

relatedness-oriented and autonomy-oriented behaviors and children's social competence and approaches to learning in Central American immigrant families; and (c) to examine the relation between parents' socialization goals, parenting behaviors, and children's social competence and approaches to learning in Central American families by developing and testing a theory-based structural equation model predicting children's social competence and approaches to learning. Participants will be mothers who emigrated from Central America whose children attend Head Start. Mothers, recruited in the second phase of the two phase study, will be interviewed with regard to their socialization goals and will participate in a videotaped free play session with their children.

Sample:

100 Central American mothers of Head Start children

Measures:

Mothers:

Background Characteristics

Bidimensional Acculturation Scale for Hispanics

Keller's list of 10 statements concerning the traits or qualities that children should learn or develop during the first six years

Children:

Social Skills Rating Scale-Preschool Edition (SSRS)

Teachers:

Social Skills Rating Scale-Preschool Edition Teacher's Form

Preschool Learning Behaviors Scale (PLBS)

Jennifer DiBara

Project Title:

Look at the facts: Investigating the relationship between book genre (information book or storybook) and preschoolers' development of vocabulary and pretend reading skills

Mentor:

Catherine Snow, Ph.D.

Project Funding Years:

2008-2009

University Affiliation:

Harvard Graduate School of Education

Project Abstract:

Harvard Graduate School of Education will investigate the use and effects of information book read alouds, in comparison to storybook read alouds, in Head Start classrooms. Specifically, the study seeks to answer three research questions: (a) What is the availability and use of information books, in comparison to storybooks and books of other genres, in Head Start preschool libraries and Head Start teacher read alouds? (b) Do information book and storybook read alouds have the same effect on preschool children's learning of vocabulary introduced in the books or does the effect differ by genre? (c) Do children who participate in information book and storybook read alouds differentiate their pretend reading by genre? Study participants will include the teachers and students in thirty Head Start preschool classrooms. Children will participate in read alouds, and a sub-sample of children will be randomly selected to participate in vocabulary assessments and pretend readings of books in each genre. Results of the study are expected to support the appropriateness and importance of reading aloud to young children in the information book genre, as well as the more commonly studied storybook genre.

Sample:

30 Head Start Teachers

300 Head Start Children

Sub-sample of 60 Head Start Children

Measures:

Teachers:

Teacher Surveys

Read Aloud Logs

Students:

PPVT-4

Researcher-designed target vocabulary assessment

Meghan Fitzgerald