

behavior change and child behavior change? Study participants will include 18 Head Start teachers and 50 students. All teachers will participate in in-service teacher training sessions, and participants in the two intervention groups will receive follow-up supports. It is expected that the training sessions will increase the teachers' knowledge and improve their teaching strategies related to social and emotional competence. It is anticipated that this will in turn improve classroom climate, increase children's social and emotional competence, and reduce challenging behaviors. The findings should help bring improved services to children and families.

Sample:

N=18 Head Start Teachers

Measures:

Consultant Rating Profile (Noell et al., 2005)

Treatment Acceptability Rating Form – Revised (Reimers & Wacker, 1988)

Pre-post tests

Teaching Pyramid Fidelity Checklist (Hemmeter & Fox, 2005)

Social Skills Rating System (SSRS)

Teacher Efficacy Scale (Guskey & Passaro, 1994)

Focus Group

Marissa Owsianik **

Project Title:

Building Capacity Within Head Start for Quality Whole-Child Assessment

Mentor:

Christine McWayne

Project Funding Year:

2005-2006

University Affiliation:

New York University

Department of Applied Psychology

Project Abstract:

New York University, partnering with a Head Start program in New York City, will establish co-constructed research goals with Head Start educational staff to enhance on-going whole-child assessment with an emphasis on building capacity for quality assessment of children's social-emotional strengths and needs. Specifically, the study has three objectives: (a) investigate the quality of information from existing child assessments; (b) work toward maximizing the use of information that is already collected to help inform

the program's planning around whole-child assessment; and (c) consider how to involve parents in the program around the issue of children's social-emotional development. Participants will include Head Start children (N=187). The psychometric properties of instruments that are employed in the program to measure children's progress in educational classroom settings will be examined and discussed with educational staff. Focus groups will be conducted with parents (N=16) and teachers (N=16) to investigate their perspectives on children's social-emotional development and their role in the process. Researchers anticipate that the results will help parents and teachers improve social-emotional development in Head Start children, and will help determine future steps toward a larger, co-constructed research agenda.

Sample:

N=187 Head Start Children

Measures:

Preschool Child Observation Record, Second Edition (COR)
Early Screening Inventory-Revised (ESI-R)
Adjustment Scales for Preschool Intervention (ASPI)

Amanda Quesenberry **

Project Title:

Examining the Relationship Between Child Guidance and Behavior Policies and Procedures, Teacher Perceptions of Competence, Support, and Job Satisfaction, and Child Outcomes in Head Start Settings

Mentor:

Michaelene Ostrosky, Mary Louis Hemmeter

Project Funding Years:

2005-2006

University Affiliation:

University of Illinois
College of Education

Project Abstract:

The University of Illinois will examine the potential relationship between program policies and procedures related to child guidance and the perceived levels of job satisfaction, support, and competence as reported by Head Start teachers. In addition, the relationship between program policies and procedures, teacher competence and support, and teacher reports of challenging behaviors and social skills in their classrooms will be examined.