

Paige Fisher

Project Title:

Early Math Interest and the Development of Math Skills: An Understudied Relationship

Grantee:

Paige Fisher

Project Funding Years:

2000-2002

University Affiliation:

University of Massachusetts , Amherst

Department of Psychology

Project Abstract:

This study explores the relationship between preschool children's math interest and their current and future mathematical ability. The project takes place in the context of a larger math skills intervention study that was designed in collaboration with Holyoke-Chicopee-Springfield Head Start. Participants include approximately 120 3-5-year-old children from eight Head Start classrooms. The study uses a cross sectional and a longitudinal correlational design. Child assessments include a quasi-naturalistic observation of math play, math interest self-reports, the Test of Early Math Abilities (TEMA-2) and a portion of the Kaufman Survey of Early Academics and Learning (KSEALS). The children were assessed in early winter and again in the late spring. Teachers were asked to complete two different math interest scales for each child in early winter and late spring. Relationships between the following variables are examined: (1) early math interest and concurrent math skills, (2) early math interest and later math skills, (3) early math ability and later math interest, and (4) gender and math interest. In addition, the study investigates gender differences as a possible moderating variable in the relationship between interest and math ability.

Sample:

n=120 Head Start children (60 intervention group, 60 control group within larger intervention study)

Measures:

Child Assessments

Test of Early Math Abilities (TEMA-2)

Portion of Kaufman Survey of Early Academics and Learning (KSEALS)

Quasi-Naturalistic Task to Assess Interest in Math Activities

Child Photo Self-Report Interest Scale
Young Children's Feelings about School (FAS)

Teacher Assessment of Child Interest
Relative Interest Survey
Level of Interest Survey

Marlo A. Perry

Project Title:

Go-to-Work, Go-to-School: The Impact of Recent Social policy Mandates on Parent Involvement and School Readiness Outcomes for Urban Head Start Children

Grantee:

Marlo A. Perry

Project Funding Years:

2000-2002

University Affiliation:

University of Pennsylvania
Graduate School of Education
Psychology in Education Division

Project Abstract:

This study examines the impact of parents' social support strategies on their children's school readiness. The study involves three main research objectives: (1) to determine if Head Start children from single-female headed households demonstrate different levels of school readiness as a function of mothers' level of compliance with state welfare-to-work mandates, (2) to investigate the relative impact of maternal involvement in early childhood education and of maternal family and social networks on children's school readiness, and (3) to determine if such maternal protective factors differentially impact children's school readiness as a function of mothers' level of compliance with welfare-to-work standards. Partnerships will be formed with Head Start parents and teachers in order to identify areas of strength and school readiness in children, as well as to identify effective parent involvement and social networking strategies associated with children's development of these capacities. Participants will be 300 children and their mothers drawn from at least 12 Head Start classrooms including 150 children whose mothers work full-time in compliance with welfare-to-work mandates, and 150 children whose mothers do not working outside the home. Children will be divided into two groups depending on mothers' compliance with welfare-to-work mandates. Teachers will be asked