Sample:
n=850 children (425 boys; 425 girls)

Measures:
Child
Adjustment Scale for Children and Adolescents
Conner's Teacher Rating Scale
Penn Interactive Peer Play Scale

Sandra Vargas Perez

Project Title:
Improving the Social Behavior of At-Risk Students in Head Start Using Functional Assessment

Grantee:
Sandra Vargas Perez

Project Funding Years:
1998-2000

University Affiliation :
University of Oregon
School Psychology Program

Project Abstract:
This study evaluated the effects of a functional assessment in-service training and mental health consultation with Head Start teachers on the aggressive-disruptive behavior of preschool children. Subjects included eight Head Start children exhibiting high rates of aggressive-disruptive behavior and eight teachers who had difficulty managing problem behaviors and little knowledge of functional assessment of problem behavior. All eight teacher-child dyads were observed between three to nine times to collect data on target behaviors. Four of the eight participating teachers attended the functional assessment in-service, during which time a behavior support plan was developed. During implementation of the behavior support plan, trained observers collected data for 30 minutes three times a week, until three to nine data points were obtained. Following this phase, all eight teacher-child pairs were observed by coaches who collected data for 30 minutes, 3 times a week and met with each teacher for about 20 minutes to provide feedback.

Sample:
n=8 teacher-child pairs

Measures:
Teacher

Brief Functional Assessment Interview (BFAI)
Antecedents-Behavior-Consequences (ABC) Observation Form
Behavior Support Plan Analysis Checklist (BSPAC)

Child
Early Screening Project (ESP)
Antecedents-Behavior-Consequences (ABC) Observation Form

Abigail Thorman

Project Title:
An Evaluation of the Effectiveness of Anti-Bias Teaching Practices in the Reduction of Prejudice Among Children Attending Head Start in Kansas

Grantee:
Abigail Thorman

Project Funding Years:
1998-2000

University Affiliation :
Kansas State University

Project Abstract:
This research study assessed the perceptions of children who attended rural, suburban, and urban Head Start programs regarding race. A total of twelve classrooms (2 control and 2 experimental in each site) in three Head Start regions agreed to participate in the project: (1) Northeast Kansas Community Action Project (Atchison and Brown Counties); (2) Riley County; and (3) Johnson County. In order to assure that appropriate anti-bias techniques were employed, teachers in the experimental group received 9 hours of training, on-site technical assistance, and $1200.00 of materials to augment their classrooms. Classrooms were randomly assigned to a control or experimental group after a brief classroom assessment, completed both by the Head Start Program Director and each classroom teacher. Children in both groups completed the Multi-response Racial Attitude Measure (MRA). Teachers in the experimental group implemented at least two anti-bias activities a week for 20 weeks, after which the MRA was re-administered to children in both the experimental and control groups. Data analysis was conducted using the SPSS statistical analysis program.

Sample:
n=123 children in 12 classrooms in 3 sites