Helena Duch

Project Title:

Grantee:
Helena Duch

Project Funding Years:
2000-2002

University Affiliation:
New York University

Project Abstract:
This study will investigate the effects of Fortalecerse, an adult development program for Head Start parents, on the social competence and behavior problems of Latino preschool children. The study will address the following research questions: (1) Does participation in a parent education and training program within Head Start influence self-development in Latino parents? (2) Does participation in a parent education and training program within Head Start affect the level of depression of Latino parents? (3) Do changes in self-development and depression have an impact on the social competence of their Head Start children? and (4) Do changes in self-development and depression have an impact on the behavioral problems of their children? In Fall 2000, 30 children and their families will participate in the study, 30 additional children and their families will participate in the study in Fall 2001. To measure baseline data in the Fall, parents will complete three questionnaires that will assess their ego-development and depression as well as their children's social and behavioral problems, and teachers will complete two child assessment questionnaires. In the fall 2001, two new measures will be added to measure parental competence, the impact of life events and parenting stress. Parents will be assigned to the experimental group or to the control group (waiting list). Parents and children in both groups will receive Head Start services. Families in the experimental group will participate in Fortalecerse, a program designed to provide comprehensive training and education to parents in areas related to ESL, Computers, Child
Development Associate and Literacy. In the Spring, experimental and control groups will be reassessed using the same measures. Individual and group differences over time will be investigated using variance tests, and statistically significant group-by-time interactions will be conducted to locate group differences in the equality of pre- to post-intervention change. Results will provide additional information on the presence of behavioral and emotional problems in minority preschoolers and their families and on the strengths that help families cope. In addition, service providers and policymakers will be informed on how to best help Latino families to meet their goals and promote wellness and mental health.

Sample:
n=60 Latino Head Start families (30 Fall 2000 cohort, 30 Fall 2001 cohort)

Measures:
Teacher Assessments of Children
Social Skills Rating System, Social Skills and Problem Behavior Scales (SSRS)
Teacher Report Form of the Child Behavior Checklist

Parent Assessments of Children
Child Behavior Checklist (CBCL)

Adult Assessments
Washington University Sentence Completion Test for Measuring Ego Development (WUSCT)
Center for Epidemiologic Studies Depression Scale (CESD)
Parenting Stress Index (Sense of Competence subscale and Life Stress score)
Parenting Self-Efficacy subscale of Parenting Sense of Competence Scale.

Mary Ann Fenske

Project Title:
Project CALM CARE (Caregiving Affects Long-term Mental Health: Creating a Responsive Environment)

Grantee:
Mary Ann Fenske

Project Funding Years:
2000-2002
University Affiliation:
Wichita State University
Department of Communicative Disorders and Sciences

Project Abstract:
The purpose of this project is to support Early Head Start (EHS) administrators and staff in meeting the mental health and communication needs of maltreated infants/toddlers and their families. Project CALM CARE (Caregiving Affects Long-term Mental Health: Creating a Responsive Environment) aims to facilitate EHS administrators and staff in meeting the needs of children and families by providing them with information regarding: (1) caregiver tactile and vocal/verbal behaviors in response to infant engagement/disengagement cues, (2) childrearing frameworks of the families they serve, and (3) the framework of EHS organizational culture and its influence on the services provided. Participants will include EHS administrators and staff, as well as children and families who have participated in EHS for at least 6 months. A qualitative ethnographic approach will be utilized to gather data detailing the variables involved with children, parents, families, and their effectiveness of communication with EHS staff. Focus group interviews with five EHS administrators and 10-12 EHS family educators will be conducted to discuss agency philosophy, activities, objectives, and goals in providing services to maltreated infants/toddlers and their families. In addition, artifact reviews will be conducted, and observations of 10 EHS children interacting with their caregivers will be videotaped, transcribed, and coded using the Computerized Language Analysis Program (CLAN), thus allowing the researcher to document types and frequencies of infant cues and caregiver physical and verbal interactions. Relevant domains and themes in the EHS and parent interviews will be identified using Spradley's development research sequence, and an organizational culture framework will be used to construct a description of EHS culture.

Sample:
n=5 EHS administrators
n=10-12 EHS family educators
n=10 EHS children and their families

Measures:
EHS Administrators and family educators
Focus Group Interviews

Caregiver-Child Interaction
Videotaped interactions coded using the Computerized Language Analysis Program (CLAN)
**Paige Fisher**

*Project Title:*
Early Math Interest and the Development of Math Skills: An Understudied Relationship

*Grantee:*
Paige Fisher

*Project Funding Years:*
2000-2002

*University Affiliation:*
University of Massachusetts, Amherst
Department of Psychology

*Project Abstract:*
This study explores the relationship between preschool children's math interest and their current and future mathematical ability. The project takes place in the context of a larger math skills intervention study that was designed in collaboration with Holyoke-Chicopee-Springfield Head Start. Participants include approximately 120 3-5-year-old children from eight Head Start classrooms. The study uses a cross sectional and a longitudinal correlational design. Child assessments include a quasi-naturalistic observation of math play, math interest self-reports, the Test of Early Math Abilities (TEMA-2) and a portion of the Kaufman Survey of Early Academics and Learning (KSEALS). The children were assessed in early winter and again in the late spring. Teachers were asked to complete two different math interest scales for each child in early winter and late spring. Relationships between the following variables are examined: (1) early math interest and concurrent math skills, (2) early math interest and later math skills, (3) early math ability and later math interest, and (4) gender and math interest. In addition, the study investigates gender differences as a possible moderating variable in the relationship between interest and math ability.

*Sample:*
n=120 Head Start children (60 intervention group, 60 control group within larger intervention study)

*Measures:*
*Child Assessments*
Test of Early Math Abilities (TEMA-2)
Portion of Kaufman Survey of Early Academics and Learning (KSEALS)
Quasi-Naturalistic Task to Assess Interest in Math Activities
Marlo A. Perry

Project Title:
Go-to-Work, Go-to-School: The Impact of Recent Social policy Mandates on Parent Involvement and School Readiness Outcomes for Urban Head Start Children

Grantee:
Marlo A. Perry

Project Funding Years:
2000-2002

University Affiliation:
University of Pennsylvania
Graduate School of Education
Psychology in Education Division

Project Abstract:
This study examines the impact of parents' social support strategies on their children's school readiness. The study involves three main research objectives: (1) to determine if Head Start children from single-female headed households demonstrate different levels of school readiness as a function of mothers' level of compliance with state welfare-to-work mandates, (2) to investigate the relative impact of maternal involvement in early childhood education and of maternal family and social networks on children's school readiness, and (3) to determine if such maternal protective factors differentially impact children's school readiness as a function of mothers' level of compliance with welfare-to-work standards. Partnerships will be formed with Head Start parents and teachers in order to identify areas of strength and school readiness in children, as well as to identify effective parent involvement and social networking strategies associated with children's development of these capacities. Participants will be 300 children and their mothers drawn from at least 12 Head Start classrooms including 150 children whose mothers work full-time in compliance with welfare-to-work mandates, and 150 children whose mothers do not working outside the home. Children will be divided into two groups depending on mothers' compliance with welfare-to-work mandates. Teachers will be asked
to complete the Adjustment Scales for Preschool Intervention (ASPI), Preschool Learning Behaviors Scale (PLBS), and the Child Observation Record (COR). Parents will complete the Family Involvement Questionnaire (FIQ), Family Support Scale (FSS), and a demographic questionnaire. Statistical analyses will be used to determine differences in school readiness as a function of maternal employment status, the status of each explanatory variable as a protective factor, and the importance of maternal employment status in explaining variance in children's school readiness. Finally, focus groups will be conducted with Head Start parents and staff to assess the relevancy of findings for the Head Start program.

**Sample:**
- n=150 children and their mothers who are working full-time
- n=150 children and their mothers who are not working outside the home

**Measures:**

*Mothers*
- Family Involvement Questionnaire (FIQ)
- Family Support Scale
- Demographic Questionnaire

*Teachers*
- Adjustment Scales for Preschool Intervention (ASPI)
- Preschool Learning Behaviors Scale (PLBS)
- Child Observation Record (COR)

**Beth M. Phillips**

*Project Title:*
Assessment and Intervention Strategies for Children Attending Head Start with Problems of Impulsivity and Inhibitory Control

*Grantee:*
Beth M. Phillips

*Project Funding Years:*
2000-2002

*University Affiliation:*
Florida State University
Department of Psychology

*Project Abstract:*
This study is designed to investigate the predictive validity of a multidimensional assessment strategy for identifying ADHD-related
behaviors among Head Start children. Other primary goals for this project are to determine the correspondence between the assessments in the preschool year and children's reading ability the following year, and to determine the degree of agreement of parent and teacher ratings of children's behavior with behavioral indices of inhibitory control and impulsivity. This study will also evaluate the utilization of intervention services by families of children in Head Start. Researchers hypothesize that improvements in the assessment process will likely lead to increased identification of children in need of early intervention that may prevent or reduce poor long-term behavioral and academic outcomes. Participants will include two cohorts of 100 three-, four-, and five-year-old Head Start children and their parents and teachers. During the first year of the project children will be administered the Behavioral Battery of Inhibitory Control Tasks (ICTB) during several individual sessions at the beginning of the Head Start school year and again after a three-month interval. In addition, children will be administered a battery of instruments to assess their intellectual and print awareness skills. Parents and teachers will be asked to complete three questionnaires measuring impulsivity and inhibitory control. The second year of the project will focus on assessing the adequacy of the year 1 behavioral measures in predicting behavior and reading ability in kindergarten. Children who participated in the project during the first year will be administered a series of decoding tasks to assess their growth in reading ability. As well, a new cohort of children will be assessed with all measures once during the fall and followed throughout the school year to track their referral for specialized intervention for behavior problems.

Sample:
n=200 three- to five-year-old Head Start children and their parents and teachers

Measures:
Child
Behavioral Battery of Inhibitory Control Tasks (ICTB)
Peabody Picture Vocabulary Test (PPVT)
Preschool Print Awareness Test

Parents and Teachers
Conners Teacher Rating Scale (CTRS)
Emotionality, Activity, Sociability, and Impulsivity Temperament Survey for Children
Internalized Control Scale (ICS)

Cathy Hauqing Qi
Project Title:
Identifying the Relationship between Language Delays and Behavior Problems of Head Start Children

Grantee:
Cathy Hauqing Qi

Project Funding Years:
2000-2002

University Affiliation:
Vanderbilt University

Project Abstract:
Recent findings have suggested that children with language delays frequently have concurrent behavior problems. This concurrence of problems makes learning difficult, thus placing these children at risk for school failure. To date only a few studies have used observational methods to document the interrelationships between language delays and externalizing and internalizing behavior problems in preschool children. This study was designed to carry out systematic observational data collection of target behaviors in two different preschool contexts (structured and unstructured activities). Sixty 3-and 4-year-old children enrolled at Head Start centers participated the study. They comprised two groups: 30 children with language delays, and 30 children with normal language. The MOOSES software system was used to capture observational data in naturalistic settings. Complete descriptive statistics were generated for all domains and subdomains of the Preschool Language Scale (PLS-3), Peabody Picture Vocabulary Test-III (PPVT-III), Caregiver-Teacher Report Form of CBC-TRF/2-5 (CBC-TRF/2-5), and Social Skills Rating System. This study aimed to improve the process of assessing Head Start children, and to validate teacher reports by supplementing them with observational methods. Additionally, these results should also provide a basis for diagnosis and intervention for children with language delays and behavior problems in Head Start classrooms. The information obtained from this study will allow Head Start teachers; early intervention specialists and speech-language pathologists to develop coordinated behavior and language interventions based upon the observed interdependence between language and behavior problems across class contexts.

Sample:
n=60 three-and four-year-old children

Measures:
Preschool Language Scale-3
Peabody Picture Vocabulary Test-III
Lina L. Robinson

Project Title:
Caregivers' Internal Working Models: The Circle of Security Interview

Grantee:
Lina L. Robinson

Project Funding Years:
2000-2002

University Affiliation:
University of Virginia
Department of Psychiatric Medicine
Child-Parent Attachment Clinic

Project Abstract:
The purpose of this research project is to apply attachment research to direct clinical practice by developing attachment-based procedures that are efficient and practical in clinical settings. Researchers and clinicians at the University of Virginia and Center for Attachment and Clinical Intervention at the Marycliff Institute in Spokane Washington, have developed the Circle of Security Interview (COSI), which utilizes identified questions from the Adult Attachment Interview (AAI), the Parent Development Interview (PDI), and the Strange Situation Interview (SSI). The selected questions are considered to be the most critical for assessing parent's internal working models (IWMs) of close relationships, particularly with their children, and for designing treatment goals and plans. The current research project will carry out the development and initial validation of a standardized coding procedure for the COSI. Intervention assessments will be conducted with child-parent dyads involved in the "Attachment-Based Interventions in Head Start Child-Parent Dyads" Head Start/University of Virginia and the Head Start/Early Head Start of Spokane County, Washington. The first year of the project is devoted to the development of a coding system for the COSI based on videotaped sessions of the child-primary caregiver dyad. During the second year of the project, clinical psychology graduate students at the University of Virginia will be trained in the COSI coding system and will be involved in formal data coding of the COSIs. Data analyses will investigate the relationship between parents' IWMs and their parenting behavior and the child's attachment in
order to better understand the contribution and affect of these factors on children's behavioral, emotional, and academic development.

Sample:  
n=69 child-primary caregiver dyads

Measures:  
Child  
Strange Situation  

Caregiver  
Strange Situation  
Circle of Security Interview (COSI)

Carol Dieringer Stock

Project Title:  
The Effects of a Responsive-Interactive Language Intervention with Head Start Children

Grantee:  
Carol Dieringer Stock

Project Funding Years:  
2000-2002

University Affiliation:  
University of Oregon  
School Psychology Program

Project Abstract:  
This two-phase study addresses the need for early interventions that identify and provide services to children whose language delays put them at risk for negative developmental outcomes. In particular, the study examines ways to provide expanded opportunities and support to caregivers in order to improve the quality and quantity of caregiver-child verbal interactions. The following research questions will be examined: (1) Is there a functional relationship between responsive-interactive language strategies exhibited by caregivers and the language skills of their preschool children? and (2) Do child language skills gained through the home-based language intervention generalize to peer interactions?

In Year One, three caregiver-child dyads recruited from Head Start classrooms will participate in a home-based, responsive-interactive language intervention. Participating children must be between 48 and 55 months old and perform one standard deviation or more below the average in language
skills on standardized measures of language development, but must not receive speech and language services. In addition, families must meet economic criteria for the Head Start program, and dyads must speak English or Spanish as their primary language. Home visitors will provide modeling, coaching, feedback, and language activities in order to support caregivers' verbal skills in contingent feedback, following the child's lead, and balanced turn-taking. A behavioral observation tool created by the principal investigator will be used to evaluate each child's verbal interactions and responses during caregiver-child and child-peer interactions, as well as each caregiver's verbal skills. The Picture Description Fluency Measure (PDF), an Individual Growth and Development Indicator of Language created by the University of Oregon, will be used to identify growth in children's vocabulary. The Systematic Analysis of Language Transcripts computer-based coding system (SALT) will be used to code caregivers' use of the above-mentioned skills and children's language behaviors during video-taped language samples of caregiver-child verbal interaction. The Expressive One-Word Picture Vocabulary Test (EOWPVT) will be used to identify progress in children's global language skill development. Visual analysis of trend and level will be used to identify a controlling effect for the intervention on caregiver and child verbal behavior. Identification and analysis of individual differences in response to the intervention among families will allow for adjustments in Year Two interventions that will ensure the most effective and culturally sensitive home visiting program for the promotion of language skills.

The responsive-interactive language intervention will be widely implemented in Year Two. Inclusion criteria will remain unchanged. Fifty Head Start families will be randomly assigned to intervention and control conditions. The PPVT-R will measure children's expressive and receptive language prior to and following the intervention for children in both groups. The Picture Description Fluency Measure (PDF), Picture Naming Fluency Measure (PNF), and Caregiver Verbal Interaction Code (CVIC) will be used at three points throughout the intervention to assess growth in children's vocabulary and the caregiver's use of targeted verbal strategies. The statistical procedure ANCOVA will be used to analyze all pre-and post-test Year Two data.

Sample:
n=3 Head Start caregiver-child dyads in Year 1
n=50 Head Start families in Year 2

Measures:
Year 1 Caregiver Assessments
Caregiver-Child Verbal Interaction Code
Systematic Analysis of Language Transcripts (SALT) computer-based coding
system
Caregiver Satisfaction Surveys

Year 1 Child Assessments
Caregiver-Child Verbal Interaction Code (CCVIC)
Peer Verbal Interaction Code (PVIC)
Picture Description Fluency Measure (PDF)
Expressive One-Word Picture Vocabulary Test (EOWPVT)
30 minute video taped language sample coded using the Systematic Analysis of Language Transcripts (SALT) computer-based coding system

Year 2 Caregiver Assessments
Caregiver Verbal Interaction Code (CVIC)
Caregiver Satisfaction Surveys

Year 2 Child Assessments
Peabody Picture Vocabulary Test-Revised (PPVT-R)
Picture Description Fluency Measure (PDF)
Picture Naming Measure (PNF)

Jennifer Tschantz

Project Title:
Including Children with Disabilities in Early Head Start: Four Case Studies

Grantee:
Jennifer Tschantz

Project Funding Years:
2000-2002

University Affiliation:
University of Maryland
Department of Special Education

Project Abstract:
The focus of this project is to increase knowledge about policies related to including young children with disabilities in Early Head Start (EHS). Case studies will be conducted at four different EHS centers in two states. The case studies will address the following research questions: (1) How do different EHS communities address the 10% mandate and related requirements, as well as provisions in Part C of IDEA? (2) How have the initial steps for including a child with disabilities in EHS been organized for specific children? (3) What local contextual factors impact services and
collaborative efforts? and (4) What are the perceived supports and resources available to local communities to collaborate and implement these provisions and services? Participants in this study will include professionals working for or with selected EHS programs who have been involved with a child with a disability and families who have children enrolled in both Part C and EHS. Researchers will interview participants to obtain information related to the process of including a child with disabilities in EHS, assessment and eligibility, and development and implementation of initial Individualized Family Service Plans (IFSP). Specific topics to be explored include professionals' roles and responsibilities, family role, decision-making, nature of relationships, interagency agreements, service coordination, funding, and supports/resources. Child outcomes will also be evaluated by describing two children with disabilities at each EHS program.

Sample:
n=minimum of four EHS professionals and two children and their families at each site