

Brief Functional Assessment Interview (BFAI)
Antecedents-Behavior-Consequences (ABC) Observation Form
Behavior Support Plan Analysis Checklist (BSPAC)

Child

Early Screening Project (ESP)
Antecedents-Behavior-Consequences (ABC) Observation Form

Abigail Thorman

Project Title:

An Evaluation of the Effectiveness of Anti-Bias Teaching Practices in the Reduction of Prejudice Among Children Attending Head Start in Kansas

Grantee:

Abigail Thorman

Project Funding Years:

1998-2000

University Affiliation :

Kansas State University

Project Abstract:

This research study assessed the perceptions of children who attended rural, suburban, and urban Head Start programs regarding race. A total of twelve classrooms (2 control and 2 experimental in each site) in three Head Start regions agreed to participate in the project: (1) Northeast Kansas Community Action Project (Atchison and Brown Counties); (2) Riley County; and (3) Johnson County. In order to assure that appropriate anti-bias techniques were employed, teachers in the experimental group received 9 hours of training, on-site technical assistance, and \$1200.00 of materials to augment their classrooms. Classrooms were randomly assigned to a control or experimental group after a brief classroom assessment, completed both by the Head Start Program Director and each classroom teacher. Children in both groups completed the Multi-response Racial Attitude Measure (MRA). Teachers in the experimental group implemented at least two anti-bias activities a week for 20 weeks, after which the MRA was re-administered to children in both the experimental and control groups. Data analysis was conducted using the SPSS statistical analysis program.

Sample:

n=123 children in 12 classrooms in 3 sites

Measures:

Child

Multi-response Racial Attitude Measure (MRA)

Teacher

Classroom Assessment of Environment and Daily Practices

Questionnaire to Assess Anti-Bias Experiences with Children

Marilyn Anita Vestal

Project Title:

How Teacher Training in Conflict Resolution and Peace Education Influences Attitudes, Interactions, and Relationships in Head Start Centers

Grantee:

Marilyn Anita Vestal

Project Funding Years:

1998-2000

University Affiliation :

Nova Southeastern University

Project Abstract:

As the 21st century begins, most programs in early care and education have not yet integrated peacebuilding strategies into their preschool settings, although conflict resolution programs are finding acceptance in schools. While a growing body of literature on social and emotional learning points to the advantages of early exposure, research-based models for the preschool educator are lacking. This study focused on the key role of the teacher in facilitating conflict resolution in Head Start. The study assessed changes in teachers' conflict knowledge, attitudes, and behaviors after a training intervention that exposed them to theory and practice of conflict resolution, violence prevention and peace education for young children. The study also measured the impact of training four- and five-year-old children in interpersonal problem solving based on the I Can Problem Solve (ICPS) model.

The methods were mixed; a qualitative design addressed teachers' changes and a quasi-experimental test measured children's problem solving abilities. Six Head Start teachers participated in a 40-hour college course, received pre-post interviews, and completed a self-assessment of conflict style (Thomas-Kilmann Conflict Mode Inventory). The children in classrooms of the six experimental teachers were trained for approximately two months using the ICPS model. 37 experimental and 27 control group children were