Overview

• How do young children (2-5 years) process and respond to stressful and frustrating situations?
  • Early care and education settings
  • Teacher-child relationships
  • Classroom climate
  • Focused particularly on children at-risk for later diagnosis of ADHD or ODD
  • Child→ Behavioral observation, direct assessments, biological data

• What classroom practices and interventions are successful in increasing relationship and classroom quality and/or improving children’s adaptations to stress and frustration?
Opportunities

• You may have the opportunity to:
  • Learn how to use statistical software.
  • Conduct classroom observations.
  • Conduct child assessments.
  • Work with early care and education professionals (training and professional development).
  • Learn how to collaborate with a team.
  • Participate in a monthly journal club.
  • Learn valuable skills for graduate school and other professional careers.
  • Learn a behavioral coding scheme
Sam Johnson, PhD, ATC, CSCS

There are some hours available on Friday, Feb. 28th from 10:00-4:00 to help set up the projector, slides, and make sure catering arrives at the CAS/UBC mixer in West Hall Lounge. If you don’t know how to set up the projector, I can go there with you earlier in the week and train you - it’s really easy!

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Women’s Building 107b
MIKE PAVOL

- Program: Exercise & Sport Science
- Expertise: Biomechanics
- Research Areas:
  - Preventing falls & fractures
    - Factors affecting balance recovery
    - Exercise for bone health
  - Safer transfers of people w/disabilities
- WB 107C • mike.pavol@oregonstate.edu
Viktor Bovbjerg
Epidemiology
Environmental Health
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Improving Injury Prevention Effectiveness through Cooperation
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106 Women’s Building
Adapted Physical Activity Lab

Who we are
- One Empire
- One queen
- Four Lords (doctoral students)
- Two Subjects (two master students)
- Six Servants
  - 5 from EXSS
  - 1 from Public Health

What, When, Where
- Measurement
- Method
- Mechanism
- Year around including summer
- Women Building 08

Why?
Promoting physical activity and inclusion to improve quality of life for all individuals
Improving Quality of Service Learning Program

- What is the current levels of physical activity and how we will be able to measure meaningful physical activity in context of service learning program for children with disabilities.

- What is the impact of “Hands-on” Experiences and what is the potential factors to maximize positive effects on acceptance and self-efficacy of working with children with disabilities.

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