

collection will be carried out by teams of Early Head Start social workers, community-based early intervention specialists, and university-based clinical and academic staff. The goals of this project are to provide effective and culturally competent mental health services to high risk families with young children, including families struggling with poverty, violence, and potential delays in children's development; test hypotheses related to transactional theories of child development in high-risk families across cultural groups; and contribute to the empirical literature on the efficacy of parent-infant psychotherapy in improving family and child functioning and development. The project will target 128 high-risk children and families in Miami-Dade County, for whom screening, including observations of parent-child interactions and children in their classrooms will be conducted. Following the screening, intensive parent-infant psychotherapy will be implemented with 30 families observed to be at risk for relationship difficulties and developmental delays. Assessments will include the quality of the parent-child relationship, multiple domains of child development, exposure to violence in the community and at home, parenting stress, and children's adaptive functioning. The project is designed to be longitudinal in nature, assessing both short- and long-term effects of parent-infant therapy on family and child functioning across multiple cultural groups.

*Sample:*

Year 1: n=100 preschool aged children

Year 2: n=360 Head Start children and their teachers

*Measures:*

*Child*

Galileo School Readiness Assessment

Devereux Early Childhood Assessment (DECA)

Battery to Assess Problem Solving Flexibility, Persistence, Preference for Challenge, and Curiosity

## **University of Virginia**

*Project Title:*

Teaching Attachment-Based Interventions for Head Start Dyads

*Grantee:*

Robert S. Marvin

*Project Funding Years:*

2001-2004

*Contact Information:*

University of Virginia  
Department of Psychiatric Medicine  
Box 801075  
Charlottesville, VA 22908-1075  
Phone: (804) 924-0228, Fax: (804) 924-8164  
Email: [rsm8j@virginia.edu](mailto:rsm8j@virginia.edu)

*Project Abstract:*

This project extends the work of a previous Head Start-University Partnership grant by developing an extensive manual for a brief, small group intervention protocol, the Circle of Security (COS). The COS is a 20-week intervention focusing on strengthening child-parent attachment security. In addition, this project will empirically test whether the COS protocol can be successfully taught to, and implemented on-site by, supervised, community-based service providers (i.e., community mental health center [CMHC] staff working in partnership with Head Start/Early Head Start [HS/EHS] staff). Researchers will complete 1-year post-intervention follow-up assessments for a group of child-parent dyads who participated in the initial partnership grant. In addition, researchers will complete a "Beta-version" manual for the COS protocol, including extensive coverage of the intervention protocol and a collection of the most commonly used intervention goals and individualized intervention plans developed during the initial partnership grant. During the second and third years of the study, researchers will recruit a sample of 44 HS/EHS child-parent dyads for participation in the COS intervention. Researchers will determine the degree of success of the protocol as implemented by trained CMHC staff and the HS/EHS center staff through measuring the changes in pre- and post-intervention assessments, and then comparing these changes to the changes found during the initial partnership grant. During the final year of the study, researchers will complete a final version of the COS protocol manual based on verbal and written feedback from the trained CMHC and HS/EHS staff as well as feedback from the supervision process. In addition, researchers will develop a dissemination plan for the manual and write a set of suggested procedures for creating similar HS/EHS - CMHC partnerships in other communities.

*Sample:*

n=44 child-parent dyads

*Measures:*

*Child*

Achenbach Child Behavior Checklist (CBCL)  
Barkeley Disruptive Behavior Checklist (BDDBS)  
Ainsworth's Classification System for Infants or the Preschool Attachment Classification System

*Parent*

Circle of Security Interview (COSI)  
Parenting Stress Index-Short Form (PSI)  
Life Events Scale  
Caregiver Behavior Classification

*Child-Parent Dyads*

Ainsworth's Strange Situation

*Teacher*

Conners' Teacher Questionnaire (CTQ)

## **Vanderbilt University**

*Project Title:*

Building Social Communication Skills During Peer Interactions

*Grantee:*

Ann P. Kaiser

*Project Funding Years:*

2001-2004

*Contact Information:*

Vanderbilt University  
Box 328 GPC  
Nashville, TN 37203  
Phone: (615) 322-8160, Fax: (615) 343-1570  
Email: [Ann.Kaiser@Vanderbilt.edu](mailto:Ann.Kaiser@Vanderbilt.edu)

*Project Abstract:*

The goals of this study are to: (1) develop and test a multi-component intervention to teach peer-directed, pragmatic communication skills to children at risk for language and behavior problems; (2) determine the effects of this intervention on the development of language, pragmatics, social behavior, and play in children with identified language and behavior problems; and (3) determine the effects of this intervention on children who represent a range of early language and social skills. The intervention will include the use of storybooks to provide specific models of language, pragmatics, and conversation to be used during free play. In addition, corresponding thematic play materials will be used that support peer interactions, provide an opportunity to role-play and practice specific pragmatic skills. Finally, an advanced Play/Organizer/Play/Review sequence will be used to structure children's opportunities to acquire, practice, and