The project utilized extensive multi-method strategies that combined both quantitative and qualitative techniques. The overall design of the project was that of a cross-sectional, concurrent validation. Ratings on the Developmental Profiles were compared to scores on the Bayley Scales of Infant Development-II, the Preschool Language Scale-4, and the Ages and Stages Social-Emotional Questionnaire for 30 children at each of eight age levels (N=240). The sensitivity and specificity of the scale were assessed. Internal reliability and external validity of the scale was determined using Rasch analyses and other Item Response Theory models. The utility of the scale for planning, instruction and facilitating understanding of individual children were evaluated by means of interviews with teachers and parents and through examination of comments in the Family Albums and Observational Records.

Sample:
N=240 children and families

Measures:
Child
Ounce Scale
Bayley Scales of Infant Development, Second Edition
Preschool Language Scale, Fourth Edition
Ages and Stages Social-Emotional Questionnaire (ASQ:SE)

Parent
Parent Interviews
Teacher/Caregiver Interviews

Harvard University

Project Title:
Developing Methods for Tracking Bilingual Children's Early Language Development

Principal Investigator:
Barbara Alexander Pan

Project Funding Years:
2004-2007

Contact Information:
Harvard University
Harvard Graduate School of Education
320 Larsen Hall
Cambridge, MA 02138

Phone: (617) 496-0313, Fax: (617) 495-5771
Email: lesauxno@gse.harvard.edu

Project Abstract:
Harvard University partnered with several Early Head Start (EHS)/Head Start programs in Boston and Lawrence, MA, to achieve two primary goals. First, project staff investigated the feasibility of combining parent and teacher reports of toddlers' vocabulary over time, with the ultimate goal of developing accurate, efficient means for EHS/Head Start staff to assess and monitor the vocabulary development of toddlers, particularly those from Spanish-speaking homes. Second, researchers focused analysis on developing a deeper understanding of language development and attrition in toddlers and preschoolers who are acquiring more than one language. Participants included a sample of approximately 75 toddlers from Spanish-speaking homes and a peer sample of approximately 45 toddlers from English-speaking homes. Children and families entered the study at child age 2, 2½, or 3 years. Children were followed through their pre-kindergarten year of Head Start. Results informed development of an integrated system to identify appropriate reporter(s) and languages to be assessed, integrate reports from multiple reporters, and to display results over time.

Sample:
Core Sample: N=75 toddlers from Spanish-speaking homes
Peer Sample: N=45 toddlers from English-speaking homes

Measures:
Parent
Parent Interview
The MacArthur Communicative Development Inventory: Words and Phrases
Inventario del Desarrollo de Habilidades Comunicativas-Palabras y Enunciados

Child
Woodcock Language Proficiency Battery-Revised (WLPB-R) - Picture Vocabulary and Memory for Sentences Subtests
Peabody Picture Vocabulary Test-III (PPVT-III)
Test de Vocabulario en Imagenes Peabody (TVIP)

Parent-Child Interactions
Spontaneous Speech Samples

Michigan State University