

validation of the Dynamic Assessment program. Classrooms were randomly assigned to assessment and control conditions (five in each group). Teachers in the assessment classrooms used the Dynamic Assessment program throughout the year. In order to validate the emergent literacy measure, 130 children from the 10 classrooms completed standardized assessment instruments measuring language and emergent literacy skills in the fall and spring of the second year. A Literacy Activities Checklist was also developed in order to assess teachers' use of literacy activities. Children's growth scores were analyzed in order to evaluate the extent to which project participation had an impact on teachers' use of emergent literacy activities in the classroom and on children's emergent literacy skills.

*Sample:*

n=130 children from low-income families in Suffolk County, NY

*Measures:*

*Child*

Developing Skills Checklist

NCLD Get Ready To Read Screen

*Teacher*

Literacy Activities Checklist

Teacher Background Survey

## **Jane G. Querido**

*Project Title:*

Early Intervention for Child Conduct Problems in Head Start Children

*Grantee:*

Jane G. Querido

*Project Funding Years:*

1999-2001

*University Affiliation :*

University of Florida

*Project Abstract:*

This study examined the effect of Parent Child Interaction Therapy (PCIT) on Head Start families whose children were at risk for later conduct disorders. The study also served as a screen for behavior problems in Head Start children. Data was collected on Head Start families receiving standard care and compared to families receiving PCIT in addition to standard care. It was hypothesized that, compared to the families receiving standard care, the study group receiving standard care and PCIT intervention would have (1)

children with fewer behavior problems, (2) children who are more compliant to parents' commands, (3) more positive and effective parent-child interactions, and (4) lower parental stress and depression levels and higher family support.

The study was comprised of three phases, using a battery of quantitative standardized assessments completed by teachers, parents and children. In Phase I parents of Head Start children in Alachua County, FL were asked to complete the Eyberg Child Behavior Inventory and a Demographic Data Sheet in order to determine the prevalence of child behavior problems. There were approximately 800 children in Head Start in Alachua County at the time of the study. Phase 2 included participation by parents and teachers of 100 3-year-old and 100 4-year-old Head Start children who were randomly selected from Phase I. Head Start child and parent functioning were measured to provide normative data using standardized assessments from the parents and teachers. Phase 3 included 30 Head Start children with problem behavior in the clinical range, with at least one parent able to participate in treatment. In Phase 3, families were randomly assigned to standard care or PCIT groups (half in each) and were not informed of the assignment until after the pre-assessment protocol. Data in this phase was collected using standardized tests from parents, teachers, children, and observers before and after the PCIT intervention and at a four-month follow-up. Treatment outcomes of PCIT were determined at post-treatment, and the maintenance of PCIT gains were assessed four months later. PCIT did not end until the treatment goals were attained. Treatment effects were evaluated by comparing the standard care group and the standard care plus PCIT group on all of the dependent variables.

*Sample:*

n=parents of 800 Head Start children (Phase 1)

n=parents and teachers of 100 3-year-old and 100 4-year-old Head Start children (Phase 2)

n=30 Head Start children with behavior problems in the clinical range, at least one parent of these children, and the children's teachers (Phase 3)

*Measures:*

*Child*

Peabody Picture Vocabulary Test-III

*Teacher*

Conners' Teacher Rating Scale- Revised: Long Version (CTRS-R:L)

Sutter-Eyberg Student Behavior-Revised (SESBI-R)

*Parent*

Dyadic Parent-Child Interaction Coding System-II (DPICS-II)  
Demographic Questionnaire  
Wonderlic Personnel Test (WPT)  
Parenting Locus of Control-Short Form (PLOC-SF)  
Beck Depression Inventory-II (BDI-II)  
Multidimensional Scale of Perceived Social Support  
Parenting Stress Index-Short Form  
Family Relationship Index (FRI)  
Therapy Attitude Inventory (TAI)  
Barriers to Treatment Participation Scale (BTPS)  
Eyberg Child Behavior Inventory (ECBI)  
DSM-IV checklist for Disruptive Behavior Disorders (ADHD, ODD, CD)  
Child Behavior Checklist for 4 to 18 Year Olds (CBCL/4-18)  
Child Behavior Checklist for 2 to 3 Year Olds (CBCL/2-3)

## **Sharon Switzer**

### *Project Title:*

A Study of the Home Literacy Practices of Brazilian Immigrant Head Start Families

### *Grantee:*

Sharon Switzer

### *Project Funding Years:*

1999-2001

### *University Affiliation :*

Lesley College

Center for Children, Families and Public Policy

### *Project Abstract:*

This study explored the in-home literacy practices of low-income Head Start families who had emigrated from Brazil and who were not proficient in English, as well as studied the effect of immigration on the families and their children. This study attempted to extend the Purcell-Gates' study of uses of print in the home. Purcell-Gates studied low-income English speaking children. Using the same techniques as Purcell-Gates, this study examined verbal interactions, as well as uses of print in the home in non-English speaking Brazilian families. Results from the Purcell-Gates study showed that for English-speaking families, in-home literacy events create an environment where children infer the functional nature of the written language.

Five Brazilian families who speak Portuguese as their primary language were