

*Project Abstract:*

New York University will implement a dyadic, mother-paired play intervention that focuses on the importance of mother-child play as an avenue for enhancing children's social and emotional competence. The specific objectives of the study are: (a) identify mothers of young children who demonstrate positive play skills with their children, as well as those who do not appear to demonstrate these skills; (b) implement an intervention to enhance the manner in which mothers engage with their children during play to promote children's social and emotional competence; and (c) evaluate the effectiveness of the dyadic, mother-paired play intervention by examining child outcomes, mother outcomes, and mother-child outcomes via pre-post assessments. The proposed intervention will include 80 mother-child dyads recruited from a target Head Start center. The mother-child dyads will be randomly assigned to an intervention or control group. Mothers' beliefs about child development will be measured using the Knowledge of Infant Development Inventory (KIDI), children's social-emotional functioning will be assessed using the Vineland Social-Emotional Early Childhood Scales and the Social Competence and Behavior Evaluation. Results of the study are expected to help aid in building capacity for programs like Head Start.

*Sample:*

80 Mother-Child Dyads

*Measures:*

*Parents*

Knowledge of Infant Development Inventory

*Children:*

Vineland Social-Emotional Early Childhood Scales

Social Competence and Behavior Evaluation – Preschool Edition

*Mother-Child:*

Maternal Behavior Rating Scale

**Jessica Krueger\***

*Project Title:*

Evidence Based Practices with Head Start Students At-Risk for Later Behavior Problems: Using an Evidence-Based Parent Training Program

*Mentor:*

John Carlson

*Project Funding Years:*

2006-2008

*University Affiliation:*

Michigan State University

Department of Counseling, Educational Psychology, & Special Education

College of Education

*Project Abstract:*

Michigan State will examine the acceptability, integrity and effectiveness of the use of the *Incredible Years Parent Training Program* in a self-administered format to parents of children enrolled in a local Head Start program. Specifically, the study objectives are to investigate the use of the program on improving children's behavioral functioning and parent interactions with their children within actual practice and bring research into practice in a university-community collaboration. Study participants will include 40 Head Start parents who rated their children as being significantly at-risk for behavioral problems. The participants will be randomly assigned to receive the intervention from within the agency or outside of the agency. Parents will complete the Devereux Early Childhood Assessment (DECA), the Parent Practices Interview, the Behavior Assessment System for Children-Monitor for ADHD, and the Global Change Form to measure children's behaviors. Results of the study are expected to contribute to the current knowledge on effective treatment of at-risk children and the prevention of behavioral problems.

*Sample:*

40 Head Start Parents

*Measures:*

*Parents*

Devereux Early Childhood Assessment (DECA)

Parent Practices Interview

Behavior Assessment System for Children-Monitor for ADHD-Parent

Global Change Form

Goal Attainment Scale

*Teachers:*

Behavior Assessment System for Children-Teacher Rating Scales Monitor

Devereux Early Childhood Assessment (DECA)

**Pelin Munis\*\***

*Project Title:*

An Investigation of the Role of Temperament on Head Start Children's School Readiness