

conducted, to assess the costs associated with approaches to improving the development of these at-risk children. The longitudinal study includes 300 children and their parents, caregivers, and teachers, followed from age 3 into and through kindergarten. Children in intervention and control groups will be followed over time into whatever early learning setting they attend. The purpose of the study is to identify specific instructional practices and approaches that have the potential to meaningfully enhance children's development prior to school entry, setting the stage for a successful transition into kindergarten, and reducing the likelihood that these at-risk children will be under-prepared for formal schooling.

University of Chicago

Project Title:

Emotions Matter: Classroom-based Integrated Intervention

Principal Investigator:

C. Cybele Raver

Project Funding Years:

2003-2008

Project Abstract:

The principal aim of the proposed research is to improve low-income preschool-aged children's school readiness by decreasing their risk for behavioral problems through a set of classroom-based interventions. The following study, entitled the Chicago School Readiness Project will determine whether emotionally- and behaviorally-focused interventions in preschool have a significant long-term impact on children's academic achievement in 1st grade (as measured by school records) as well as on short-term language, pre-literacy, emotional, and behavioral outcomes, in the preschool and Kindergarten years. In the proposed research, 18 Head Start sites in Chicago, IL (with 602 children enrolled in 35 classrooms) were randomly assigned a control group (with receipt of support from a teacher's aide) or to a multi-component classroom intervention that included extensive teacher training (Webster-Stratton, et al, 2002) and weekly mental health consultation. Our hypothesis was that the emotional climate of treatment-assigned classrooms could be improved and that children's emotional, behavioral, and academic difficulty could be reduced through appropriate service delivery, support and referral within early educational settings (Donahue, et al. 2000). In addition, it is expected that the intervention's effect sizes will be substantially affected by two moderating influences, including 1) family and community levels of cumulative risk, and 2) the

degree to which programs are implemented, conceptualized as "dosage" of treatment administered in each setting. In short, what intervention approaches represent the wise investment in young children's chances for later school success? Does the CSRP intervention model offer long-term benefits to young children's emotional and behavioral adjustment and later school readiness? The research outlined in this application will answer these pressing empirical questions using direct assessments of children's emotional and behavioral adjustment, language and pre-literacy skills. This project's use of direct child assessments will be complemented by the inclusion of parent and teacher report, children's grades, use of special services, and standardized achievement test scores from preschool through 1 grade.

University of Nebraska-Lincoln

Project Title:

Parent Engagement and Child Learning Birth to Five

Principal Investigator:

Susan M. Sheridan

Project Funding Years:

2003-2008

Project Abstract:

This study investigates the effects of a comprehensive intervention that integrates parent engagement and relationship components into a community-based early education program for children aged 0-5. It integrates a strong conceptual basis focusing on the context of close relationships between parents, children and professionals, with innovative service delivery models of consultation (triadic, McCollum & Yates, 1994; and conjoint, Sheridan, Kratochwill, & Bergan, 1996) in an intervention that addresses both child learning and parent engagement. The objective of this study is to carefully evaluate the benefits of a multicomponent child- and parent-focused intervention that addresses both home and center/school environments. Through ongoing coaching and professional development, the intervention is designed to improve the skills of intervention agents to increase early and sustained parent engagement across multiple social and learning contexts. Specific research aims are to: (1) evaluate the effects of an innovative, comprehensive service delivery system on child cognitive, behavioral, and socioemotional outcomes, in comparison to the present conventional system for children under 5 years of age; (2) assess the impact of the proposed comprehensive intervention on parental engagement (i.e., warmth/sensitivity, support for child's autonomy, and active participation in