

Development Associate and Literacy. In the Spring, experimental and control groups will be reassessed using the same measures. Individual and group differences over time will be investigated using variance tests, and statistically significant group-by-time interactions will be conducted to locate group differences in the equality of pre- to post-intervention change. Results will provide additional information on the presence of behavioral and emotional problems in minority preschoolers and their families and on the strengths that help families cope. In addition, service providers and policy makers will be informed on how to best help Latino families to meet their goals and promote wellness and mental health.

*Sample:*

n=60 Latino Head Start families (30 Fall 2000 cohort, 30 Fall 2001 cohort)

*Measures:*

*Teacher Assessments of Children*

Social Skills Rating System, Social Skills and Problem Behavior Scales (SSRS)

Teacher Report Form of the Child Behavior Checklist

*Parent Assessments of Children*

Child Behavior Checklist (CBCL)

*Adult Assessments*

Washington University Sentence Completion Test for Measuring Ego Development (WUSCT)

Center for Epidemiologic Studies Depression Scale (CESD)

Parenting Stress Index (Sense of Competence subscale and Life Stress score)

Parenting Self-Efficacy subscale of Parenting Sense of Competence Scale.

## **Mary Ann Fenske**

*Project Title:*

Project CALM CARE (Caregiving Affects Long-term Mental Health: Creating a Responsive Environment)

*Grantee:*

Mary Ann Fenske

*Project Funding Years:*

2000-2002

*University Affiliation:*

Wichita State University

Department of Communicative Disorders and Sciences

*Project Abstract:*

The purpose of this project is to support Early Head Start (EHS) administrators and staff in meeting the mental health and communication needs of maltreated infants/toddlers and their families. Project CALM CARE (Caregiving Affects Long-term Mental Health: Creating a Responsive Environment) aims to facilitate EHS administrators and staff in meeting the needs of children and families by providing them with information regarding: (1) caregiver tactile and vocal/verbal behaviors in response to infant engagement/disengagement cues, (2) childrearing frameworks of the families they serve, and (3) the framework of EHS organizational culture and its influence on the services provided. Participants will include EHS administrators and staff, as well as children and families who have participated in EHS for at least 6 months. A qualitative ethnographic approach will be utilized to gather data detailing the variables involved with children, parents, families, and their effectiveness of communication with EHS staff. Focus group interviews with five EHS administrators and 10-12 EHS family educators will be conducted to discuss agency philosophy, activities, objectives, and goals in providing services to maltreated infants/toddlers and their families. In addition, artifact reviews will be conducted, and observations of 10 EHS children interacting with their caregivers will be videotaped, transcribed, and coded using the Computerized Language Analysis Program (CLAN), thus allowing the researcher to document types and frequencies of infant cues and caregiver physical and verbal interactions. Relevant domains and themes in the EHS and parent interviews will be identified using Spradley's development research sequence, and an organizational culture framework will be used to construct a description of EHS culture.

*Sample:*

n=5 EHS administrators

n=10-12 EHS family educators

n=10 EHS children and their families

*Measures:*

*EHS Administrators and family educators*

Focus Group Interviews

*Caregiver-Child Interaction*

Videotaped interactions coded using the Computerized Language Analysis Program (CLAN)