

Head Start staff by providing high quality oral language instruction in the classroom.

*Sample:*

Year 1: 18 Head Start Classrooms

Year 2-3: 18 Head Start Classrooms

60 Head Start Teachers/Assistants/Staff Members

*Measures:*

*Children*

Assessment of Literacy and Language (ALL)

reschool Language Scale – Spanish version

Get Ready to Read

Spanish Phonological Awareness Measure

ocabulary Picture Vocabulary Test (PPVT)

Narrative Assessment Protocol

reschool Clinical Evaluation of Language Function

Expressive One-Word Picture Vocabulary Test (EOWPVT)

Expressive One-Word Picture Vocabulary Test-Spanish-Bilingual Edition (EOWPVT:SBE)

*Teachers*

Classroom Assessment Scoring System (CLASS)

Teach Emergent Literacy and Language Skills (TELLS)

Teach Emergent Literacy and Language Skills – Bilingual Classroom (TELLS-BC)

**The Research Foundation of SUNY on behalf of the University of Buffalo**

*Principal Investigator:*

Gregory A. Fabiano, Ph.D.

*Project Title:*

Strategies for Improving the Effectiveness of Head Start Teachers' Classroom Management

*Project Funding Years:*

2008-2011

*Project Abstract:*

The Research Foundation of SUNY on behalf of the University of Buffalo will investigate the effectiveness of an intensive inservice training program designed for teachers and teacher assistants in Head Start classrooms. Teachers and teacher assistants will be randomly assigned to a one-day

inservice training or five-day intensive experiential training before the beginning of the Head Start school year. Additionally, all teachers will have the opportunity to work with advanced school psychology graduate students who will serve as behavioral consultants. Specific aims for this study are to (a) develop and implement an intensive summer experiential training program for Head Start teachers that increases the effectiveness of classroom management procedures; (b) investigate the impact of experiential learning with follow-up relative to inservice training with follow-up on improving the effectiveness of teachers' classroom management procedures; and (c) investigate the impact of training on the program-level variables such as number of students referred from each classroom due to behavioral concerns, teacher turn-over, and supervisor ratings of teacher performance. In Year 1, investigators will identify strengths and needs related to teacher effectiveness in classroom management, develop and pilot teacher training procedures, and create forms and measures to monitor the integrity of the pilot training procedures. In Year 2 17 Head Start centers will be randomly assigned to one of the two training conditions. Year 3 will include the five-day intensive training for teachers who were assigned to one-day inservice training and booster sessions for teachers assigned to intensive training in year two. In October, February, and June of Year 2 and 3 teacher effectiveness for the sites will be assessed. Results are expected to show teachers participating in the intensive experiential training program will demonstrate better classroom management skills, have a better classroom climate, and demonstrate improved use and outcomes related to inservice training. In addition, improved teacher effectiveness in classroom management strategies and child-related outcomes will be observed in classrooms where the teacher and teacher assistants participated in the experiential learning.

*Sample:*

17 Head Start Centers

*Measures:*

*Teachers*

Independent (blinded) Observations of teacher classroom management procedures and student behavior

Impairment Rating Scale (IRS)

*Classroom*

Early Childhood Environment Rating Scale, Revised Edition, Updated (ECERS)