

degree to which programs are implemented, conceptualized as "dosage" of treatment administered in each setting. In short, what intervention approaches represent the wise investment in young children's chances for later school success? Does the CSRP intervention model offer long-term benefits to young children's emotional and behavioral adjustment and later school readiness? The research outlined in this application will answer these pressing empirical questions using direct assessments of children's emotional and behavioral adjustment, language and pre-literacy skills. This project's use of direct child assessments will be complemented by the inclusion of parent and teacher report, children's grades, use of special services, and standardized achievement test scores from preschool through 1 grade.

## **University of Nebraska-Lincoln**

*Project Title:*

Parent Engagement and Child Learning Birth to Five

*Principal Investigator:*

Susan M. Sheridan

*Project Funding Years:*

2003-2008

*Project Abstract:*

This study investigates the effects of a comprehensive intervention that integrates parent engagement and relationship components into a community-based early education program for children aged 0-5. It integrates a strong conceptual basis focusing on the context of close relationships between parents, children and professionals, with innovative service delivery models of consultation (triadic, McCollum & Yates, 1994; and conjoint, Sheridan, Kratochwill, & Bergan, 1996) in an intervention that addresses both child learning and parent engagement. The objective of this study is to carefully evaluate the benefits of a multicomponent child- and parent-focused intervention that addresses both home and center/school environments. Through ongoing coaching and professional development, the intervention is designed to improve the skills of intervention agents to increase early and sustained parent engagement across multiple social and learning contexts. Specific research aims are to: (1) evaluate the effects of an innovative, comprehensive service delivery system on child cognitive, behavioral, and socioemotional outcomes, in comparison to the present conventional system for children under 5 years of age; (2) assess the impact of the proposed comprehensive intervention on parental engagement (i.e., warmth/sensitivity, support for child's autonomy, and active participation in

learning and literacy); and (3) evaluate the extent to which child outcomes are mediated by changes in parental engagement. To address the extent to which children's cognitive, socioemotional, and behavioral functioning and parent engagement can be enhanced by the multicomponent intervention, we are using a randomized design to evaluate the intervention's impact on key outcomes predictive of school success. Additional analyses will specifically examine: (1) child and family factors that modify the intervention effects; (2) components of the intervention, especially its timing at the ages of 0-3 versus 3-5, that affect the outcomes on children and families; and (3) the longitudinal pattern of change within each child. We will model the between-groups and within-child trajectories to better understand the timing and nature of changes indicating school readiness. The approach is designed to advance the research base from one that focuses simply on "child readiness" for school to one that addresses "parent and child readiness" to engage in schooling across the early childhood spectrum and transitions across contexts.

## **University of North Carolina, Chapel Hill**

*Project Title:*

Evaluation of an Integrated Program for School Readiness

*Principal Investigator:*

Janis Kupersmidt

*Project Funding Years:*

2003-2008

*Project Abstract:*

The primary goal of the proposed intervention is to conduct a longitudinal effectiveness trial of a multimodal, integrated preschool program designed to improve children's school readiness by promoting pre-literacy, communication, mathematics and socioemotional skills in children at risk for school difficulties. The proposed intervention program consists of a variety of integrated curriculum materials and training methods including intensive teacher training workshops, individual on-site technical assistance with formalized protocols, specific math and pre-literacy classroom activities, and individual primer/booster sessions for a subgroup of aggressive children. Children living in a low-income family or community are at particularly high risk for school failure and constitute the primary target population for this project. The sample includes children attending Head Start and community child care programs. Teachers were randomly assigned to one of three conditions: Control, Workshops Only, or Workshops Plus. Teachers in both