



ECFP-3 PROJECT

Social Development Lab
University at Buffalo, SUNY

Dear Families, Teachers, and Directors/Principals,

We hope that you have all been enjoying your summer! Thank you so much for helping to make year one of ECFP-3 a success! We are so grateful for all parents who signed their children up for our project and for those who were able to complete reports and attend psychophysiology sessions. We also sincerely thank the teachers and directors/principals for welcoming us into their buildings, completing reports, and helping us to implement our intervention. The work we do would not be possible without all of you!

As the school year begins, we will be contacting parents to obtain children's kindergarten teacher information. We will ask participating children's kindergarten teachers for teacher reports. If you already know your child's kindergarten teacher contact information, you may let us know by contacting us via email or phone or completing the survey [here](#). We will also be inviting teachers who did not receive the intervention this previous year to take part in our virtual training later in the fall.

In this newsletter, you will find our preliminary project findings from year one of our study, an activity you may complete with your child, and some lab updates. Thank you for your support!

With gratitude,
Dr. Jamie Ostrov
Director, UB Social Development Lab

CONTACT THE UB SOCIAL DEVELOPMENT LAB:

Phone: (716) 645 - 1777

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Website: <http://ubwp.buffalo.edu/socialdevlab/>

ECFP-3 YEAR 1 SUMMARY:

Children Participating: **86**

Preschools Participating: **9**

PRELIMINARY FINDINGS

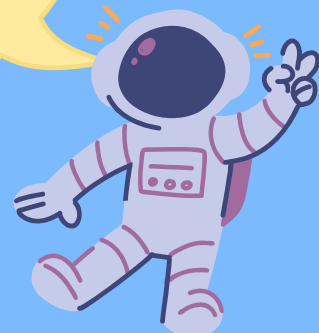


The ECFP-3 project is interested in the evaluation of an in-school aggression and bullying intervention. Specifically, we are interested in how the intervention may affect children's peer relationships, emotion regulation, school performance, and positive and negative aspects of their social development. Based on reports from undergraduate classroom observers, who are unaware of what condition (intervention or control) a classroom is in, initial findings from the ECFP-3 project show that from pre- to post-intervention, physical aggression (i.e., hitting and kicking) and relational aggression (i.e., social exclusion, gossiping) were significantly lower in the intervention group compared to the control group. Additionally, prosocial behavior (e.g., sharing and helping), received prosocial behavior, and emotion regulation were all significantly higher in the intervention group relative to the control group. Lastly, the intervention rooms demonstrated fewer difficulties with working memory (i.e., keeping ideas in mind for a short period of time) and inhibition (i.e., the ability to stop their behavior) following the intervention compared to control rooms. This provides initial evidence that the intervention is effective when teachers implement the program with our coaching support in their rooms!

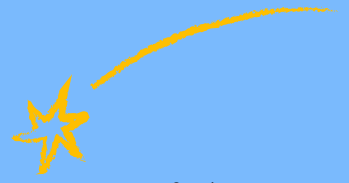
WHAT'S NEXT FOR ECFP-3:

We will begin recruiting our second cohort of preschoolers for the ECFP-3 Project this fall! We will also be following up with families from our first cohort in September to obtain your child's kindergarten teacher information. We will ask your child's kindergarten teacher to complete a survey similar to the one their preschool teacher completed. If you have your child's school name, teacher name, teacher email and phone number, you may complete the Qualtrics link [here](#) or email it to us at devlab@buffalo.edu.

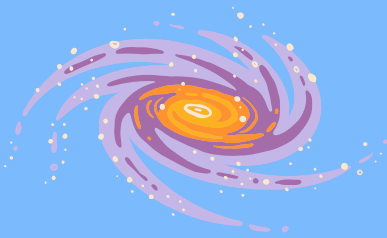
COUNT THE STARS!



LAB UPDATES



- **Bri Memba** has completed her Clinical Psychology Doctoral Internship at University of Chicago Medicine (UCM) and received her Ph.D. in Clinical Psychology.
- **Gretchen Perhamus** has passed her dissertation defense, has begun her internship at The Medical University of South Carolina (MUSC), and has been awarded the Society of Clinical Child and Adolescent Psychology APA Division 53 2024 Student Achievement Award – Late stage Graduate.
- **Katy Gardner** presented a poster at The International Society for Research on Aggression Conference and has passed her 2nd year project proposal.
- **Maggie Azu** presented a poster at The International Society for Research on Aggression Conference, has passed her 2nd year project proposal, and received the Psychological Association of Western New York Scholarship Award for Racial/Ethnic Minority Doctoral Candidates in Clinical/Counseling Psychology.
- **Olivia Bell** will be pursuing her Ph.D. in Developmental Psychology at Penn State University.
- **Sarah Lucas** will be pursuing her Ph.D. in Education with a specialization in Applied Developmental Science at the University of North Carolina - Chapel Hill.
- **Emily Hong** will be joining us as a Ph.D. student in Clinical Psychology this fall and most recently worked at the Yale Child Study Center.
- We also welcomed two new staff members to the lab: **Ella Rivet** (Western University graduate) and **Hannah Dickinson** (Buffalo State University graduate).



RESEARCH ASSISTANT GRADUATES

Lexi Holzman, Amy Maslin, Jenny McCarthy, and Zoey Morrisey graduated from UB. Amy is now working on the ABCD Study at The Medical University of South Carolina. Jenny will be continuing her education at UB to receive her master's in social work. Zoey will be working at the Summit Center as a teacher assistant while she applies to graduate school.

Principal Investigator

Dr. Jamie Ostrov
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Graduate Students

Maggie Azu (ECFP-3 Project Director)
Katy Gardner (FRIENDS and PEERS2K Project Director)

Project Coordinator

Kristin Tymchak Carrol

Co-Investigators

Dr. Dianna Murray-Close
Professor, University of Vermont

Dr. Kimberly E. Kamper-DeMarco
Assistant Professor, Buffalo State University

Dr. Stephanie Godleski
Associate Professor, Rochester Institute of Technology

Research Technicians

Hannah Dickinson
Ella Rivet
Jules Zajdel

Lab Volunteers

Hayley Feibel
Vanessa Uhteg

Undergraduate Research Assistants

Riley Godwin, Lexi Holzman, Katherine Kremer,
Gabriella Markham, Amy Maslin, Lauren Montagne,
Zoey Morrisey, Rowan Radel, Jassani Ruiz

