

experience for use in the next year. A specific transition approach will also be studied for its impact on nonresponders who remain at risk for the self determination intervention. We will also examine the difference in potential impact, if any, between the intervention package as delivered by university staff as compared with that delivered independently by Head Start staff after training.

University of North Carolina

Project Title:

UNC-Head Start Partnership on Mental Health Interventions

Grantee:

Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

Project Funding Years:

1997-2002

Project Abstract:

Head Start and other early childhood teachers report an increasing number of children with severe disruptive behavior in their classrooms. Some prevention and intervention studies with elementary-aged children show promising effects, but at the preschool age, very little information exists to guide parents or teachers about the choice of prevention or intervention approaches to use with disruptive children.

This project will test both the efficacy and the effectiveness of a theory- and research-based, multi-modal intervention with components drawn from the best recent research. The intervention will provide a universal prevention curriculum to all children within a classroom and an indicated intervention program to children with severe disruptive behaviors. For 2 years, project-supported therapist-consultants (T-Cs) will work directly with teachers and coordinators to learn and implement the intervention. During this time the efficacy of the intervention will also be evaluated. As T-Cs move on to new classes, the effectiveness phase of research will study whether and how Head Start teachers and coordinators can maintain any positive effects achieved during the first 2 years.

This interest in providing a universal intervention to all children is consistent with the Head Start goal of providing experiences and activities that foster the development of social competence among all Head Start participants and the indicated intervention is in response to the clear need for more intensive approaches to help parents and teachers of disruptive children.

Sample:

Two cohorts of children, families and teachers have participated in the study. In 1998-99, 13 Head Start classrooms at 3 centers participated in the intervention and 12 Head Start classrooms at 3 centers were in a wait-list control group. In 1999-2000, 9 intervention classes and 3 control classes from 3 centers (including 2 new centers) participated in the study. The teachers of all of these 37 classes participated in the research and 193 families from these classes agreed to be part of the study.

Publications:

Bryant, D., Vizzard, L., Willoughby, M., & Kupersmidt, J. B. (1999). A review of interventions for preschoolers with aggressive and disruptive behavior. *Early Education and Development*, 10, 47-68.

Kupersmidt, J. B., Bryant, D., & Willoughby, M. (In press). Prevalence of aggressive behaviors among preschoolers in Head Start and community child care programs. *Behavioral Disorders*.

Willoughby, M., Kupersmidt, J., & Bryant, D. (In press). Overt and covert dimensions of antisocial behavior in early childhood. *Journal of Abnormal Child Psychology*.

Kupersmidt, J. B., Willoughby, M., & Bryant, D. (Submitted). The intent of aggression in early childhood: Proactive, immediate reactive and delayed subtypes.

Presentations:

Kupersmidt, J. B., Willoughby, M., & Bryant, D. (July, 1998). Distinguishing between proactive and reactive aggression among preschool children. Paper presented at the International Society for the Study of Behavioral Development, Berne, Switzerland.

Kupersmidt, J. B. (February, 1999). Data from teachers: New teacher report measures of aggressive behavior in preschool children: Overt/covert aggressive behavior and reactive/proactive subtypes of aggressive children. Invited paper presented at the NIMH conference on the Assessment of Risk Factors and Psychopathology in Young Children, Clearwater, FLA.

Leary, M. S. B., Willoughby, M. T., Kupersmidt, J. B. & Bryant, D. (April, 1999). Differentiating subtypes of antisocial behavior among preschool children. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Kupersmidt J. B. (May, 1999). Interventions to prevent and reduce antisocial behavior and promote prosocial behavior in early childhood. Invited presentation at the National Academy of Sciences workshop on early precursors of antisocial behavior. Washington, DC.

Leary, M. S. B., & Bryant, D. (August 1999). The relationship between disciplinary strategies and aggression in preschoolers. Poster presented at the Annual Meeting of the American Psychological Association, Boston, MA.

Bryant, D., Williamson, B., & Kupersmidt, J. B. (November, 1999). Preventing and treating aggression and noncompliance in young children: Strategies and results from the Preschool Behavior Project. Paper presented at the annual meeting of the National Association for the Education of Young Children, New Orleans, LA.

Bryant, D. & Kupersmidt, J. (December, 1999). Findings from the Head Start Mental Health Research Consortium. Paper presented at the annual conference of the Division for Early Childhood. Washington, DC.

Forness, S. R., Hoagwood, K., Serna, L., Nielsen, E., Bryant, D., & Feil, E. (March, 2000). Head Start Mental Health Research Consortium: Preliminary data on prevention. Symposium presented at the 13th Annual Research Conference on Systems of Care for Children's Mental Health. Tampa, FL.

Bryant, D. & Kupersmidt, J. (June, 2000). A Classroom and Home-Based Intervention for Preschool Aggression: Initial Results. Presentation at Head Start's Fifth National Research Conference. Washington, DC.

Bryant, D., Kupersmidt, J., & Willoughby, M. (August, 2000). Measuring Aggressive Behaviors in Head Start and Community Preschool Classrooms. Presentation at the American Psychological Association annual meeting. Washington, DC.

Bryant, D. (October, 2000). Based on the Evidence: What We Know about Supporting Preschoolers' Mental Health. Keynote presentation at the NYU School of Education conference: Preschoolers and Their Mental Health. New York, NY.

Bryant, D., & Kupersmidt, J. B. (December, 2000). Supporting mental health and preventing behavior problems in Head Start Children. Paper presented at the annual meeting of the Division for Early Childhood. Albuquerque, NM.

University of Oregon

Project Title:

Cross-Cultural Analysis of the Early Screening Project

Grantee:

University of Oregon

Institute on Violence and Destructive Behavior, College of Education