General Measure:
Parenting Interactions with Children-Checklist of Observations Linked to Outcomes (PICCOLO; Roggman, Cook, Innocenti, Jump Norman, & Christiansen, 2009)

Construct Validity Measure:
Three Bag Assessment Coding Scales (Berlin, Brady-Smith, and Brooks-Gunn, 2002; NICHD Early Child Care, 1992; Ware, Brady, O'Brien, and Berlin, 1998)

Predictive Validity Measures:
Child Behavioral Checklist (Achenbach & Rescorla, 2000)
Bayley Scales of Infant Development (Bayley, 1993)
Peabody Picture Vocabulary Test-III (Dunn & Dunn, 1997)

Measures of Covariates:
Emotionality and Sociability (Buss & Plomin, 1984)
Attachment Q-Set (Waters, 1987)

Christopher Campbell

Project Title:
Adapting an Evidence-Based Intervention to Improve Social and Behavioral Competence in Head Start Children: Evaluating the Effectiveness of Teacher-Child Interaction Training

Mentor:
David Hansen, Ph.D.

Project Funding Years:
2009-2011

University Affiliation:
University of Nebraska – Lincoln

Project Abstract:
The primary objective of this study is to evaluate the efficacy of an empirically-based, cost-effective, and short-term teacher training program, Teacher-Child Interaction Training (TCIT). The TCIT intervention (an adaptation of Parent-Child Interaction Therapy for use with teachers) was designed to improve social and behavioral competence in Head Start children, and to increase teacher-efficacy and satisfaction for Head Start teachers. The aims of the proposed project are to evaluate: (1) the acquisition of TCIT skills by teachers in the training room (as assessed by behavior observations); (2) the generalization and maintenance of TCIT

skills in the classroom (as assessed by behavior observations); (3) changes in Head Start children's social and behavioral competencies (as measured by behavioral observations in the classroom, teacher reports, and parental reports); and (4) Head Start teachers' perceptions of teaching efficacy and satisfaction (assessed by teacher-report measures). This research will provide important information to Head Start researchers, practitioners, and policy makers on the efficacy of a widely applicable and easily disseminated teacher training program in reducing a broad spectrum of social and behavioral problems that could negatively impact preschoolers' acquisition of important skills relevant to future school readiness and adjustment.

Sample:
6 Head Start Teachers
90 Head Start Children
90 Head Start Parents

Measures of Child Behavior:
The Campbell and Martin Behavioral Observation of Preschoolers System (CAMBOPS-40)
Child Behavior Checklist – Teacher Rating Form (C-TRF)
Social Competence and Behavior Evaluation, Preschool Edition (SCBE) (Teacher report)
Sutter-Eyberg Student Behavior Inventory - Revised (SESBI-R) (Teacher report)
Child Behavior Checklist / 1 1/2 - 5 (CBCL) (Parent report)
Eyberg Child Behavior Inventory (ECBI) (Parent report)

Measures of Teacher Behavior and Outcomes:
Dyadic Teacher-Child Interaction Coding System (adapted from the Dyadic Parent-Child Interaction Coding System – Third Edition)
Teacher Efficacy Scale (TES) (Teacher self-report)
Teaching Satisfaction Scale (TSS) (Teacher self-report)

Katherine Cheung

Project Title:
An investigation of parenting traits, parenting behaviors, and children's social competence in a sample of Chinese Head Start families.

Mentor:
Christine McWayne, Ph.D.

Project Funding Years:
2009-2011