

meet the inclusion criteria for the study, with approximately 100 intervention and 100 control families. Researchers hypothesize that toddler-feeding self-regulation will be more positive in the intervention group when compared to the control group at 4-week and 6-month post-intervention assessments. In addition, researchers believe that toddler-parent-feeding interactions will be more positive in the intervention group when compared with the control group at 4-week and 6-month post-intervention assessments.

Sample:

n=200 toddler-parent dyads

Measures:

Child

Children's Eating Behavior Inventory (CEBI)

Feeding Relationship Assessment Tool (FRAT)

Twenty-Four Hour Diet Recall

Block Food Frequency Questionnaire (FFQ)

Toddler Physical Growth

Parent Self-Report of Toddler's Visits to Health Care Facilities for Routine or Sick Care

Parent-Child Interaction

Behavior Checklist for Use During the Observation of Meals

Parent

The NEAT Attitude, Knowledge, and Confidence in Nutrition Scale

Family Dinner Time Routines of the Family Ritual Questionnaire (FRQ)

Self-Efficacy Questionnaire

Social Influences Questionnaire

Caregiver's Attitudes and Behaviors Towards Feeding Toddlers Questionnaire

Nutrition Attitudes Questionnaire

Purdue University

Project Title:

Building Early Head Start Relationships: What Benefits Children and Parents?

Grantee:

James Elicker

Project Funding Years:

2001-2004

Contact Information:

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Project Abstract:

Researchers at Purdue University are investigating the effectiveness of Early Head Start services, focusing on interpersonal relationships that develop between staff and families within the program. Specifically this project will: (1) assess and describe the relationships that develop between Early Head Start staff, children, and parents; (2) examine staff-family relationships in several Early Head Start service delivery models (center-based, home-based, and community-based child care) and in relation to variations in staff characteristics and family characteristics; and (3) determine if higher quality staff-family relationships are associated with better outcomes for Early Head Start children and parents. The first year of the study will serve as a planning year for the subsequent years' evaluations. During this planning year, researchers will conduct in-depth qualitative interviews with 30 Early Head Start parents, who will be selected to represent diversity in ethnicity, income level, employment, and involvement in the partnering Head Start programs. Goals of this first year are to understand the qualities and influences of the relationships that develop between staff and program participants and to field test parent and child outcome measures. In the second and third project years, researchers will conduct a quantitative, short-term longitudinal study with a sample of at least 100 families from the participating Early Head Start programs. It is estimated that 60 families will be followed for two years while 40 families will be followed for one year. Data from this quantitative study will be used to test a mediational model of projected associations between program, staff, and family variables, staff-family relationship quality, and child and parent outcomes.

Sample:

Year One

n=30 Early Head Start parents

Year Two

n=75 Early Head Start children, their parents, and staff

Year Three

n=100 Early Head Start children, their parents, and staff

Child

Attachment Q-Set (AQS)

Bayley Scales of Infant Development, 2nd Ed. (BSID)

Infant-Toddler Social & Emotional Assessment-Revised (ITSEA)

Howes & Stewart's (1987) Peer Involvement Rating Scale
Rubenstein & Howes' (1979) Object Play Rating Scale

Parent

Brief Survey Questionnaire
Videotaped Observations of Mother-Child Interaction
Maternal Sensitivity Scale

Staff

Education and Training Questionnaire
Staff-Parent Relationships
Parent-Caregiver Relationship Scale (PCRS)
Staff-Child Relationships
Attachment Q-Set (AQS)
Caregiver Interaction Scale (CIS)
Howes & Stewart's (1987) Adult-Child Involvement Rating Scale

Program

"Dosage" Data on Program Contact with Families and Children

University of Miami

Project Title:

A Multi-site, Multi-method Partnership for Improving Florida Head Start Children's School Readiness

Grantee:

Daryl B. Greenfield

Project Funding Years:

2001-2004

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Project Abstract:

The current project is a multi-agency collaborative effort designed to enhance an existing infrastructure of infant mental health services within Early Head Start. As part of the effort, intervention services and data