Research and evaluation project*. Society for Research in Child Development, April, 2013, Seattle, WA. [[1]]
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Chazan-Cohen, R., Harden, B.J., Raikes, H.H., & Vogel, C. Impacts of Early Head Start Home Visiting Programs and the Role of Implementation of the Head Start Program Performance Standards. Paper presented to the Society for Research in Child Development, April, 2013. Seattle, WA.

Fettig, N.B., Howarth, G., Chazan-Cohen, R. & Denham, S. The Importance of Early Childhood Parenting: A Bi-directional Model of Early Parental Hostility and Later Externalizing Problems. Poster presented at Society for Research in Child Development, April, 2013, Seattle, WA.

Green, B., Roggman, L., McKelvey, L.M., Chazan-Cohen, R., Korfmacher, J., Zhang, D., Peterson, C., & Atwater, J. (2013, April). *Differences in Home Visiting Service Delivery and Outcomes Among Families of Different Ethnic Backgrounds*. Paper presented to the Society for Research in Child Development, April, 2013. Seattle, WA.

Peterson, C., Zhang, D., Roggman, L., Green, B., Chazan-Cohen, R., Atwater, J., McKelvey, L.M., & Korfmacher, J. (2013, April). *Home Visit Participation Patterns: Relations to Home Visiting Intervention Experiences and Outcomes*. Paper presented to the Society for Research in Child Development, April, 2013. Seattle, WA.

Raikes, H.H., Chazan-Cohen, R., Harden, B.J., Brown, D., Escalante, E., Esterach, J., & Conway-Turner, J. Early Steps to School Success: A Language-Based Home Visiting and Pre-K Program to Improve Age 3 and School Entry Outcomes. Paper presented to the Society for Research in Child Development, April, 2013. Seattle, WA.

Raikes, H.H., Li, X., Chazan-Cohen, R. Predictors of Variability in Trajectories of Aggressive Behavior Problems of Early Head Start Children using Latent Class Analysis: Age 3 to Age 10. In R. H. Bradley (chair), *Poster Symposium: From early childhood parenting to age 10 child outcomes: Findings from the Early Head Start Research and evaluation project*. Society for Research in Child Development, April, 2013. Seattle, WA.

Roggman, L. A., Chazan Cohen, R., Cook, G. A., Innocenti, M. S., Jump Norman, V. (2013, April 20). Students at risk: Early developmental parenting, focused attention, and later school success. In R. H. Bradley (chair), *Poster Symposium: From early childhood parenting to age 10 child outcomes: Findings from the Early Head Start Research and evaluation project*. Society for Research in Child Development, April, 2013. Seattle, WA.

Shear, M.J., Chazan-Cohen, R., Curby, T.W., McKnight, P. & Ramirez, R. The Role of Parents in Adolescents Experiences in Victimization. Poster presented at Society for Research in Child Development, April, 2013, Seattle, WA.

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Chazan-Cohen, R. Defining and Measuring Family Engagement in Early Childhood Programs Serving Diverse Families. Discussant for paper symposium at the Head Start Research Conference, June, 2012, Washington, DC.

Flittner, A., Aaron, L., Doudna, K., Zhang, D., Peterson, C. and Chazan-Cohen, R. Home Visit Observations: How Much is Enough? Poster presented at the Head Start Research Conference, June, 2012, Washington, DC.

Li, X., Raikes, H.H., and Chazan-Cohen, R. Predictors of Variability in Developmental Trajectories of Early Head Start Children: Age 3 to Grade 5. Poster presented at the Head Start Research Conference, June, 2012, Washington, DC.

Raikes, H.H., Chazan-Cohen, R., and Ayoub, C. Early Head Start Research and Evaluation Project Findings from Ages 3, 5, and 10: What Did We Learn and What Are the Implications for

Policy, Practice, and Research? Roundtable at the Head Start Research Conference, June, 2012, Washington, DC.

Chazan-Cohen, R., Zhang, X., Raikes, H.H., Ayoub, C., Roggman, L. Parent Well Being in the First 3 years of Life and Child Cognitive and Language Development at Age 3: Can Positive Parenting Behaviors Mediate Effects? Poster presented at Society for Research in Child Development, April, 2011, Montreal, Canada.

Zhang, X., Raikes, H.H., Chazan-Cohen, R., Long, Y. The Moderating Effects of Child Temperament on the Associations between Parenting and Early Childhood Aggression. Poster presented at Society for Research in Child Development, April, 2011, Montreal, Canada.

Boller, K., Aikens, N., Vogel, C., Chazan-Cohen, R., & Blair, R. Early Head Start Home Visiting: Service Use, Staff Characteristics, Content and Quality. Paper presented at the Head Start Research Conference, June, 2010, Washington, DC.

Chazan-Cohen, R., Raikes, H.H., Love, J.M., Vogel, C. & Kisker, E.E. Impacts of Early Head Start: Overall and by Program Approach to Service Delivery. Paper presented at the International Conference on Infant Studies, March, 2010, Baltimore, MD.

Chazan-Cohen, R., Beeber, L.S., & Budzinski, J. Making a Difference with Depressed Parents in Early Head Start: Tailoring Services for Multiethnic Populations. Paper session at Birth to Three Institute, October, 2010.

Chazan-Cohen, R. Depression in the Lives of Early Head Start Families. Paper presented at the annual meeting of the Society for Prevention Research, May, 2009, Washington, DC.

Kisker, E.E., Love, J.M., Constantine, J., Chazan-Cohen, R., & Raikes, H.H. Predictors of Low-Income Families' Participation and Engagement in the Federal Early Head Start Program. Paper presented at the 30th Annual Research Conference of the Association for Public Policy Analysis and Management, November, 2008, Los Angeles, CA.

Chazan-Cohen, R., Raikes, H.H., Love, J.M., Kisker, E., & Vogel, C. Early Head Start and beyond: Contributions to child outcomes. Paper presented at Head Start's Ninth National Research Conference, June, 2008, Washington, DC.

Chazan-Cohen, R., Raikes, H.H., & Love, J. What have we learned from 12 years of early Head Start Research? Poster symposium presented at the Head Start Research Conference, June, 2008, Washington, DC.

Love, J.M., Vogel, C., Raikes, H.H., Chazan-Cohen, R., Kisker, E.E., Constantine, J., vanKammen, W., and West, J. Impacts of Early Head Start at the End of the Program (Age 3) and Two Years Later. Poster symposium presented at the Society for Research in Child Development, April, 2007, Boston, Massachusetts.

Chazan-Cohen, R., Kisker, E.E., Constantine, J., Raikes, H.H. What About Dosage? Level of Participation in Early Head Services and Child and Parent Outcomes. Poster presented at the Society for Research in Child Development, April, 2007, Boston, Massachusetts.

Klute, M.M., Chazan-Cohen, R., Raikes, H.H., and Kisker, E.E. Age 3 Mediators of Early Head Start Impacts and Pre-Kindergarten Outcomes. Poster symposium presented at the Society for Research in Child Development, April, 2007, Boston, Massachusetts.

Chazan-Cohen, R., Raikes, H.H., Kisker, E.E., Ayoub, C., Roggman, L.A., Pan, B.A., Fuligni, A.S., and Brooks-Gunn, J. Influences of Early In-Home and Out-of-Home Environments on Child Functioning at Kindergarten Entry. Poster symposium presented at the Society for Research in Child Development, April, 2007, Boston, Massachusetts.

Kisker, E.E., Raikes, H.H., Chazan-Cohen, R., Carta, J., Ayoub, S., and Puma, J. Outcomes for Children in Families at Highest Risk at Ages 3 and 5. Poster symposium presented at the Society for Research in Child Development, April, 2007, Boston, Massachusetts.

Martin, A., Chazan-Cohen, R., Brooks-Gunn, J., Raikes, H.H., Love, J.M., Kisker, E.E., Vogel, C., and Jones-Harden, B. The Impact of Home-Based Programs on Children and Families in Early Head Start. Poster symposium presented at the Society for Research in Child Development, April, 2007, Boston, Massachusetts.

Raikes, H.H., Love, J.M., Chazan-Cohen, R., Vogel, C., and Kisker, E.E. African American Children at Ages 3 and 5. Poster symposium presented at the Society for Research in Child Development, April, 2007, Boston, Massachusetts.

Chazan-Cohen, R. Kisker, E.E. Raikes, H., Love, J.M., Klute, M. and Vogel, C. Influences of Early Care and Education Experiences Birth to Age 5 on Pre-Kindergarten Outcomes. Paper presented at the Head Start Research Conference, July, 2006, Washington, DC.

Chazan-Cohen, R., Raikes, H., Ayoub, C., Kisker, E.E., O'Conner, E., Raikes, A., Rappolt, G., Roggman, L., & Tarullo, L.B. Changes and Stability in Early Family Contexts for Low-Income Children: Associations with Child Functioning at Kindergarten Entry. Paper presented at the Society for Research in Child Development, April, 2005, Atlanta, Georgia.

Kisker, E.E., Love, J.M., Raikes, H., Chazan-Cohen, R., Constantine, J., Vogel, C., Tarullo, L.B., Faldowski, R., Robinson, J., & Emde, R. *How Formal Education and Care Contributes to School Readiness*. Paper presented at the Society for Research in Child Development, April, 2005, Atlanta, Georgia.

Love, J.M., Kisker, E.E., Raikes, H., Chazan-Cohen, R., Constantine, J., Vogel, C., Faldowski, R., Robinson, J., & Emde, R. *How Early Head Start Participation Contributes to School Readiness*. Paper presented at the Society for Research in Child Development, April, 2005, Atlanta, Georgia.

Raikes, H., Love, J.M., Van Kammen, W., Constantine, J.M., Paulsell, D., Faldowski, R., & Chazan-Cohen, R. *Where Did the Children Go After Early Head Start?* Paper presented at the Society for Research in Child Development, April, 2005, Atlanta, Georgia.

Raikes, H., Chazan-Cohen, R., et. al. *Findings from the Early Head Start Research and Evaluation Project: Environments of Low-Income Children from Birth to Prekindergarten and Effects on Development*. Poster symposium presented at the Head Start Research Conference, July, 2004, Washington, DC.

Chazan-Cohen, R., Raikes, H., Kisker, E.E., Constantine, J., Ayoub, C. & Roggman, L. *The Role of Depression in the Lives of Early Head Start Families*. Paper presented at the Head Start Research Conference, July, 2004, Washington, DC.

Chazan-Cohen, R., Kisker, E.E., & Constantine, J. *Implementation of the Comprehensive Performance Standards Within Early Head Start*. Paper presented at the Head Start Research Conference, July, 2004, Washington, DC.

Raikes, H., Chazan-Cohen, R., Jerald, J., & Mann, T. *Research Plenary: Update on Early Head Start Evaluation Findings*. Paper symposium presented at the Zero to Three National Training Institute, February, 2004, Washington, DC.

Chazan-Cohen, R., Constantine, J.M., & Kisker, E.E. *What Works for Whom? Associations Between Duration, Intensity, and Type of Services in Early Head Start and Parent Outcomes*. Paper presented at the Society for Research in Child Development, April, 2003, Tampa, Florida.

Chazan-Cohen, R. Harden, B.J., & Webb, M.B. *The Psychosocial Functioning and Environmental Experiences of Infants and Toddlers in Foster Care*. Presented at the Society for Research in Child Development, April, 2003, Tampa, Florida.

Hill, W., Jerald, J., Kisker, E., Raikes, H., Chazan-Cohen, R., Gifford, J., et al. *The Early Head Start research findings: Disseminating findings using the Early Head Start Information Kit: Research Addendum*. Presented at the Seventh Annual Birth to Three Institute: Quality Services for Children, January, 2003, Washington, DC.

Chazan-Cohen, R., Sciarrino, C., Mann, T., & Kisker, E.E. *Outcomes for Infants and Toddlers: Using Lessons Learned from the Early Head Start Research*. Presented at the Seventh Annual Birth to Three Institute: Quality Services for Children, January, 2003, Washington, DC.

Chazan-Cohen, R., Jerald, J., Mann, T., & Raikes, H. *The impacts of Early Head Start: Lessons for the field*. Paper presented at the Zero to Three National Training Institute, December, 2002, Washington, DC.

Boller, K., Sprachman, S., Raikes, H.H., Chazan-Cohen, R., Salem, M., & vanKammen, W. *Fielding and Analyzing the Bayley II Mental Scale: Lessons from Early Head Start (2002)*. Paper prepared for proceedings of Selecting Cognitive Measures for Young Children in Large Scale Surveys, National Institute of Health and Human Development Research Network on Child and Family Well-Being and the Science and Ecology of Early Development (SEED) Initiative.

Chazan-Cohen, R. *Do Prenatal Expectations Moderate the Impact of Maternal Depression on Early Parenting?* Poster presented at the Society for Research in Child Development, April, 1999, Albuquerque, New Mexico

Silber, S., Matthews, A.L., Chazan, R.Z. & Gallagher, R. *Social Skills Training for PDD Adolescents*. Workshop at the American Academy of Child and Adolescent Psychiatry, October, 1997, Toronto, Canada.

Carter, A.S., Ko, H., Chazan, R.Z. & Garrity-Rokous, F. *The role of maternal depression in pre- and post-natal ratings of infant temperament in two cultures*. Invited paper at the International Conference on Infant Studies, June, 1996, Providence, Rhode Island.

Bosquet, M., Chazan, R.Z., & Carter, A.S. *Associations between maternal depression and infant affect and behavior*. Poster presented at the International Conference on Infant Studies, April, 1996, Providence, Rhode Island.

Carter, A.S., Chazan, R.Z., & Goldman, S. *Predicting infant health and perceived temperament from prenatal stress, social support and temperament expectations*. Paper presented at the annual meeting of the American Psychological Association, August, 1994, Los Angeles, California.

Chazan, R.Z. & Carter, A.S. *Prenatal expectations of temperament: A differentiated view*. Poster presented at the International Conference on Infant Studies, June, 1994, Paris, France.

Chazan, R.Z. & Carter, A.S. *Maternal prenatal expectations of infant temperament: Ideal, typical & my baby*. Poster presented at the eighth biennial national training institute, Zero to Three, National Center for Clinical Infant Programs, December, 1993, Washington, DC.

Davidson, C., Chazan, R.Z. & Easterbrooks, M.A. *Children at high risk: The impact of maternal adult attachment and family risk on children's attachment status and behavior problems*. Poster presented at the Society for Research in Child Development, March, 1993, New Orleans, Louisiana.

Easterbrooks, M.A., Davidson, C. & Chazan, R.Z. *Representations of self, mother and attachment in children at high social risk*. Paper presented at the Society for Research in Child Development, April, 1991, Seattle, Washington.

Easterbrooks, M.A., Chazan, R.Z. & Abetz, L. *Attachment and behavior problems: Coherence in behavioral organization*. Poster presented at the annual meeting of the American Psychological Association, August, 1990, Boston, Massachusetts.

Easterbrooks, M.A., Davidson, C., Chazan, R.Z., & Lyons-Ruth, K. *Attachment security in social risk infants: Preschool and school-age sequelae*. Paper presented at the International Conference on Infant Studies, April, 1990, Montreal, Canada.