Project Abstract:
The University of Washington-Puget Sound Educational Service District Early Head Start (EHS) Program Partnership assessed the reliability, validity, and utility of the Toddler Attachment Sort-45 (TAS45) for measuring parent-child attachment relationships for low-income children. Project staff trained staff and supervisors at the EHS program to use and incorporate the TAS45 into periodic assessments of child development and parent-child interactions. Further, the project planned to develop a dissemination package promoting the use of the TAS45 to assess and support parent-child attachment relationships. Participants included children in home-based and center-based EHS programs. Project results contribute to the body of knowledge about the adaptation of research-based tools into best practices of an EHS program.

Sample:
N=115 children from a home-based program
N=150 children from a center-based program

Measures:
Child
Toddler Attachment Set 45 (TAS45)
The Communication and Symbolic Behavior Scale (CSBS)

Parent
The Brief Infant-Toddler Social & Emotional Assessment-Revised (BITSEA)

Parent-Child
Reciprocity rated from videotapes of free play.

Utah State University

Project Title:
PICCOLO: Parent Interactions with Children-Checklist of Observations Linked to Outcomes

Principal Investigator:
Lori Roggman

Project Funding Years:
2004-2007
Contact Information:
Utah State University
Department of Family Consumer & Human Development
2905 Old Main Hill
Logan, UT 84322-2905
Phone: (435) 797-1545, Fax: (435) 797-3845
Email: falori@cc.usu.edu

Project Abstract:
Utah State University partnered with area Early Head Start programs to develop a measurement tool for observing, tracking, and supporting parent-child interactions that lead to positive child outcomes from infancy to age three. The primary objectives for the study are to: (1) develop a valid, reliable measure of early parent-child interaction, (2) assess the usefulness of the measure for Early Head Start staff who will observe parenting interactions, and (3) develop supporting materials in English and Spanish. To develop the initial version of this measure, parent-child interactive behaviors were defined in easily observable terms, tested by observers viewing an archive of over 1,500 videotapes of parent-child interaction, and analyzed in relation to previously measured global dimensions of parent-child interactions, children’s attachment security, and children’s developmental outcomes. A revised version of the measure was tested on a new sample of 200 families, with 600 new observations. The proposed measure expands Head Start’s tools for tracking program effectiveness and progress towards improving parent-child interactions.

Sample:
N=1,300 archived videotapes of parent-child interaction
N=200 new families

Archived Measures:
Child
Bayley Scales of Infant Development Mental Development Index (MDI)
Bayley Scales of Infant Development Behavior Rating Scale (BRS)
Comprehensive Test of Phonological Processing (CTOPP)
Developing Skills Checklist (DSC)
Peabody Picture Vocabulary Test-III (PPVT-III)
Story and Print Concepts
Sustained Attention/Staying on Task Subscale of the Leiter-Revised
Sustained Attention Task

Mother
Attachment Q-sort
Child Behavior Checklist (CBCL)
MacArthur Communicative Developmental Inventory (CDI)
Social Skills Rating System (SSRS)