

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

*Mentor:*  
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*Project Funding Years:*  
2011-2013

*University Affiliation:*  
University of California, Los Angeles

*Project Abstract:*

This study will examine the impact of two intrapersonal caregiver characteristics - self-regulation and internal models of caregiving - on infant/toddler social-emotional outcomes and classroom child care process quality. Specifically the project will examine whether: (1) intrapersonal caregiver characteristics of self-regulation and internal working models of caregiving predict ratings of sensitive and responsive care for infant/toddlers; (2) process quality predicts child outcomes in the social-emotional domain of emotion regulation and security of attachments with the primary caregiver; and (3) the two specified intrapersonal caregiver characteristics predict domain-specific child outcomes. The study will also examine the moderating influence of certain psychosocial stressors on the association between intrapersonal caregiver characteristics and child care program quality. Results are expected to provide new research on infant/toddler care to promote effective teaching through professional activities aimed at improving teaching practices and child outcomes.

*Sample:*

100 Caregiver-Child Dyads in approximately 33 to 50 Early Head Start and Community Infant/Toddlers Classrooms

*Measures:*

*Caregiver Measures*

- Difficulties in Emotion Regulation Scale (DERS)
- Teacher Relationship Interview

*Classroom Observation Measure*

- Modified Observational Ratings of the Caregiving Environment (M-ORCE)

*Child Outcome Measures*

- Attachment Q-Set (AQS)
- Emotionality, Adaptability, Sociability (EAS) Temperament Survey