

Transcriptions of field notes and interviews were coded and analyzed using ethnographic computer software.

*Sample:*

n=10 Southeast Asian children (5 boys; 5 girls), 2 Head Start teachers, 2 Health Services Workers

*Measures:*

*Child*

Review of Individual Student Files  
Observation of child communication  
Child learning task

*Family*

Interviews  
Videotaped Observations of Home Visits  
Review of all Head Start literature sent to parents

*Head Start Program, Teacher and Health Services Worker*

Interviews  
Review of Health Services Workers' Notes  
Head Start Program Document Review  
Observation of Head Start staff during home visits and parent-teacher conferences

## **Judith Guerrero**

*Project Title:*

The Effects of Acculturation, Demographics and Child-caregiver Interactions on Children's Early Language Development in Bilingual Environments

*Grantee:*

Judith Guerrero

*Project Funding Years:*

1998-2000

*University Affiliation :*

University of Kansas  
Juniper Gardens Children's Project

*Project Abstract:*

This Head Start research project was part of a larger, longitudinal Early Head Start (EHS) study being conducted in the Juniper Garden Children's Project of the University of Kansas and the EHS Program, Project EAGLE, in Kansas

City, Kansas. This quantitative research study examined the language development of Mexican American and Mexican immigrant children and explored factors that influence their language growth in their bilingual-bicultural environments. Project participants were selected from the longitudinal EHS sample, including 30 children, from 10 to 36 months of age, and their families. All participants had previously been randomly assigned to either an EHS group or a comparison group.

The objectives of the study were to examine (1) the trajectories of children's English and Spanish vocabulary development in bilingual home environments; (2) the relationships among parents' level of acculturation, their expectations for their children's bilingual language development, and their observed language interactions with their children in English and Spanish; (3) the relationships among family factors, primary caregivers' amount and quality of interactions in English and Spanish, and children's language outcomes; and (4) the effect of EHS program participation on caregiver-child interactions in English and Spanish and children's outcomes in both languages. Child and family measures were administered every 4 to 6 months until children reached 36 months. The study examined children's language development, and the factors that influence this development, over 3 years.

*Sample:*

n=30 children

*Measures:*

*Child*

MacArthur Communicative Development Inventories (CDI)

Preschool Language Scale (PLS-3)

Caregiving Interactive Recording of Caregiving and Learning Environments (CIRCLE)

Bayley Scales of Infant Development (BSID-II)

*Family*

Head Start Family Information System (HSFIS)

Parent Services Interview (PSI)

Acculturation Rating Scale for Mexican Americans- II (ARSMA-II)

*Home Environment*

Home Observation for Measurement Environment (HOME)

CIRCLE

Questionnaire on Early Childhood Bilingualism

*Parent-Child Interaction*

CIRCLE

HOME