

Head Start University Partnership Grants: Dual-Generation Approaches: 2013 Grantees

Northwestern University

Project Title:

Expanding the Cycle of Opportunity: Simultaneously Educating Parents and Children in Head Start

Principal Investigator:

P. Lindsay Chase-Lansdale

Co-Principal Investigator(s):

Teresa Eckrich Sommer, Hirokazu Yoshikawa

Project Abstract:

Dual-generation approaches—targeting parents and children simultaneously— represent a promising and innovative antipoverty strategy for families. In collaboration with the Community Action Project of Tulsa, Oklahoma (CAP Tulsa), we propose to expand and strengthen a dual-generation education program and to conduct a randomized trial of its impact on parents and their children in CAP Tulsa’s Head Start and Early Head Start (HS and EHS) programs. This dual-generation program, the Education Pathways Program (EPP), provides education, career coaching, and soft-skills training for parents while their children attend Head Start programs. The explicit goal is to promote the economic self-sufficiency and well-being of low-income families across generations. During Year 1 of the award, CAP Tulsa will expand and intensify EPP and strengthen its curriculum based upon the latest research. Starting in fall 2014, we will launch an implementation study, which will focus on the fidelity of the model and the strengths and challenges of the dual-generation program, as well as an effectiveness study examining the impact of EPP on parent and child outcomes. Findings will have implications for how dual-generation approaches influence child development and family well-being and will offer guidance on how to integrate this approach into Head Start programming.

Sample:

- 300 families whose children attend CAP Tulsa's Early Head Start and Head Start programs, and whose parents have applied to EPP. Half of these families will be randomly assigned to EPP and the other half to the control group.
- 40 CAP Tulsa staff members, 30 staff members at partner institutions

Proposed Measures:

- *Parent*
 - Rosenberg Self-Esteem Scale
 - Goldberg's AB5C 10-item scale
 - Perceived Stress Scale
 - Impulsivity measure (adapted from Dickman, 1990)
 - Quality of Life in Neurological Disorders (Neuro-QOL)
 - Kessler 6
 - Financial strain and worry scale (adapted from the New Hope study)
 - Aggravation in Parenting Scale - Adapted from the Panel Study of Income Dynamics
 - Alabama Parenting Questionnaire
 - Home Observation for Measurement of the Environment
 - Flanker Inhibitory Control and Attention Test
 - Dimensional Change Card Sort Test
- *Child*
 - Bracken School Readiness Assessment
 - Woodcock-Johnson Tests of Achievement
 - Pencil Tap task
 - Expressive One-Word Picture Vocabulary Test
 - Ages and Stages Questionnaire (for children 2 years and younger)
- *Implementation/services*
 - Parent focus groups
 - CAP Tulsa Program and Partner Agency Staff Interviews
 - Partner Organization Data
 - EPP Progress and Other Educational Data
- *Contexts*
 - Observational Data of Coaching, Peer Supports, and Family Support

University of Southern California

Project Title:

Healthy Moms-Healthy Kids: Reducing Maternal Depression for Better Outcomes in Head Start Children

Principal Investigator:

Ferol E. Mennen

Co-Principal Investigator(s):

Todd Sosna

Project Abstract:

This study will implement interpersonal psychotherapy for group (IPT-G), for Head Start mothers with depression or dysphoric mood with the goal of reducing depression and promoting positive changes for both mothers and children. The objectives of the study are: (1) adapt IPT-G for a Head Start population of mothers with depression; (2) implement IPT-G via a randomized controlled trial in Head Start centers; (3) evaluate the effects of the intervention on maternal depression, parenting behaviors, goal-directed behavior, interpersonal relationships, physical health, and child behavior and school readiness; and (4) develop a manual for use of the intervention in Head Start and disseminate findings nationally. The study will feature 2 groups of 60 mothers with depression, randomized by Head Start site; one will receive the intervention and the other services as usual and a comparison group of 60 mothers who are not depressed. Outcomes for both mothers and children will be tracked for 2 years after the intervention, allowing for the evaluation of short- and long-term effects. This intervention has the potential to be a low-cost, high-impact intervention that can be replicated to other Head Start sites across the country to improve the lives of Head Start children and families.

Sample:

180 Head Start mothers and their children

Proposed Measures:

- *Parent*
 - Center on Epidemiology Studies-Depression
 - Beck Depression Inventory
 - Keys to Interactive Parenting Scale
 - Parenting Stress Index
 - Parenting Behavior Inventory
 - Conflict Tactics Scale-Physical Assault subscale
 - Eyberg Child Behavior Inventory

- Participant Information Form (study generated for demographics & relationship information)
 - Health Information Questionnaire (study generated)
- *Child*
 - Keys to Interactive Parenting
 - Bracken School Readiness Assessment
 - Desired Results Developmental Profile – School Readiness Pre School
- *Teacher*
 - Sutter-Eyberg Student Behavior Inventory
- *Implementation/services*
 - Interpersonal Psychotherapy-Group
- *Contexts*
 - Intervention delivered in school setting

University of Alabama

Project Title:

Improving Family Well-Being and Child School Readiness: Power PATH Dual Generation Intervention with Head Start Preschoolers and their Parents

Principal Investigator:

Ansley T. Gilpin

Co-Principal Investigator(s):

Caroline L. Boxmeyer and Jason A. DeCaro

Project Abstract:

This project will test the proximal and distal effects of an integrated dual-generation intervention approach, Power PATH. Two evidence-based and widely-utilized preventive interventions will be integrated and adapted to provide intervention services to Head Start families. First, the Power PATH Parent Intervention program, based on Coping Power (Lochman & Wells, 2001), will address parental mental health needs to increase employment and financial security, and to improve parents' ability to model effective social-emotional skills. Second, the Promoting Alternative Thinking Strategies (PATHS) Preschool curriculum (Domitrovich et al., 1999) will be implemented in classrooms to increase children's social-emotional competence and self-regulatory skills, leading to long-term social, behavioral and academic gains. This study will identify novel intervention mediators and moderators, essential for interrupting the intergenerational transmission of chronic social stress. It will also identify the best interventions for families, particularly during preschool when self-regulation skills are still malleable, and children's primary environments and physiological responses to stress are likely to moderate intervention effects. In summary, addressing sources of Head Start parents' chronic stress through the Power PATH dual generation intervention is expected to prepare parents to better scaffold their children's self-regulation skills and to better foster their children's school readiness, improving overall family well-being.

Sample:

Approximately 540 Head Start preschoolers (pre-kindergarten), along with their parents and teachers

Proposed Measures:

- *Parent*
 - Beck Depression Inventory
 - Brief Symptom Inventory
 - Parenting Stress Index

- Hair/Cortisol Chronic Stress Marker
- Alabama Parenting Questionnaire
- Exosystem Social Support Questionnaire
- Family Environment Scale
- Parent/Family Demographic Measure
- Jumpstart Financial Literacy Survey
- *Child*
 - Behavior Assessment System for Children
 - Child Behavior Scale
 - Child Behavior Questionnaire
 - Teacher/Parent Reports of Bully/Victim Problems
 - Teacher Observation of Child Adaptation-Revised
 - PATH Student Survey
 - Perceived Competence Scale
 - Callous Unemotional Traits Factor
 - Social Responsiveness Scale
 - Emotion Regulation Checklist
 - Dysregulation Inventory
 - Peabody Picture Vocabulary Test
 - Alabama Reading and Mathematics Test
 - Dynamic Indicators of Basic Early Literacy Skills
 - Teaching Strategies Gold
 - Behavior Rating Inventory of Executive Function
 - Executive Function battery (inhibitory control, working memory, attention shift)
 - Hair/Cortisol Chronic Stress Marker
 - Adrenocortical reactivity
 - Respiratory sinus arrhythmia reactivity
 - Skin conductance level reactivity
- *Classroom Environment*
 - Classroom Assessment Scoring System
 - Student-Teacher Relationship
 - Parent-Teacher Relationship

University of Oregon

Project Title:

Broader Implementation of a Successful Dual-Generation Intervention in Partnership with Head Start of Lane County

Principal Investigator:

Helen Neville

Project Abstract:

Based on basic research on the neuroplasticity of attention, stress, and family dynamics, we developed a successful dual-generation intervention, Parents and Children Making Connections – Highlighting Attention (PCMC-A), which targets PCMC-A intervention improves brain function for attention, cognition, and behavior in preschool children in Head Start (HS) and also improves communication skills and reduces stress in parents (Neville et al., 2013). We are now well-poised to expand our partnership with Head Start of Lane County (HSOLC) to scale-up PCMC-A for broader implementation with the following goals.

Goal 1: To partner with HSOLC to develop a scaled-up model of PCMC-A that is delivered by HS specialists and sustainable and replicable by other HS programs.

Goal 2: To characterize the degree to which PCMC-A improves distal outcomes related to parent/family well-being by assessing health and safety outcomes in parents and children, parental education, financial literacy and decision making, household chaos, and biomarkers of allostatic load related to health outcomes.

Goal 3: To evaluate hypothesized mediating factors related to changes in family well-being, specifically changes in foundational systems (stress and self-regulation) by refining our measures of family stress and self-regulation by assessing heart rate variability in parents and children and neurophysiological measures of self-regulation in parents.

Sample:

Approximately 350 preschool-aged children participating in Head Start programs in Lane County and their primary caregivers (parents or guardians)

Proposed Measures:

- *Parent*
 - Event-related brain potentials (ERPs)

- Respiratory Sinus Arrhythmia (RSA)
- Parenting behaviors and child behavior questionnaires
- Parent-child play dyad
- *Child*
 - Event-related brain potentials (ERPs)
 - Respiratory Sinus Arrhythmia (RSA)
 - Stanford-Binet Test of Intelligence
 - Clinical Evaluation of Language Fundamentals – Preschool
 - Measures of executive function (interference and inhibition)
 - Parent-child play dyad
- *Implementation Services*
 - Parent training program focused on household stress and parent-child interactions and child attention training