

# **Head Start Graduate Student Research Program: 2008 Research Scholars**

## **Keely Cline**

*Project Title:*

Instructional and Emotional Quality of Parent-Child Book Reading and Early Head Start Children's Learning Outcomes

*Mentor:*

Carolyn Pope Edwards, Ed.D.

*Project Funding Years:*

2008-2010

*University Affiliation:*

University of Nebraska-Lincoln

*Project Abstract:*

The University of Nebraska-Lincoln will address the need to better understand how early literacy practices relate to young children's learning by examining how the instructional and emotional qualities of parent-child book reading interactions relate to Early Head Start (EHS) children's cognitive and language learning. The specific aims of the study are: (a) to examine the concurrent relation between instructional and emotional quality of book reading, and child cognitive and language scores, at baseline, and to examine if instructional and emotional quality of book-reading interact as they relate to child cognitive and language scores, at baseline; (b) to examine if parents participating in EHS demonstrate changes in emotional and instructional quality of book reading over an 8-month period; and (c) to examine how initial instructional and emotional quality of book reading (at baseline) and changes in instructional and emotional quality of book reading (after 8 months of participation in EHS) relate to changes in children's cognitive and language outcomes. The study will utilize child assessment data and videotaped parent-child interactions collected from a sub-sample of a larger study. Results are expected to help inform EHS practitioners as they design and implement strategies targeted at helping parents support their children's learning through high quality book reading interactions.

*Sample:*

80 Early Head Start Parents and their Children

*Measures:*

*Child:*

The Preschool Language Assessment-Fourth Edition (PLS-IV)

Preschool Language Assessment – Fourth Edition Spanish (PLS-IV Spanish)

The Bayley Scales of Infant Development-Second Edition (BSID-II)

## **Marie-Celeste Condon**

*Project Title:*

Parallel Processes in a Residential Parenting Program for Incarcerated Mothers and their Babies: An Early Head Start, Department of Corrections, University of Washington Research Partnership

*Mentor:*

Susan Spieker, Ph.D.

*Project Funding Years:*

2008-2010

*University Affiliation:*

University of Washington

*Project Abstract:*

The University of Washington, along with Early Head Start (EHS) and the Department of Corrections (DOC), will develop a partnership and use a Participatory Action Research approach to study similarities and differences in professionals' and incarcerated mothers' discourse; the infants' experiences; factors that hinder desired outcomes; and parallel processes of change from both bottom-up and top-down perspectives. The study will seek to answer the following questions: (a) Will Puget Sound Education Service District EHS (PSES-EHS), DOC, incarcerated caregivers, incarcerated and released mothers and their infants join the study and remain engaged in a participatory action research approach throughout the course of the study? (b) What kinds of beliefs and experiences surround the infants, incarcerated mothers, incarcerated caregivers, PSES-EHS staff, and DOC staff in the Residential Parenting Program (RPP)? (c) How do these beliefs and experiences impact RPP, and the lives and interactions of the infants, incarcerated mothers, incarcerated caregivers, PSES-EHS staff, and DOC staff? (d) What are the similarities and differences in situated meanings manifested in the stories, discussions, and/or interactions of incarcerated women who are mothers and caregivers for the infants in RPP, PSES-EHS and DOC staff who work with them? and, (e) What lessons, from both