

Head Start University Partnerships-English Language Learners, Research Partners

Arizona State University-Speech and Hearing Science

Principal Investigator:
Addie Lafferty

Project Title:
Teaching Emergent Literacy and Language Around the Classroom: The TELLAC Model

Project Funding Years:
2007-2010

Abstract:
Arizona State University is examining the efficacy of a classroom-based language and emergent literacy intervention, Teaching Emergent Literacy and Language Around the Classroom (TELLAC), for Spanish-speaking Head Start children. The intervention is designed to promote language and emergent literacy development in Spanish and English within natural classroom contexts. The longitudinal study aims to: (a) promote children's emergent literacy and language development in the domains of print knowledge, phonological awareness, and oral language; (b) determine the efficacy of the intervention delivered by Head Start teachers; (c) track the literacy outcomes of participating children from preschool through the end of kindergarten; and (d) disseminate results and information. The intervention will be provided in randomly assigned classes during the children's pre-kindergarten year and participants will include 280 children and 40 teachers and assistants over three years. Results are expected to increase children's readiness to learn and improved Spanish and English language in the areas of expressive language, print knowledge, alphabet knowledge, and phonological awareness. Expected results for teachers are an increased awareness of language and emergent literacy skills and acquisition of new teaching strategies to facilitate these areas for children in their classes.

Sample:
280 Children
40 Teachers/Assistants

Measures:
Children
Phonological Awareness Literacy Screening-Pre-Kindergarten (PALS-Pre-K)
Spanish Phonological Awareness Assessment (SPAA)

Test de Vocabulario en Imagenes Peabody (TVIP)
Peabody Picture Vocabulary Test-III (PPVT-III)
Preschool Language Scale-4
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Classroom

Early Language and Literacy Classroom Observation (ELLCO)

Arizona State University-School of Social and Family Dynamics

Principal Investigator:

Ariana Mikulski

Project Title:

Bilingualism and School Readiness: The Relations of Language Development to Academic Skills, and Social Competence in Spanish-Speaking Head Start Students

Project Funding Years:

2007-2010

University Affiliation:

Abstract:

Arizona State University is partnering with three Head Start classrooms to examine how bilingualism in language minority Head Start students predicts social and cognitive aspects of school readiness. Specifically, the studies will: (a) describe variations in bilingualism by using extensive assessments of early oral English and Spanish development; (b) plot the trajectories of Spanish and English oral proficiency and examine these in relation to trajectories of social and behavioral competence; and (c) investigate the relation between language minority children's Spanish and English oral proficiency and their early school adjustment. Participant will include 4 year-old Head Start preschool children from Spanish-speaking homes. Observational and behavioral data were piloted in Year 1 and data collection will occur in Years 2-3. It is expected that target children will improve their proficiency in English and improve or maintain their Spanish proficiency. Children with high English proficiency and those with large gains in English proficiency are expected to have the best academic outcomes, and children with high proficiency in both English and Spanish are expected to have higher levels of social competence.

Sample:

4 year-old Head Start Children