

Early Head Start University Partnerships: Building the Evidence Base for Infant/Toddler Center-based Programs

2015 Grantees

University of Miami

Principal Investigator: Daryl Greenfield

Co-Principal Investigator(s): Veronica Fernandez

Project Title: An Inquiry Based Approach: Supporting Teachers and Families to Improve Early Child Development for Infants and Toddlers

Project Abstract: The overall goal of this project is to implement an inquiry-based approach to improve parent and teacher practices, which will support and improve developmental outcomes for infants and toddlers. The intervention will have two phases. Phase 1 will focus on supporting Responsive Caregiving practices (for both parents and teachers) to promote the social and emotional development of infants and toddlers. Phase 2 will focus on the Facilitation of Discovery and Exploration (again, for both parents and teachers), to promote cognitive as well as language and early literacy outcomes of infants and toddlers. A randomized control trial (RCT) will be implemented to evaluate the efficacy of the Phase 1 and Phase 2 components. The intervention approach is based on Practice-Based Coaching (P-BS), the coaching model already in use in Head Start/Early Head Start. We will enhance the current coaching model (P-BS) as well as current teaching and learning practices, by integrating an intentional focus on inquiry.

Sample: Participants will be drawn from all three partner agencies in Miami Dade County with Early Head Start-Child Care (EHS-CC) programs. All of these programs are serving children and families in high-poverty areas throughout Miami-Dade County. In total, the three programs will be serving 1,310 infants and toddlers across approximately 164 classrooms. Although the concentration of ethnic backgrounds varies depending on the zip code, the high-poverty areas in Miami-Dade County consist of mostly Latinos and Blacks. Teachers in all three EHS-CC programs are expected to have earned or will be enrolled in a program for the Infant-Toddlers CDA credential. Study participants will consist of the following five groups: EHS-CC program coaches, center directors, teachers, families, and children.

Proposed Measures:

Teacher-child interactions

- Classroom Assessment Scoring System, Toddler Version

- Classroom Assessment Scoring System, Infant Version

Parent-child interactions

- Parent-Child Interaction Rating Scales for the Two-Bag Assessment

Home-School Connection

- The Family and Provider/Teacher Relationship Quality Questionnaire: Short Form (B)

Children's social-emotional development

- Brief-Infant-Toddler Social and Emotional Assessment
- The Devereux Early Childhood Assessments for Infant
- The Devereux Early Childhood Assessments for Toddlers
- The Ages and Stages Questionnaire-Social Emotional

Children's cognitive development

- Ages and Stages Questionnaire
- Teaching Strategies GOLD
- Preschool Language Scale- Fourth Edition

Fidelity

- Social-Emotional Supportive Practices
 - The Teaching Pyramid Infant Toddler Observation Scale
- Coaching with teachers and families
 - Video recording of the coaching cycles
 - Contact log of conversations/web-mediated interactions with teachers
 - Survey completed at the end of each year by teachers and families
- HS Performance Standards
 - The Implementation and Evaluation Workgroup will co-construct a means to quantify the extent to which each program has implemented the standards
- Qualitative Approach
 - In-depth interviews with coaches, center directors, teacher, and parents
- Readiness to Change Measures
 - Adapted from Wanless, Patton, Rimm-Kaufman, and Deutsh to measure factors that have been associated with implementation fidelity.