Meet the Staff

Catherine Jantzer
Catherine is project manager for B2BB Kids. She schedules your lab visits, purchases supplies, and coordinates the lab. When she’s not running visits, she’s working behind the scenes to ensure that everything goes smoothly.

Penina Backer
Penina is a new graduate student working with Dr. Stifter. She assists with lab visits and data coding. Penina graduated with a B.A. in Psychology from the University of Maryland, Baltimore County in 2009. She has worked on multiple research projects since then.

Susan Worley
Susan is the Research Support Assistant for the B2BB Kids project. She assists the Project Manager, participates in parent/child lab visits, and helps prepare, collect, process, and organize project data.

Fun activities for you and your child at the 4½-year lab visits:
- Toys
- Snacks
- Games
- Puzzles
- Dress-up
- Computer Games

YOU AND YOUR CHILD ARE IMPORTANT! PLEASE CALL OR EMAIL THE LAB IF YOUR CONTACT INFORMATION CHANGES

Telephone: 814-863-3878
Email: B2BBkids@psu.edu
Website: www.hhdev.psu.edu/ebp

Mailing Address
The Pennsylvania State University/B2BBkids
315 Health & Human Development East
University Park, PA 16802

Thanks again for your dedication to the B2BB Kids Project! We look forward to seeing you again soon!
Preschoolers can be asked to perform a simple task they may not like, such as cleaning up their toys or getting ready for bed, and to do it even without supervision. This ability to stop an activity they like and do one they may not like is called self-regulation. This ability develops rapidly during the preschool years and is important for schooling, social interaction, and being a good citizen.

Parents are very important to the development of self-regulation. When your children were infants you soothed their distress or distracted them so they would not do something that you did not want them to do. Eventually, children learn to do these things for themselves. Parents can do a lot during the preschool years to support and encourage their children’s continuing development through everyday activities and playing games. Below are some ways you can help your children’s self-regulation grow:

1. ‘Red Light/Green Light’ and ‘Simon Says’ are two games that allow children to practice stopping their actions.
2. Showing your children how you create a shopping list and how you use a calendar to manage your day are good ways to model self-regulation.
3. Preparing a meal or a snack with you is a great opportunity for your children to learn turn-taking and cooperation.
4. ‘Jenga’ is a fun game for teaching children how to wait and how to control their movements.

Project Updates

We are so happy to have funding for a follow-up study with all of the “Back to Baby Basics” project families. The “B2BB Kids” project is now underway!

Over seventy families have completed a 4½-year visit. Families who are still waiting to come in will receive a scheduling call from Catherine, our project manager, during the month before your child turns 4½ years old. You and your child will be invited to participate in many fun and interesting activities in the lab.

We are currently preparing the 5½-year visit. Early in 2015, we’ll begin calling parents whose children are turning 5½.

Research Update

Some of you have asked about the results from the project. Since our study looks at your children across several ages, our results emerge slowly. We are happy to share our findings with you in this and future newsletters. Our website, www.hhdev.psu.edu/ebp (publications page) contains papers resulting from this and other projects in our lab.

The next section of this newsletter includes a description of some preliminary findings. Perhaps you will remember doing these activities with your child!

Preliminary Findings

Mairin Augustine’s poster presentation looked at the length of time before 12-month-olds reached for new toys and their mothers’ displays of positive emotions when introducing them to other new toys. She was interested in seeing if these behaviors predicted the babies’ behavior with new toys and people at 18 months. Here’s what she found:

- For babies who waited longer to reach for toys, mothers’ positivity with the other new toys related to a greater tendency to play with four new objects at the beginning of the 18-month visit.
- For babies who reached sooner, mothers’ positivity with the other new toys related to greater “freezing” (staying still and watching) when seeing the clown at the 18-month visit.
- When moms are positive while introducing new toys, this may encourage more-inhibited infants to play with other new, low-risk objects, and encourage less-inhibited infants to “hold back” more with new objects or people that are somewhat riskier.

Publications


Presentations