Yumiko Sekino*

Project Title:
The Relationship Between Interactive Peer Play Competencies in Head Start and Academic Achievement and Social Adjustment in Primary Grades

Grantee:
Yumiko Sekino

Project Funding Years:
2002-2004

University Affiliation:
University of Pennsylvania
Graduate School of Education
Psychology in Education Division

Project Abstract:
The University of Pennsylvania will study the relationship between Head Start interactive peer play behavior and later academic achievement and social adjustment in the primary grades. Subjects will include 210 former Head Start children who will be followed longitudinally through the 1st and 2nd grades. While the students were enrolled in Head Start, data regarding peer play behaviors were collected via the Penn Interactive Peer Play Scale-Teacher Version (PIPPS-T), which assesses three underlying dimensions of play behaviors: Play Interaction, Play Disruption, and Play Disconnection. These data will be compared via multiple logistic analyses to measures of social adjustment and academic achievement assessed during the children's primary grades. Teachers will complete the Adjustment Scale for Children and Adolescents (ASCA), and children's grades and scores on the Stanford Achievement Test-9th Edition (SAT-9) will provide measures of academic achievement. Researchers will also assess the relative influence on peer play of contextual characteristics such as family, classroom, and neighborhood. The researchers' ultimate aim is to determine the protective and risk influences of preschool peer interaction on Head Start children's later school adjustment and achievement in order to promote school readiness and future success.

Sample:
N=210 former Head Start children

Measures:
Child
Penn Interactive Peer Play Scale-Teacher Version (PIPPS-T)
Adjustment Scales for Children and Adolescents (ASCA)

Report Card Grades
Stanford Achievement Test- 9th Edition (SAT-9)
Early Childhood Environment Rating Scale-Revised (ECERS-R)
Data from the Philadelphia Neighborhood Information System (NIS)

Jessica E. Woods*

Project Title:
An Examination of Parental Attributions and Intervention Preferences in African American Mothers with a Disruptive Child in Head Start

Grantee:
Jessica E. Woods

Project Funding Years:
2002-2003

University Affiliation:
University of North Carolina at Greensboro
Department of Psychology

Project Abstract:
This study will examine causal and responsibility attributions for disruptive behavior in a community sample of African American mothers who perceive their Head Start children as having behavioral challenges. The relationship between attributions and treatment acceptability will also be examined for common interventions offered to families with a disruptive child. Approximately seventy-five participants will be recruited through a current partnership with the Head Start program in Guilford County, North Carolina for this correlational investigation. Mothers will complete a packet of questionnaires regarding their children's behavior, parenting attributions, intervention preferences, and demographic variables. It is predicted that parental attributional style will account for a significant proportion of the variance in treatment acceptability ratings. Specifically, it is predicted that mothers who show more negative attributional styles will prefer strategies that are immediate and aimed at reducing negative behaviors, rather than inductive teaching strategies, when compared to mothers without this attributional style.

Sample:
N=75 African American Head Start mothers

Measures:
Control Variables