Sample: 216 children in 27 classrooms at 8 sites at a tribal Early Head Start program

Child Measures
- Infant Toddler Social Emotional Assessment
- Eyberg Child Behavior Inventory
- Hair cortisol
- Child Health and Development Questionnaire
- Sleep and Nap Routines Questionnaire
- Early Head Start Services Questionnaire

Parent/Caregiver Measures
- Household Demographic Survey
- Center for Epidemiological Studies Depression Scale
- Generalized Anxiety Disorder Scale
- Parent and Family Health Survey
- Hair Cortisol
- Adverse Childhood Experiences Survey
- Parent and Family Stress Survey
- Whitbeck Historical Trauma Scale
- American Indian Cultural Beliefs and Practices Survey
- Social Support Survey
- Community and Neighborhood Questionnaire
- Therapy Attitude Inventory

Parent/Caregiver-Child Relationship Measures
- Emotional Availability Assessment Scales
- Parenting Stress Index
- Dyadic Parent-Child Interaction Coding System

University of Delaware

Project Title: Starting at Home: Incorporating a Parent-Child Interaction Intervention into Early Head Start Home Visiting

Principal Investigator: Jason Hustedt

Co-Principal Investigators: Rena Hallam Myae Han Jennifer Vu

Project Funding Years: 2011 – 2016

Project Abstract: The purpose of this project is to incorporate the Promoting First Relationships (PFR) parenting intervention for use in the home visiting components of Early Head Start (EHS) home- and center-based models. This project will be conducted in collaboration with a multi-site EHS program serving both urban and suburban populations, comprised of African-American, Latino, and Caucasian families, and providing both center- and home-based programs in the state of Delaware. The project will examine: (1) the role that toxic stress plays in the lives of children and families served by a large EHS program, (2) how the PFR intervention can be implemented in the context of these existing home- and

center-based EHS programs, and (3) the effectiveness of the PFR intervention in buffering EHS children from toxic stress. Results are expected to identify impacts of the PFR intervention for parents and children and will be used to make recommendations about maintenance and sustainability of this intervention model in EHS programs.

Sample: Approximately 300 EHS children and families

Measures: *Risk Factors for Toxic Stress*
- Parent demographic survey
- Stress reactivity (e.g., cortisol measurements)
- Generalized Anxiety Disorder (GAD-7) scale
- CAGE-Adapted to Include Drugs (CAGE-AID)
- Parenting Stress Index: Short Form (PSI/SF)

Child Measures
- Battelle Development Inventory, Second Edition (BDI-2)
- Brief Infant-Toddler Social and Emotional Assessment (BITSEA)
- Early Childhood Behavior Questionnaire - Very Short Form (ECBQ-VSF)
- Infant Behavior Questionnaire - Revised - Very Short Form (IBQ-R-VSF)

Family Measures
- Three-Bag Observational Assessment

University of Denver

Project Title: A Microsocial Video-Coaching Intervention for Toxically Stressed EHS Families
Principal Investigator: Sarah Watamura
Co-Investigators: Phillip Fisher Amanda Moreno
Project Funding Years: 2011 – 2016
Project Abstract: This study seeks to understand how toxic stress leads to psychological and physical health problems and identify ways to buffer children enrolled in Early Head Start (EHS) from such stressors. Specifically, the project has the following objectives: (1) identify families at risk for dysregulated stress physiology as a function of toxic stress exposure, (2) implement the preventative intervention Filming Interactions to Nurture Development (FIND) to improve child's well being, (3) assess the effectiveness of the intervention's implementation, and (4) assess the effectiveness of the FIND and the FIND plus Parent Focused Support (PFS) interventions. Families will be randomly assigned to one of three conditions: (1) EHS standard supports; (2) EHS standard supports plus FIND, a microsocial video-feedback intervention; or (3) EHS standard supports plus FIND with a parent-focused mental health support module (FIND+PFS). The project includes careful attention to factors influencing implementation success and aims to create a fully scalable intervention. Results are expected to determine whether interventions targeted at parenting in general, and caregiver sensitivity in particular, among toxically stressed EHS families improve child development outcomes.