

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

University Affiliation:
New York University

Project Abstract:

This study will focus on Chinese families, and how Chinese cultural values shape parenting and children's social competence. The overarching purpose of this study is to provide a deeper understanding of the cultural context of parenting and the implications for low-income, Chinese children's social competence, while taking into account important within-group variability. From a culturally-relevant framework, this study will be focused upon how parents' Interpersonal Relatedness (as measured by the Cultural (Chinese) Personality Assessment Inventory-2, a standardized measure of personality traits relevant to the Chinese culture) shapes and influences parenting behaviors (as emphasized by Western formulations, e.g. Baumrind, as well as by parenting behaviors that characterize Chinese parenting), and their relation to children's social-emotional competence. The proposed project will 1) identify variability within Chinese parenting practices; 2) describe within-group variation of individual personality traits of Chinese parents; 3) describe the relationship between Chinese parents' traits, Chinese parenting practices, and children's social competence; and 4) test a model where Chinese parenting practices mediate the relationship between Chinese parents' traits and children's social competence. Results from this study will be relevant for building the cultural competence of Head Start staff to provide culturally-relevant services (e.g., culturally-informed parenting programs) to Chinese families.

Sample:

The Educational Alliance Head Start serves approximately 400 three and four year-old children and their families. The student population is equally divided by gender and age. Approximately 75% (~ 299) of the children are Chinese, 20% are Latino, and 5% represent other ethnic groups. The center is comprised of 21 classrooms. The teaching staff consists of twenty-one head teachers, twenty-one assistant teachers.

General Measure:

Demographic Questionnaire

Parent Trait Measure:

Cross-Cultural (Chinese) Personality Assessment Inventory-2 (CPAI-2; Cheung, Leung, Song, & Zhang, 2001).

Parenting Measures:

Child Rearing Practices Report (CRPR; Block, 1986)

A survey that determines differences in Chinese and White American parenting (Chao, 1994)

Children's Social Competence Measures:

Adjustment Scales for Preschool Intervention (ASPI; Lutz et al., 2002),
Withdrawn/Low Energy and Socially Reticent Behaviors scales.
Penn Interactive Peer Play Scales (PIPPS; Fantuzzo, Sutton-Smith,
Coolahan, Manz, Canning & Debnam, 1995), teacher and parent versions.
Emotion Regulation Checklist (Shields & Cicchetti, 1997).

Tracy Cummings

Project Title:

Talking About Mathematics in preSchool (TAMS)

Mentor:

Dale C. Farran, Ph.D.

Project Funding Years:

2009-2011

University Affiliation:

Vanderbilt University

Project Abstract:

Many children begin school without important experiences in mathematics and using mathematical language needed for success in elementary school. Children who fall behind in elementary school mathematics are likely to spend the remainder of their school career just trying to catch up. The TAMS Project aims to explore methods of engaging young children in mathematics and use of mathematical language and determine if such strategies lead to greater preparedness for elementary school mathematics. If a positive relationship is identified between student talk about mathematics and math achievement in preschool, then researchers will collaborate with practitioners to implement strategies in the classroom that successfully engage children in using "math-talk."

Sample:

Phase I is exploratory in nature and will use data collected in 3 classrooms with 60 four-year-old children to pilot test activities and protocols to be used in Phase II.

Phase II is experimental in nature and will use data from an additional 12 classrooms with 180 four- and five-year-old children.

Phase III will engage 6-8 Head Start practitioners.

Outcome Measure:

Test of Early Mathematics Ability (TEMA) (Ginsburg, Baroody, & Pro, 1983)