

on level of SES; home confusion and disorganization; parental stress, depression, and anxiety; parental involvement; consistent discipline; child temperament; child aggression and ADHD symptoms; child's executive functioning; and child's cognitive abilities. Home confusion and disorganization, parental stress, parental depression/anxiety and child's cognitive abilities will be treated as control variables in this study. It is hypothesized that low SES, as well as higher levels of problematic child temperament dimensions and impaired executive functioning will be related to higher levels of ADHD symptoms and aggressive behaviors among preschoolers. In fact, it is expected that these factors will present a cumulative, additive risk. Furthermore, it is expected that parenting practices (parental involvement and consistent discipline) will interact with these variables in a multiplicative fashion in predicting child externalizing behaviors. Specifically, it is expected that positive parenting factors (parental involvement and consistent discipline) will serve as protective factors.

*Sample:*

100 preschoolers (ages 3-5) and one of their parents or primary caregivers and their teachers will participate. Participants will be drawn from Head Start preschools and non-Head Start preschools, to ensure SES diversity.

*General Measures:*

Demographic Questionnaire

The Confusion Hubbub Order Scale (CHAOS; Matheny & Phillips, 1993; Matheny et al., 1995)

*Parent Outcome and Parenting Measures:*

Parenting Stress Index (PSI; Abidin, 1995)

Brief Symptom Inventory (BSI; Derogatis, 1991)

Alabama Parenting Questionnaire-Preschool version (Frick, 1991; Shelton, Frick, & Wootton, 1996; Clerkin, Marks, Policaro, & Halperin, 2007)

*Child Outcome Measures:*

Child Behavior Questionnaire-Short Form (CBQ-SF; Rothbart et al., 2001)

Behavior Assessment System for Children-2-Parent Rating Scale and Teacher Rating Scale (BASC-2-PRS and BASC-2-TRS; Reynolds & Kamphaus, 2004)

Neuropsychological Assessment of Children - II (NEPSY- II; Korkman et al., 2007)

Woodcock-Johnson Test of Cognitive Abilities III (WJ III COG; Woodcock, McGrew, Mather, & Shrank, 2003)

**Adina Schick**

*Project Title:*

Home and School Emergent Literacy Practices of Latino Dual-Language Learners in a Bilingual Head Start

*Mentor:*

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*Project Funding Years:*

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*University Affiliation:*

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*Project Abstract:*

Building on an existing partnership, the proposed study seeks to examine the continuities and discontinuities between the home and school literacy practices of Latino dual-language learners. The primary objectives include: (1) investigating the literacy practices used by mothers and teachers of Latino dual-language learners enrolled in bilingual Head Start classrooms, and determining the extent to which these practices are continuous (or aligned); and (2) exploring the relationship between the degree of continuity in home-school literacy practices and children's emergent literacy skills. To address the first objective, home and school literacy practices will be assessed using an adaptation of the FACES surveys and an observational measure of parent-child and teacher-class book sharing interactions. For the second objective, children's oral language skills will be assessed in both Spanish and English, and print-related literacy skills will be assessed and observed using three measures. Results of this study will be used to collaborate with parents, teachers, and directors of the Head Start center on developing a classroom oral storytelling curriculum which will build on the home literacy practices. The findings will suggest ways in which Head Start programs serving children from Latino backgrounds might help support children's narrative skills and overall academic achievement.

*Sample:*

120 Latino Mothers and their Head Start Children

12 Head Start Teachers

*Measures of Mothers' Behavior:*

Home Literacy Survey

Mother-Child Book Sharing Task

*Measures of Teachers' Behavior:*

Classroom Literacy Survey

Teacher-Class Book Sharing Task

*Child Outcome Measures:*

Preschool Language Scale–IV

Concepts about Print

Letter Recognition

Independent Book Sharing