

participants' teachers completed the Adjustment Scale for Preschool Intervention (ASPI). These results, along with other demographic information, will be used in conjunction with the Adjustment Scale for Children and Adolescents (ASCA), which will be completed by participants' second grade teachers. These teacher rating scales assess children's behavior across multiple situations. Indicators of primary grade school adjustment, academic performance, and demographic and contextual covariates will also be examined. Results from this study can help guide Head Start's mental health agenda and inform effective and appropriate intervention and kindergarten transition policies for this high-risk population.

Sample:

n=938 former Head Start children (1998-1999 Head Start cohort)

Measures:

Child

Reading, Mathematics, Science Stanford Achievement Tests (SAT-9)
Records of special education placement for learning-related disabilities and grade retention
Demographic information

Teacher

Adjustment Scale for Preschool Intervention (ASPI)
Adjustment Scale for Children and Adolescents (ASCA)
Report-card grades of classroom behavior, suspensions, truancy, and receipt of special education services for serious emotional disturbance

Family

Demographic information, including family structure, parent educational level, parental employment
Census information on neighborhood density of poverty

Rebecca Cortes*

Project Title:

Parents' Emotional Awareness and Childrearing Practices: Implications for Low-Income Children's Social Emotional Competence

Grantee:

Rebecca Cortes

Project Funding Years:

2001-2002

University Affiliation:

Pennsylvania State University
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Project Abstract:

This study is designed to examine relations among low-income parents' awareness of their emotions, dimensions of their specific emotion-related childrearing practices (including discipline, parent involvement, and consistency), children's emotional knowledge, and children's social emotional competence. The study will focus on those childrearing practices that are positively associated with children's social emotional competence, including emotional support, involvement, and consistency. Researchers hypothesize that children who demonstrate a high understanding of emotion and whose parents have a supporting emotion coaching style will show greater emotional competence than children with a low understanding of emotion and whose parents have a non-supportive emotion coaching style. In addition, parents who report themselves as high on emotional awareness will use supportive versus non-supportive or mixed emotion-coaching styles. Participants include 90 caregivers and children drawn from two Head Start programs. These participants represent a subsample of a larger randomized clinical trial funded by a Head Start-University Partnership grant. Pre-test data collected during this project will be used and analyzed in this study, including information from parent interviews, child assessments, and teacher reports of children's behavior. The measures used in this study were adapted for this specific population and tap into specific emotion-related childrearing practices. Study results are expected to influence the design of more effective preventive interventions that promote low-income children's social-emotional competence and enhance knowledge concerning the dimensions and role of emotion-related childrearing practices and care giving of low-income, minority families.

Sample:

N=90 children and caregivers from a larger intervention study

Measures:

Child

Challenging Situations Task (CST)

Kusche Emotional Inventory (KEI)

Preschool Kindergarten Behavior Scale (PKBS)

Parent

Thoughts and Feelings about Emotions Scale for Parents (TFES-P)

Coping with Children's Negative Emotions Scale (CCNES) adaptation