

*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

*Mentor:*  
Darryl Greenfield

*Project Funding Years:*  
2006-2007

*University Affiliation:*  
University of Miami  
Department of Psychology

*Project Abstract:*

The University of Miami will investigate the role of temperament on children's school readiness. Specifically, the study has two main objectives: (a) to determine if approaches to learning is the mechanism through which temperament influences Head Start children's school readiness; and (b) to determine if approaches to learning influences school readiness differently for children with different temperament styles. The study will use data on 274 Head Start children as part of a larger project for improving Head Start children's school readiness. For this expansion study, a teacher measure of children's temperament, the Preschool Temperament Classification System (PTCS), was developed and used to identify children's temperament as undercontrolled, resilient, or undercontrolled. In addition, children's approaches to learning was measured using the Preschool Learning Behaviors Scale, a battery of structured tasks, and the approaches to learning subscale of the Galileo System for Electronic Management of Learning. Children's school readiness was measured using a direct assessment, the school readiness composite of the Bracken Basic Concepts Scale – Revised, as well as teacher reports using the language and emergent literacy, early math, and nature and science subscales of the Galileo. Results of the study are expected to establish a better understanding of the effect of temperament on Head Start children's learning and development, as well as a better understanding of children's approaches to learning.

*Sample:*  
274 Head Start Children  
Head Start Teachers

*Measures:*  
*Teacher*  
Preschool Temperament Classification System (PTCS)  
Preschool Learning Behaviors Scale (PLBS)  
Galileo System for Electronic Management of Learning

*Children:*  
Direct Assessment of Approaches to Learning (persistence, curiosity,

problem-solving flexibility, cognitive inhibition)  
Bracken Basic Concepts Scale-Revised (BBCS-R)

**Jessica Vick\***

*Project Title:*

Teacher-Child Relationships: Examining Relations Among Children's Risks, Relationships, and Externalizing Behaviors in Head Start

*Mentor:*

Brenda Jones Harden

*Project Funding Years:*

2006-2008

*University Affiliation:*

University of Maryland, College Park  
College of Education  
Department of Human Development

*Project Abstract:*

The University of Maryland will explore how the interaction between teacher-child relationships and family risk factors impacts children's externalizing behaviors. The specific study objectives are to: (a) examine whether teacher-child relationship quality moderates the impact of family risk (parental mental health and family functioning) on children's externalizing behaviors; (b) examine whether teacher, child, and classroom characteristics are associated with high quality teacher-child relationships; and (c) develop a partnership with Head Start to determine how researchers and practitioners can work together to enhance teacher-child relationships. The study will be implemented in 13 Head Start classrooms with 100 children, their primary caregivers, and their teachers. A latent variable structural equation model will be tested to examine relations among variables. Parents' mental health will be indicated by depression and parenting stress. Family functioning will be indicated by family conflict and cohesion. Teacher-child relationship quality will be assessed using both teacher reports and an observation measure of teacher child interactions. Children's externalizing behaviors will be assessed using the Caregiver-Teacher Report Form 1 ½ -5. Results are expected to aid Head Start in determining how the program can be more effective in helping to protect high-risk children from developing externalizing behaviors.

*Sample:*

N = 100 Children,