

(3) examining how change in risk relates to parent's progress in alleviating out-of-home placement of their children and their ability to maintain parental rights; and (4) explaining how Early Head Start engages and retains families so potentially preventative interventions can be delivered. The long-term goal of the study is to provide Early Head Start administrators, practitioners, and policymakers with information necessary to develop and provide early intervention and program components in a manner that reduces risk and prevents child maltreatment. Study results will also contribute to the efforts of Early Head Start and other home visitation programs to reduce child maltreatment for infant and toddlers, as well as support young children's development of social, emotional, and cognitive competence.

*Sample:*

410 Early Head Start families with children under 3 years of age

*Measures:*

- Secondary data analyses of EHS archival data
- Juvenile Court records from the Nebraska JUSTICE system
- Center for Epidemiologic Studies Depression Scale (CES-D)
- Behavioral, Emotional, and Social Screening Checklist for Head Start Children (BESS)
- Semi-Structured Program Interview: family strengths and need for services
- Mental Health Referral Forms

**Lucía I. Méndez**

*Project Title:*

A Culturally and Linguistically Responsive Vocabulary Approach for Dual Language Learners

*Co-Mentors:*

Elizabeth Crais

Dina Castro

*Project Funding Years:*

2011-2013

*University Affiliation:*

University of North Carolina at Chapel Hill

*Project Abstract:*

The purpose of this study is to examine the effectiveness of a Culturally and

Linguistically Responsive (CLR) English vocabulary approach designed to support vocabulary development in Spanish-speaking dual-language learners (DLLs). The approach incorporates research findings on instructional strategies, including strategic use of the home language and home culture, delivered through a shared reading activity. The CLR approach will be compared to an English-only Culturally Responsive (ECR) approach and a “business as usual” (BAU) English-only classroom approach. The ECR approach includes the cultural but not the linguistic aspect of the CLR approach. Children will be randomly assigned to a CLR group, an ECR comparison group, or a BAU control group. Expected results include additional data to inform Head Start and Early Head Start policymakers and administrators as well as instructional procedures to support and improve the quality of services to culturally and linguistically diverse preschool children. Findings could also positively impact the development of Head Start policies on: (1) effective vocabulary instructional strategies that support oral language development in DLLs; and (2) content for multicultural professional development training for both monolingual and bilingual providers serving diverse children.

*Sample:*

72 Spanish-speaking dual language learner preschool children from Head Start classrooms

*Measures:*

*Child Vocabulary Measures*

- Receptive One Word Picture Vocabulary Test: Spanish Bilingual Edition (ROWPVT-SBE)
- Picture Vocabulary Subtest of Woodcock-Johnson Test of Achievement III (WJ-III)
- Picture Vocabulary Subtest of Bateria III
- Receptive English Vocabulary Probe (REVP)
- Receptive Spanish Vocabulary Probe (RSVP)

*Family Measure*

- Family Demographic Data Form

## **Catherine Tsao**

*Project Title:*

Predicting Infant/Toddler Social-Emotional Outcomes From Intrapersonal Caregiver Characteristics and Child Care Process Quality