

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