

Head Start staff and 68 mental health consultants will be conducted to explore the attributes of consultants in rural and urban Head Start programs. Additionally telephone focus groups will be conducted to determine urban and rural mental health consultants' perceptions of the skills, attributes, and supports needed to build positive relationships with Head Start staff. Results of the study are expected to enhance the early childhood mental health consultation services provided by both rural and urban Head Start programs.

Sample:

648 Head Start Staff (survey)
68 Mental Health Consultants (survey)
25 Mental Health Consultants (focus groups)

Measures:

Head Start Mental Health Services Survey: (a) *attributes of mental health consultant*, (b) *effectiveness in helping child outcomes*, (c) *quality of relationships between staff and mental health consultant*

Rebecca Sandford DeRousie*

Project Title:

Sustainability of Evidence-Based Curriculum in Head Start Classrooms

Mentor:

Karen Bierman

Project Funding Years:

2006-2008

University Affiliation:

The Pennsylvania State University
College of Health and Human Development

Project Abstract:

The Pennsylvania State University will examine the factors that contribute to successful implementation and sustainability of an evidence-based preschool curriculum, the Head Start Research-based Developmentally Informed (REDI) project. The specific aims of the project are to: (a) evaluate implementation quality in the Head Start REDI randomized trial; (b) ascertain what factors contribute to variability in implementation quality; (c) determine what aspects of the REDI curriculum are sustained after teachers are no longer required by the research project to implement it; and (d) determine which factors are associated with a high level of sustainability and maintenance of the REDI curriculum. The sample will include 22 lead

teachers in the intervention classrooms of the larger Head Start REDI trial. A mixed-methods approach will be used which will include teacher reports, REDI mentor reports, classroom observations, and a qualitative teacher interview. Findings from this study are expected to provide Head Start with a concrete example of how to implement and maintain evidence-based programs.

Sample:

42 Head Start Classrooms (22 Intervention, 20 Control)

Measures:

Teachers

The Background Information Survey

Professional Development Questionnaire

Center for Epidemiological Studies of Depression Scale (CES-D)

Self-Efficacy Scale

The Organizational Culture Scale

Intervention Teacher Self-Report Addendum

Intervention Teacher Self-Report Sustainability Addendum

Head Start REDI Qualitative Sustainability Questionnaire

Classroom

Classroom Assessment Scoring System (CLASS)

REDI Trainers

REDI Training Implementation Ratings

REDI Trainer Process Ratings

REDI Trainer Sustainability Ratings

Sustainability Process Ratings

Linnie Green*

Project Title:

A Play Intervention with Mothers and Their Young Children

Mentor:

Christine McWayne

Project Funding Years:

2006-2008

University Affiliation:

New York University

Steinhardt School of Psychology

Department of Applied Psychology