

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Withdrawn/Low Energy and Socially Reticent Behaviors scales.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)

Measure of Predictors:
Growth in children's "Math-Talk"

Measures of Covariates:
Preschool Language Scale-3 (PLS-3) (Zimmerman, Steiner, & Pond, 1992)
Leiter International Performance Scale-Revised (Leiter-R) (Roid & Miller, 1995, 1997)
Classroom Assessment Scoring System (CLASS) (La Paro, Pianta, & Stuhlman, 2004)
Behavior Assessment System for Children (BASC) – Teacher Rating Scales (Reynolds & Kamphaus, 1992)

Janna Fuccillo

Project Title:
Higher-level instructional interaction in Head Start classrooms: Variation across teacher-directed activities and associations with school readiness outcomes

Mentor:
Daryl Greenfield, Ph.D.

Project Funding Years:
2009-2010

University Affiliation:
University of Miami

Project Abstract:
Higher-level, teacher-child interaction in preschool classrooms, in which teachers encourage meaningful conversations and emphasize conceptual skills over basic skills, is associated with higher academic outcomes (Burchinal et al., 2008). Preschool classrooms serving low-income children tend to have low levels of these kinds of interactions (Dickinson & Tabors, 2001) and emphasize basic skills over conceptual skills (Stipek, 2004). Research suggests that, for children who are at-risk for poor educational outcomes due to poverty, higher-level instructional interactions may be particularly important (Dickinson & Tabors, 2001; Stipek et al. 1998). In order to promote these teacher-child interactions in Head Start classrooms, it is necessary to understand the specific situations in which they are currently occurring. Science instruction, a new emphasis in many Head Start classrooms, may be one teacher-directed activity that is particularly conducive to higher-level instructional interaction between teachers and children. The current study will employ videotaped observations of Head Start classrooms to examine instruction across four teacher-directed