

University Affiliation:
University of Virginia
Curry School of Education

Project Abstract:

The project will implement and investigate the effects of the Banking Time intervention in Head Start classrooms. Specifically, the main objectives of the study are to (a) collaborate with Head Start Teachers to implement the Banking Time intervention; (b) examine the effects of the intervention on teacher-child relationships and outcomes; and (c) obtain feedback and provide resources for effective implementation of Banking Time in Head Start classrooms during and following completion of the study. Participants will include 40 Head Start teachers and 160 children from various Head Start classrooms. Teachers will be randomly assigned to either an experimental group (n=20), where they will implement the Banking Time intervention, or a wait-list control group (n=20), where they will maintain their typical classroom routine. Four children from each classroom will be randomly selected to investigate the impact of the Banking Time intervention. Researchers anticipate that the results of the study will provide evidence that consistent, positive interactions with teachers positively affect children.

Sample

N=40 Head Start Teachers
N=160 Head Start Children

Measures:

Teacher

Questionnaire on Classroom Demographics
Questionnaire on Child Demographics
Student Teacher Relationship Scale (STRS)
Teacher-Child Interaction Task
Teacher-Child Rating Scale (TCRS)

Children

Young Children's Appraisals of Teacher Support (Y-CATS)
Teacher-Child Interaction Task

Teaching Assistant

Teacher-Child Rating Scale (TCRS)

Beth H. Garland *

Project Title:

Parenting Techniques and Parent Characteristics Associated with Child Externalizing Behavior Problems

Mentor:
Robert Heffer

Project Funding Years:
2005-2007

University Affiliation:
Texas A&M University
Department of Psychology

Project Abstract:

Texas A&M University will investigate the role of both positive and negative parenting techniques, as well as the role of parent characteristics (e.g., stress and distress), on early child externalizing behavior problems. Specifically, the study has two goals: (a) to examine the relations among both positive and negative parenting techniques, parent characteristics, and child behavior problems; and (b) to examine the contribution of both ethnicity and acculturation to the use of various parenting techniques and their influence on child behavior problems. Participants will include 300 primary caregivers from eight Head Start facilities in Texas and Mississippi. Parents and teachers will be surveyed in Spring and Fall 2006 semester of the school year. Results of the study will impact Head Start programs at the local classroom level, as well as the policy level. Results will assist with more precise early identification of at-risk families by Head Start staff, leading to: (a) better informed community referrals; (b) better understanding of the parental variables most influential on child behavior, which can be used to enhance parent training curricula, including those used by Head Start staff; (c) determining the benefits of parent involvement in Head Start programs; (d) consideration of the importance of ethnicity and acculturation on these relations to continue to foster a respectful and informed environment for Head Start families.

Sample:
N=300 Primary Caregivers
N=11 Head Start Teachers

Measures:
Primary Caregivers
Demographic Questionnaire
Alabama Parenting Questionnaire (APQ)
Parenting Stress Index (PSI)
Brief Symptom Inventory (BSI)
Bidimensional Acculturation Scale for Hispanics (BAS)
Behavior Assessment System for Children-2 (BASC-2)

Teachers

Behavior Assessment System for Children-2 (BASC-2)

Linda Lee *

Project Title:

Social Interaction with Peers, Peer Relationships, and Socioemotional Adjustment of Immigrant Children at Head Start

Mentor:

Carollee Howes, Rashmita Mistry

Project Funding Years:

2005-2007

University Affiliation:

Regents of the University California of Los Angeles
Graduate School of Education & Information Studies

Project Abstract:

The Regents of the University California of Los Angeles will examine the process by which experiences of immigration are related to children's socioemotional outcomes during the preschool period. The project seeks to answer the following questions: (a) how do the immigrant settlement experiences influence children's social interaction with peers and peer relationships at school? (b) do variations in children's social interaction with peers mediate the relation between settlement experiences and children's peer relationship? (c) how do classroom characteristics attenuate or strengthen the path from settlement experiences to socioemotional adjustment? Participants will include 125 families from Head Start preschools. Parent and teacher questionnaires, child interviews, and classroom observations will be conducted throughout a school year. The project aspires to develop intervention policies in Head Start that help mitigate risks inherent in the settlement process of children of immigrant families.

Sample:

125 families

Measures:

Teacher

Teacher Questionnaire

Pianta Student Teacher Relationship Scale

Child Behavior Scale (CBS)