

Crane Center Research Staff

Schoenbaum Family Center and Crane Center
for Early Childhood Research and Policy

COLLEGE OF EDUCATION AND HUMAN ECOLOGY | THE OHIO STATE UNIVERSITY



Laura Justice, PhD *Executive Director*

Laura's work focuses on teacher and parent interventions on children's learning, including the effective use of storybooks. She also studies classroom quality in early childhood and how quality affects children's gains within the classroom.



Randi Bates, PhD *Post-Doctoral Researcher*

As a Registered Nurse and Family Nurse Practitioner, the goal of Randi's research is to prevent chronic disease later in life. Her primary research interests concern how the environment shapes health across time and the biological mechanisms for how this happens. Randi's current work addresses questions on how the social and economic environment shapes children's development of self-regulation – a key skill that supports overall health and wellness later in life. This research focuses on mother-child factors that may shape a child's self-regulation development, namely interactions involving language and stress.



Kelly Boone, MA *Associate Director of Research*

Have a research idea? Want to talk about research you read? Stop by and see Kelly in 202H! Kelly is here to help build synergies among research, practice, and policy in the organization. Her goal is to advance our shared mission of improving children's learning and development at home, in school, and in the community through research initiatives.



Matt Brock, PhD *Faculty Associate*

Matt is an Assistant Professor in Educational Studies. He studies inclusion of students with significant disabilities in general education classrooms and practitioner training on evidence based practice.



Jing Chen, PhD *Post-Doctoral Researcher*

Jing focuses on the interplay between classroom peer social relationships and students' cognitive and social development during childhood and adolescence. She investigates how peer social relationships are associated with students' interactions during small group discussions, how cognitive and linguistic resources that students can access through their peer social interactions vary within classrooms and shape individuals' development; and what factors are associated with peer isolation and social withdrawal.



Rebecca Dore, PhD *Senior Research Associate*

Rebecca's primary research interests are focused on children's engagement with and learning from play, storybooks, and digital media. She studies the role of fiction and media in education with the goal of understanding how we can use media to best promote learning in both formal and informal settings. As a developmental psychologist, she is also broadly interested in early cognitive development, including home and classroom characteristics that influence developmental trajectories and learning, particularly in the domain of language and literacy.



Jaclyn Dynia, PhD *Senior Research Specialist*

Jaclyn's research interests include early literacy development, early childhood special education, and autism spectrum disorders. She taught children with autism spectrum disorder as a reading specialist for a nonprofit school. Jaclyn is leading the Striving Readers project which aims to increase the language and literacy skills of children at high-risk for later reading delays. She serves on the Ohio Division of Early Childhood (DEC) board and the Child Care Advisory Council.



Ruri Famelia, PhD *Post-Doctoral Researcher*

Ruri is currently working on the Cleveland Public Library Project and Child Care Access Means Parents in School Program (CCAMPIS) Project. Ruri has a PhD in Kinesiology: Physical Education. Her research interest is an integrated motor skill program to promote child development specifically in cognitive skills, physical, and fundamental motor skill development, and underlying mechanisms that influence children development on motor and cognitive skills.



Hui Jiang, PhD *Senior Research Associate*

Hui is interested in applying statistics and quantitative methodology in the field of educational and clinical research. Her work involves missing data treatment, quasi-experimental studies with observational data, multilevel modeling, and non-traditional/alternative approaches to handle irregular data forms or distributions.



Abel Koury, PhD *Senior Research Associate*

Abel attempts to answer the question-how can we use our knowledge of child development and education as levers to promote equity? He has examined the associations between poverty, race/ethnicity, and experiences in early childhood education on kindergarten readiness, academic achievement, and socio-emotional functioning. Examples of this include racial disproportionalities in school discipline, the impact of restorative justice and children's experiences during summer break.



Tzu-Jung Lin, PhD *Faculty Associate*

Tzu-Jung is an Associate Professor in Educational Studies. She studies learning and development through social interaction with peers and teachers, factors that mediate the socialization of cognition and instructional approaches that promote better classroom learning.



Jessica Logan, PhD *Faculty Associate*

Jessica is an Assistant Professor in Educational Studies. She designs research studies and analyzes resulting data using wide-ranging statistical techniques to better understand children's cognitive development and illuminate its potential contributing factors.



Shayne Piasta, PhD *Faculty Associate*
 Shayne is an Associate Professor in Teaching & Learning. She studies preschool and elementary literacy development. She has served on boards for the Ohio Department of Education and The Elementary School Journal and Annals of Dyslexia among others.



Sherine Tambyraja, PhD *Senior Research Specialist*
 Sherine studies the speech, language and literacy acquisition in young children with communication disorders. Her recent work has also focused on parent-implemented approaches to boost children's literacy skills, as well as ways to facilitate communication and collaboration between speech-language pathologists and parents of children with communication disorders.



Kelly Purtell, PhD *Faculty Associate*
 Kelly is an Assistant Professor in Human Sciences. Her research centers on understanding how contextual factors shape health and development among low-income children and adolescents, and on how policies and programs can enhance the developmental trajectories of these youth.



Janelle Williamson *CCEC Coordinator*
 Janelle supports all aspects of research at the CCEC and SFC. She is the first point of contact for research staff and those interested in conducting research at the A. Sophie Rogers School for Early Learning. She provides administrative oversight for dissemination activities. Additionally, she strives to build community and collaboration among the school, research and community programs at the SFC. Janelle has previous experience working as a Project Assistant on the Early Learning Ohio project.



Anna Rhoad-Drogalis, PhD *Post-Doctoral Researcher*
 Anna's research examines how classroom contexts, such as teacher-child relationships, shape the development of young children. Her work primarily focuses on children's learning behaviors and social-emotional skills. She also examines how peers influence children's academic and social development. She has recently become interested in preschool absenteeism.



Tina Younoszai, PhD *Senior Research Associate*
 Tina is currently working on an evaluation study of the OSU-Early Head Start Child Care Partnership. Her research interests include early intervention programs in the areas of literacy, health, parenting, and school outcomes.



Technical Coordinator:
 Jason Flowers



Data Manager:
 Lauren Barnes



Principal Investigator:
 Shayne Piasta



Graduate Research
 Assistant:
 Somin Park

Data Management Core (DMC)

The DMC provides support to all Crane Center projects. The DMC supply pre- and post-award support, data collection tools, database coding, data reporting and post-data collection processing support such as data cleaning and recommendations of data use.



Assessment Form Specialist:
 Jeff Kintner



Database Developer:
 Trevor Rey

**Best Practices in
 Alphabet Instruction**

A pilot study of a curriculum developed to teach children alphabet knowledge.



Principal Investigator:
Shayne Piasta



Co-Principal Investigator:
Jessica Logan



Project Director:
Naomi Schneider



Principal Investigator:
Kelly Purtell



Co-Principal Investigator:
Jessica Logan

BrightStart!

This project examines the efficacy of an already existing, commercially available curriculum (Nemours BrightStart!) targeted at prekindergarten children who need additional support to enter kindergarten with emergent literacy skills on par with their peers.



Lead Field Assessor:
Caleb Stinson



Field Assessor:
Marilyn Rogers



Graduate Research Assistant:
Leiah Groom



Program Manager:
Stacey Schaff



Research Assistant:
Rebecca Cotto-Bergmann

Cincinnati Preschool Promise (CPP)

This project is studying the effects of child-care expansion on access and outcome. The primary aims of the evaluation are to: 1) provide information about the kindergarten readiness skills of children in community-based preschool programs in the CPP Tuition Assistance (TA) and Quality Improvement (QI) programs, 2) present a formative evaluation of QI activities, and 3) document potential impacts of CPP for parents, teachers, and providers across Cincinnati.



Principal Investigator:
Laura Justice



Co-Investigator:
Tzu-Jung Lin



Co-Investigator:
Jessica Logan



Co-Investigator:
Kelly Purtell

Early Learning Ohio (ELO)

The ELO Early Learning Network Grant study focuses on classroom ecology and its relations to children's learning, achievement, and social development during the first five years of schooling, from pre-kindergarten through third grade. Classroom ecology includes classroom composition, classroom network and norms, teachers' practices, and students' experiences. The primary purpose of this five year project is to identify malleable factors within the classroom ecology that are associated with student outcomes and examine educational policies and practices that shape those factors. It also includes SLICE, Study of Learning in Innovative Classroom Environments. The goal of the SLICE study is to learn why families choose charter schools and what classroom experiences are like for teachers and students.



Project Coordinator:
Allie Hamilton



Project Director:
Jennifer Bostic



Research Assistant:
Pam Crum



Program Assistant:
Katie Filibeck



Senior Research Associate:
Hui Jiang



Post-Doctoral Researcher:
Anna Rhoad-Drogalis



Graduate Research Assistant:
Johana Chaparro Moreno



Research Assistant:
Colton Weiss



Post-Doctoral Researcher: Jing Chen



Co-Investigator:
Jessica Logan

Co-Investigator:
Kelly Purtell

Kids in Columbus Study (KICS)

This study discovers how community resources help young children grow up healthy and strong. The study seeks to understand how the mix, duration, extent, timing and type of investments during early life (0-5 years) impact the social-emotional, cognitive, behavioral and health development outcomes of children living in economically disadvantaged families.

Principal Investigator:
Laura Justice



Co-Investigator:
Pamela Salsberry
(College of Public Health)

Co-Investigator:
Jaclyn Dynia

Co-Investigator:
Abel Koury



Principal Investigator:
Laura Justice

Co-Investigator:
Jessica Logan

Co-Investigator:
Kelly Purtell

Co-Investigator:
Hui Jiang, PhD

Kindergarten Transition Practices (KTP)

The study features a comprehensive investigation of strategies that help to facilitate children's transition from preschool to kindergarten.



Project
Coordinator:
Logan Pelfrey



Research Scientist:
Rebecca Dore



Graduate Research
Associate: Robin Sayers



Lead Transition
Coordinator:
Melody Grames



1.



2.



3.



4.

Transition
Coordinators:
1. Alyse Flack
2. Rue Gray
3. Caitlin Grote
4. Becky Milton



Co-Principal Investigator:
Jessica Logan

Systems
Developer/Engineer:
Thuan Nguyen

Read it Again Mobile (RIA-M)

Read It Again-Mobile is the technological spin-off from Read It Again-PreK!, an early language and literacy supplement developed through a collaborative effort of researchers affiliated with the Ohio State University, early childhood educators, policy-makers, and speech-language pathologists. RIA-M uses state-of-the-art technology to boost usability and effectiveness with newly designed technology-mediated features to take the curriculum to a mobile app.



Project Coordinator:
Jen Filipkowski

Field Assessor:
Jessica Jellinger



Principal Investigator:
Jaclyn Dynia



Project Coordinator:
Priya Hall

Striving Readers

The purpose of this research is to examine the use of evidence based practices on language, literacy and writing skills for children birth to age five.



Research Assistant:
Earl Jackson



Research Assistant:
Farheen Kapra



Literacy Coach:
Georgana Fox