

Head Start University Partnerships for Curriculum Development, Research Partners 2005-2008

Michigan State University

Project Title:

Enhancing Social-Emotional Functioning in Infants and Toddlers Using a Relationship-Based Infant Mental Health Approach

Grantee:

Holly Brophy-Herb

Project Funding Years:

2006-2009

University Affiliation:

Michigan State University
Department of Family and Child Ecology

Project Abstract:

Michigan State University operationalized an existing conceptual curriculum based on an infant mental health approach. The curriculum was previously developed with a partner Early Head Start (EHS) program. Specifically, this study developed a relationship-based curriculum with manualized curricular activities that target social-emotional development in infants and toddlers. Participants included approximately 140 low-income families from two home-based EHS programs. Phase 1 of the study focused on the development, implementation, and validation of the manualized curriculum. Using a quasi-experimental design, half of the home visitors at each site implemented the curriculum. Data collection methods included focus groups, child assessment, parent and staff self-report, and observations. The expected outcome of this study was the development of an evidence-based curriculum, manualized curriculum, including guidelines, training, implementation strategies, and a report on the theoretical basis for the curriculum.

Sample:

N=140 families

Measures:

Children

Infant Behavior Questionnaire-R: Effortful Control Items/Early Childhood Behavior Questionnaire

Delay of Gratification Task (for toddlers 18 - 36 months)
Baby Stroop Task
Infant Toddler Social-Emotional Assessment (ITSEA)/ The Devereux Early Childhood Assessment (DECA)/ Ages & Stages Questionnaires: Social-Emotional (ASQ: SE) (depending on age of child)
Early Coping Inventory: Reactivity Subscale
Attachment Q-Set
Internal State Words
Peabody Picture Vocabulary Test (for children 24-36 months)

Parent-Child Interaction

Nursing Child Assessment Satellite Training (NCAST): Teaching Scale
Wordless Book Sharing Interaction

Parent/Family

Parenting Stress Index-Parenting Distress and Parent-Child Dysfunctional Interaction Subscales
Center for Epidemiological Studies-Depression Scale-Short Form
Conners Impulsivity Scale
Maternal Emotional Styles Questionnaire
Pearlin Mastery Scale- Subscale
Self-Expressiveness in the Family Questionnaire- Positive Items Subscale
Family Environment Scale: Family Conflict Subscale
Neighborhood Questionnaire
Mealtime Behaviors Questionnaire
Home Observation for Measurement of the Environment

Orelena Hawks Puckett Institute

Project Title:

Windows of Opportunity Curriculum: Everyday Learning to Enhance Parenting Competencies and Child Development

Grantee:

Carol M. Trivette

Project Funding Years:

2005-2008

Affiliation:

Orelena Hawks Puckett Institute

Project Abstract:

Orelena Hawks Puckett Institute partnered with the Family Infant and

Preschool Early Head Start (EHS) Program to develop, implement, and evaluate a home-based curriculum for EHS parents and their young children. The new curriculum, Windows of Opportunity, focused on building the capacity of parents to use everyday learning opportunities as the basis for promoting their child's cognitive and social-emotional development. Participants included eight teachers trained to use the curriculum with 80 families from a local EHS program. A multiple baseline design assessed the extent to which the teacher training influences teachers' use of the targeted practices and to ascertain parents' use of the targeted practices. The Windows of Opportunity curriculum would begin to meet the need for a home-based curriculum that builds on parents' capacity to foster their child's development as part of the everyday activities and routines.

Sample:

Early Head Start programs serving approximately 80 families

Measures:

Children

Developmental Observation Checklist

Child Development Inventory

Preschool Language Scale-3rd Edition (PLS-3)

Ages & Stages Questionnaire: Social-Emotional (ASQ:SE)

Parents

Parenting Self-Efficacy Scale

Activity Setting Observation Scale

Responsive Teaching

Instructional Practices Observational Scale

Literacy Practices Observation Checklist

Child Learning Observation Practices Checklist

OMNI Institute

Project Title:

Learning Through Relationships: A Social Communication and Pre-Literacy Curricular Approach in Early Head Start

Grantee:

Amanda Moreno and Mary Klute

Project Funding Years:

2005-2008

University Affiliation:

OMNI Institute (original award to University of Colorado at Denver and Health Sciences Center)

Project Abstract:

University of Colorado at Denver and Health Sciences Center will develop the Learning Through Relationships curriculum to promote language and pre-literacy skills, as well as broad areas of social-emotional functioning that are age-appropriate for infants and toddlers and that predict readiness for group-based learning and motivated engagement with print materials. 101 children will participate in the study, and half of the children will be exposed to the curriculum in year two, and all of the children will be exposed in year 3. Results of the study will include improvements in Child Development Professional (CDP) and child interactions, as well as improvements in family behavior and child interactions, and improvement in the physical environment of classrooms and homes.

Sample:

N=101 children

Measures:

Knowledge of Infant Development Inventory-Modified
Language and Literacy Promoting Q-Sort
Early Language and Literacy Classroom Observation-Literacy Environment Checklist-Modified
Preschool Language Scales-4th Edition
Competence Scale of the Infant-Toddler Social: Emotional Assessment
Mullen Scales of Early Learning: Fine Motor Scale- selected items
Woodcock-Johnson-III: Letter Word Identification
Home Observation for the Measurement of Environment

University of North Carolina at Chapel Hill – FPG Child Development Institute

Project Title:

Enhancing and Evaluating Partners for a Healthy Baby Home Visiting Curricula for Early Head Start

Grantee:

Donna Bryant and Noreen Yazejian

Project Funding Years:

2005-2008

University Affiliation:

University of North Carolina at Chapel Hill
FPG Child Development Institute

Project Abstract:

University of North Carolina partnered with North Carolina Early Head Start (EHS) programs to evaluate a combined curriculum derived from the widely used *Partners for a Healthy Baby* and *Learninggames* curricula. Specifically, the project focused on encouraging involvement of the EHS partners, gathering data for the final development of the 19-36 month components of the curriculum, ensuring high-quality implementation, and designing and conducting an evaluation of the combined curricula. Participants included 5 home visitors and 60 Early Head Start families each year. The proposed evaluation design was cross-sectional with a longitudinal follow-up and a pre/post-test design to measure changes in family functioning and child outcomes. The expected outcome of this study was the dissemination of critical information to programs searching for appropriate and effective materials for home visitors.

Sample:

N=60 Families (each year of the study)
N=5 Home Visitors

Measures:

Parent

Infant-Toddler Home Observation for the Measurement of the Environment
Center for Epidemiological Studies Depression Scale
Being a Parent
Knowledge of Infant Development Inventory

Children

Bayley Scales of Infant-Toddler Development-Second Edition

University of North Carolina at Chapel Hill – School of Nursing

Project Title:

"Alumbrando el Camino/Bright Moments:" A Curriculum for Staff Working with EHS Parents with Depressive Symptoms

Grantee:

Linda S. Beeber

Project Funding Years:
2006-2008

University Affiliation:
University of North Carolina at Chapel Hill
School of Nursing

Project Abstract:
University of North Carolina at Chapel Hill developed and tested a curriculum to assist staff with interventions and support for English-speaking and Spanish-speaking only parents with depressive symptoms in the course of regular Early Head Start (EHS) programs. Participants will include 100 EHS families. Implementation, fidelity and staff, parent and child outcomes will be documented. Parenting and parent-toddler interactions were assessed 9 months and 12 months post-program participation. Results of the project included the enhancement of EHS staff's ability to work with parents with depressive symptoms through promotion of parents' positive interactions with their children. Through strengthening EHS services with depressed parents and families, more positive child social and emotional outcomes will result, thus allowing a vulnerable population of infants and toddlers to benefit from EHS child enrichment resources.

Sample:
N=100 families

Measures:
Early Head Start Staff
Attitude Toward Disabled Persons Scale
Reaction Narratives
Videotaped Staff-Parent Interactions
General Self-Efficacy Scale
Social Emotional Competence Form

Parent
Center for Epidemiological Studies-Depression Scales
Parent-Child Observation
Sensitivity Rating (Spiker & Crawley)
Parenting Stress Inventory
Ages and Stages Questionnaire-Social/Emotional, Parent Concern subscale
Parental Report of EHS Involvement
General Self-Efficacy Scale
Family Baseline Questionnaire
Psychological Acculturation Scale
Rand General Health Questionnaire-Short Form

Children

Parent-Child Observation

Ages and Stages Questionnaire-Social/Emotional

Child Health Questionnaire

Child Behavior Checklist, Aggression subscale

Utah State University

Project Title:

Storytelling for Home Enrichment of Language and Literacy Skills (SHELLS)

Grantee:

Lisa K. Boyce

Project Funding Years:

2005-2008

University Affiliation:

Utah State University

Early Intervention Research Institute

Project Abstract:

Utah State University developed a curriculum to promote children's language and literacy skills through shared conversations, creation of meaningful literacy materials that are culturally appropriate, and encouragement of language and literacy support. The new curriculum, Storytelling for Home Enrichment of Language and Literacy Skills (SHELLS), focused on the needs of Migrant and English Language Learners (ELL) families. Participants included 100 children and their families selected from one of four Centro de la Familia (CDLF) Migrant Head Start centers in rural Utah. The participants were randomly assigned to the treatment group receiving the SHELLS curriculum or the control group. Assessments occurred at the beginning and end of the school year including maternal interview, child assessments, and videotaped narratives and book reading interactions. The expected outcome of this study was the development of a meaningful and easy to implement curriculum that will be appropriate for Migrant and ELL Head Start families.

Sample:

N=100 children

Measures:

Home Observation for Measurement of the Environment (Language/Literacy subscale)

Parent

The Woodcock-Munoz Language Survey
Short Acculturation Scale for Hispanic- Adults
Family Reading Survey

Children

Preschool Language Scale, 4th Edition (Spanish Edition)
Language Sample Checklist
Story and Print Concepts Task