

Spanish-speaking or Turkish-Speaking ELL children per year. In Year 1, the intervention was adapted for use with specific ELL families, and in Years 2-3, the program is being evaluated using a randomized design to determine effects of the intervention on children, parents, and teachers. Results are expected to yield new data regarding effective strategies for promoting readiness for children.

Sample:

120-150 Spanish-speaking and Turkish-speaking ELL children over three years

Measures:

Children

California Q Sort

Peabody Picture Vocabulary Test-III (PPVT-III)

Expressive One-Word Picture Vocabulary Test-Revised

Teachers

Penn Interactive Peer Play Scale (PIPPS)

Child Behavior Checklist (CBCL)

Temperament Assessment Battery for Children (T-ABC)

Parent-Teacher Connection Sort

Student-Teacher Relationship Scale

Parents

Child Behavior Checklist (CBCL)

About Being a Parent Scale (ABPS)

Family Involvement Questionnaire (FIQ)

Parent Play Beliefs Scale (PPBS)

Parenting Stress Index

Abbreviated Multidimensional Acculturation Scale

FACES parent questions

Neighborhood Characteristics Questionnaire

University of South Florida

Principal Investigator:

Lisa Lopez

Project Title:

Florida English Language Learners Attending Head Start (FELLA-HS): A Cultural and Academic Analysis

Project Funding Years:
2007-2010

Abstract:

The principal investigator is partnered with five Head Start agencies in the state of Florida to study the developmental process of language, early literacy, early numeracy, cognition, approaches to learning, and social-emotional development for Spanish-speaking English language learners (ELL) in both English and Spanish. Research objectives include: (a) identify the school readiness skills of Latino ELL children exiting Head Start preschool programs in Florida; (b) describe the cultural demographic profile of Latino ELL children attending Head Start programs in Florida; (c) determine the developmental trajectory for school readiness skills in Latino ELL children attending Florida Head Start programs; and (d) identify the cultural and classroom factors impacting the developmental trajectory. The sample will include 400 Spanish-speaking ELL children attending Head Start. The children will be divided into two cohorts where 200 will be followed through two years of Head Start and 200 will be followed through one year of Head Start and into Kindergarten. Twenty children from each agency participating in the study will participate in the pilot testing in Year 1. Results from the study are expected to provide the Florida Head Start community and researchers important information regarding the dual language development of school readiness skills in the ELL population.

Sample:

400 ELL Spanish-speaking Children

Measures:

Children

Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4)

Woodcock Johnson III Complete

Phonological Awareness Task

Test of Early Mathematics Ability, Third Edition (TEMA-3)

Teacher

Social Skills Rating System (SSRS)

Classroom

Classroom Assessment Scoring System (CLASS)

Parent

DeLLS Demographic Interview