

behaviors among Head Start children. Other primary goals for this project are to determine the correspondence between the assessments in the preschool year and children's reading ability the following year, and to determine the degree of agreement of parent and teacher ratings of children's behavior with behavioral indices of inhibitory control and impulsivity. This study will also evaluate the utilization of intervention services by families of children in Head Start. Researchers hypothesize that improvements in the assessment process will likely lead to increased identification of children in need of early intervention that may prevent or reduce poor long-term behavioral and academic outcomes. Participants will include two cohorts of 100 three-, four-, and five-year-old Head Start children and their parents and teachers. During the first year of the project children will be administered the Behavioral Battery of Inhibitory Control Tasks (ICTB) during several individual sessions at the beginning of the Head Start school year and again after a three-month interval. In addition, children will be administered a battery of instruments to assess their intellectual and print awareness skills. Parents and teachers will be asked to complete three questionnaires measuring impulsivity and inhibitory control. The second year of the project will focus on assessing the adequacy of the year 1 behavioral measures in predicting behavior and reading ability in kindergarten. Children who participated in the project during the first year will be administered a series of decoding tasks to assess their growth in reading ability. As well, a new cohort of children will be assessed with all measures once during the fall and followed throughout the school year to track their referral for specialized intervention for behavior problems.

Sample:

n=200 three- to five-year-old Head Start children and their parents and teachers

Measures:

Child

Behavioral Battery of Inhibitory Control Tasks (ICTB)

Peabody Picture Vocabulary Test (PPVT)

Preschool Print Awareness Test

Parents and Teachers

Conners Teacher Rating Scale (CTRS)

Emotionality, Activity, Sociability, and Impulsivity Temperament Survey for Children

Internalized Control Scale (ICS)

Cathy Hauqing Qi

Project Title:

Identifying the Relationship between Language Delays and Behavior Problems of Head Start Children

Grantee:

Cathy Hauqing Qi

Project Funding Years:

2000-2002

University Affiliation:

Vanderbilt University

Project Abstract:

Recent findings have suggested that children with language delays frequently have concurrent behavior problems. This concurrence of problems makes learning difficult, thus placing these children at risk for school failure. To date only a few studies have used observational methods to document the interrelationships between language delays and externalizing and internalizing behavior problems in preschool children. This study was designed to carry out systematic observational data collection of target behaviors in two different preschool contexts (structured and unstructured activities). Sixty 3-and 4-year-old children enrolled at Head Start centers participated the study. They comprised two groups: 30 children with language delays, and 30 children with normal language. The MOOSES software system was used to capture observational data in naturalistic settings. Complete descriptive statistics were generated for all domains and subdomains of the Preschool Language Scale (PLS-3), Peabody Picture Vocabulary Test-III (PPVT-III), Caregiver-Teacher Report Form of CBC-TRF/2-5 (CBC-TRF/2-5), and Social Skills Rating System. This study aimed to improve the process of assessing Head Start children, and to validate teacher reports by supplementing them with observational methods. Additionally, these results should also provide a basis for diagnosis and intervention for children with language delays and behavior problems in Head Start classrooms. The information obtained from this study will allow Head Start teachers; early intervention specialists and speech-language pathologists to develop coordinated behavior and language interventions based upon the observed interdependence between language and behavior problems across class contexts.

Sample:

n=60 three-and four-year-old children

Measures:

Preschool Language Scale-3

Peabody Picture Vocabulary Test-III

Caregiver-Teacher Report Form of CBC-TRF/2-5
Social Skills Rating System
Observation

Lina L. Robinson

Project Title:

Caregivers' Internal Working Models: The Circle of Security Interview

Grantee:

Lina L. Robinson

Project Funding Years:

2000-2002

University Affiliation:

University of Virginia

Department of Psychiatric Medicine

Child-Parent Attachment Clinic

Project Abstract:

The purpose of this research project is to apply attachment research to direct clinical practice by developing attachment-based procedures that are efficient and practical in clinical settings. Researchers and clinicians at the University of Virginia and Center for Attachment and Clinical Intervention at the Marycliff Institute in Spokane Washington, have developed the Circle of Security Interview (COSI), which utilizes identified questions from the Adult Attachment Interview (AAI), the Parent Development Interview (PDI), and the Strange Situation Interview (SSI). The selected questions are considered to be the most critical for assessing parent's internal working models (IWMs) of close relationships, particularly with their children, and for designing treatment goals and plans. The current research project will carry out the development and initial validation of a standardized coding procedure for the COSI. Intervention assessments will be conducted with child-parent dyads involved in the "Attachment-Based Interventions in Head Start Child-Parent Dyads" Head Start/University of Virginia and the Head Start/Early Head Start of Spokane County, Washington. The first year of the project is devoted to the development of a coding system for the COSI based on videotaped sessions of the child-primary caregiver dyad. During the second year of the project, clinical psychology graduate students at the University of Virginia will be trained in the COSI coding system and will be involved in formal data coding of the COSIs. Data analyses will investigate the relationship between parents' IWMs and their parenting behavior and the child's attachment in