

personal narrative with each child. When possible, conversations between the children and their mothers will also be videotaped. This element of the study is included to describe the styles of both adult conversational partners. Moreover, teacher workshops about topics of interest to teachers and the meaning of children's personal narratives for their development will be held during both years. Data analysis will focus on predictive relations between child and maternal language, context and content of child narratives, and comparison of the styles and structures of teacher and mother narratives. The researchers aim to identify features of children's personal narratives that contribute to their language and literacy competencies, as well as to highlight how Head Start teachers can incorporate the sharing of children's personal narratives into their daily classroom activities.

*Sample:*

N=70 Early Head Start mother-child dyads; 107 Pre-K Head Start children and their mothers; 16 Head Start teachers.

**Janese Kerr Daniels\***

*Project Title:*

Families Read! Exploring Literacy Practices in Head Start Families

*Grantee:*

Janese Kerr Daniels

*Project Funding Years:*

2002-2003

*University Affiliation:*

University of Maryland at College Park  
College of Education  
Department of Human Development

*Project Abstract:*

The University of Maryland will explore nontraditional literacy practices in families and their relation to emerging literacy in preschool children from low-income backgrounds. Four sets of factors will be examined, including child characteristics, parental characteristics, parent-child interactions, and environmental factors. One hundred and ten African American children attending a Head Start program in Washington, DC will be assessed to determine their level of literacy, language functioning abilities, and level of participation in traditional and nontraditional literacy-related behaviors. In addition, the children's primary caregivers will participate in a home interview addressing their literacy level, nontraditional and traditional literacy related behaviors, and parenting factors. Home and environmental

characteristics related to literacy will also be observed. Finally, caregivers and children will participate in an interactional activity, which will be coded for its display of literacy behaviors. Potential benefits of this project include documentation of traditional and nontraditional factors in African American Head Start families that support literacy development and use of the data to develop family literacy programs for this population.

*Sample:*

N=110 African American Head Start children

*Measures:*

*Child*

Test of Early Reading Ability-3 (TERA-3)

Peabody Picture Vocabulary Test-3 (PPVT-3)

Expressive One Word Picture Vocabulary Test (EOWPVT)

*Caregiver*

Peabody Picture Vocabulary Test-3 (PPVT-3)

*Home Environment*

Home Observation for Measurement of the Environment (HOME)

Home Literacy Environment Interview

*Caregiver-Child Interactions*

Home Observation for Measurement of the Environment (HOME)

Home Literacy Environment Interview

**Elana Helfenbaum \*\***

*Project Title:*

Parent Training for Fathers of Head Start Children: An Investigation of Its Impact on Intra-Familial Relationships and Child Behavior

*Grantee:*

Elana Helfenbaum

*Project Funding Years:*

2002-2004

*University Affiliation:*

Long Island University

Clinical Psychology Doctoral Program

*Project Abstract:*

Long Island University will investigate the effects of group parent-training interventions with fathers on the prevention and treatment of externalizing