Parents/Teachers
Demographic Questionnaire

Erin E. Reid

Project Title:
Number*Fun*: Promoting Early Numeracy Skill Growth in Head Start Children

Mentor:
James C. Diperna, Ph.D.

Project Funding Years:
2007-2009

University Affiliation:
The Pennsylvania State University

Project Abstract:
The Pennsylvania State University seeks to develop and evaluate the effectiveness of an early numeracy skill promotion program, Number*Fun*, designed for use with children in Head Start programs. Specifically, the program will examine whether implementation of the Number*Fun* program is feasible in Head Start classrooms and whether it is effective in fostering early numeracy skills in Head Start children. Participants will include 240 Head Start children from eight classrooms. Classrooms will be matched on teacher and classroom characteristics and then one classroom from each pair will be randomly assigned to the Number*Fun* or control conditions. Children's early mathematics skills will be measured using the Test of Early Mathematics Ability, 3rd Edition and EARLI Numeracy Probes. In addition, implementation fidelity will be measured at several points throughout the year using the Implementation Fidelity Checklist and the Numeracy Instruction Self-report. Researchers anticipate that implementation of the Number*Fun* program will be feasible in Head Start classrooms and effective in promoting early numeracy skills in Head Start children. Results from this are expected to benefit curriculum, instruction, and assessment for Head Start centers and fill in the knowledge gap concerning numeracy development and instruction.

Sample:
240 Head Start children (eight classrooms)

Measures:
Children
Test of Early Mathematics Ability, 3rd Edition (TEMA-3)
EARLI Numeracy Probes

Classroom
Early Childhood Environment Rating Scale-Revised, Updated (ECERS)

Teachers
Implementation Fidelity Checklist
Numeracy Instruction Self-Report
Intervention Acceptability Rating Scale
Teacher Rating Scales of Early Academic Competence (TRS-EAC)

Gabriela Simon-Cereijido

Project Title:
Validation of an Oral Language Assessment Tool (OLA) for Latino English
Language Learners at Risk of Language Impairment

Mentor:
Vera Gutierrez-Clellen, Ph.D.

University Affiliation:
San Diego State University

Funding Years:
2007-2009

In collaboration with Head Start centers in California, San Diego State
University will seek to validate an oral language assessment tool for Latino
Spanish-speaking children. Specifically, this study will focus on whether
children with a disability such as language impairment (LI) have
disproportionably more difficulties with verbs of increasing number of
arguments than age- and language- matched peers in both Spanish and
English. Participants for the study will include 120 Latino English Language
Learners with and without a LI who are currently enrolled in Head Start.
Children's production of verb arguments will be measured using a picture
verb naming task, a picture description task, and a sentence repetition task.
Results of the study are expected to provide Head Start teachers with an
assessment tool to screen Latino children with special language needs.

Sample:
120 Preschool Head Start Children

Measures
Children
BESA Spanish Morphosyntax Task (S-MST)
English Morphosyntax Task (E-MST)
Differential Abilities Scale