

and relation to child outcomes. Analyses will assess: 1) the impact of intervention on child skill development and later school adjustment and achievement, 2) the relation between teaching practices (intervention fidelity and general teaching strategies) and child skill development and school adjustment, 3) the potential moderation of intervention effects by child characteristics, 4) the potential mediation of school adjustment by preschool gains in child language/literacy skills and social-emotional competencies, and 5) the use and impact of parent take-home materials. In addition, the proposed project will include activities designed to promote the sustainability and dissemination of the intervention.

University of California, Los Angeles

Project Title:

Exploring Los Angeles County Early Learning Settings

Principal Investigator:

Carollee Howes

Project Funding Years:

2003-2008

Project Abstract:

This longitudinal study documents the experiences of 3-to 5-year-old children from low-income families in Los Angeles County, CA, in three types of integrative early childhood intervention settings, and assesses the impacts of these interventions on children's early learning in cognitive, language, and social-emotional domains. The study examines specific instructional practices and philosophies, emotional climate, global quality, and caregiver-child relationships in these intervention settings for children at-risk for school difficulties due to low-income and/or English-language-learner status. The three types of intervention settings are publicly-funded center-based programs (such as Head Start and school district early education programs), private non-profit preschools, and family day care networks, all selected because of their focus on serving low-income families, and their focus on improving children's cognitive and social development. Individual children in these three settings, and in a comparison group sampled from waitlists for these services, were observed in their intervention settings and assessed individually to track their development over time in cognitive, language, and social-emotional domains. Analyses will compare development over time for children in intervention and comparison groups, as well as assessing the specific impacts of different instructional practices and intervention features within and across intervention settings. In addition, a cost analysis was

conducted, to assess the costs associated with approaches to improving the development of these at-risk children. The longitudinal study includes 300 children and their parents, caregivers, and teachers, followed from age 3 into and through kindergarten. Children in intervention and control groups will be followed over time into whatever early learning setting they attend. The purpose of the study is to identify specific instructional practices and approaches that have the potential to meaningfully enhance children's development prior to school entry, setting the stage for a successful transition into kindergarten, and reducing the likelihood that these at-risk children will be under-prepared for formal schooling.

University of Chicago

Project Title:

Emotions Matter: Classroom-based Integrated Intervention

Principal Investigator:

C. Cybele Raver

Project Funding Years:

2003-2008

Project Abstract:

The principal aim of the proposed research is to improve low-income preschool-aged children's school readiness by decreasing their risk for behavioral problems through a set of classroom-based interventions. The following study, entitled the Chicago School Readiness Project will determine whether emotionally- and behaviorally-focused interventions in preschool have a significant long-term impact on children's academic achievement in 1st grade (as measured by school records) as well as on short-term language, pre-literacy, emotional, and behavioral outcomes, in the preschool and Kindergarten years. In the proposed research, 18 Head Start sites in Chicago, IL (with 602 children enrolled in 35 classrooms) were randomly assigned a control group (with receipt of support from a teacher's aide) or to a multi-component classroom intervention that included extensive teacher training (Webster-Stratton, et al, 2002) and weekly mental health consultation. Our hypothesis was that the emotional climate of treatment-assigned classrooms could be improved and that children's emotional, behavioral, and academic difficulty could be reduced through appropriate service delivery, support and referral within early educational settings (Donahue, et al. 2000). In addition, it is expected that the intervention's effect sizes will be substantially affected by two moderating influences, including 1) family and community levels of cumulative risk, and 2) the