order to better understand the contribution and affect of these factors on children's behavioral, emotional, and academic development.

Sample:
n=69 child-primary caregiver dyads

Measures:
Child
Strange Situation

Caregiver
Strange Situation
Circle of Security Interview (COSI)

Carol Dieringer Stock

Project Title:
The Effects of a Responsive-Interactive Language Intervention with Head Start Children

Grantee:
Carol Dieringer Stock

Project Funding Years:
2000-2002

University Affiliation:
University of Oregon
School Psychology Program

Project Abstract:
This two-phase study addresses the need for early interventions that identify and provide services to children whose language delays put them at risk for negative developmental outcomes. In particular, the study examines ways to provide expanded opportunities and support to caregivers in order to improve the quality and quantity of caregiver-child verbal interactions. The following research questions will be examined: (1) Is there a functional relationship between responsive-interactive language strategies exhibited by caregivers and the language skills of their preschool children? and (2) Do child language skills gained through the home-based language intervention generalize to peer interactions?

In Year One, three caregiver-child dyads recruited from Head Start classrooms will participate in a home-based, responsive-interactive language intervention. Participating children must be between 48 and 55 months old and perform one standard deviation or more below the average in language

skills on standardized measures of language development, but must not receive speech and language services. In addition, families must meet economic criteria for the Head Start program, and dyads must speak English or Spanish as their primary language. Home visitors will provide modeling, coaching, feedback, and language activities in order to support caregivers' verbal skills in contingent feedback, following the child's lead, and balanced turn-taking. A behavioral observation tool created by the principal investigator will be used to evaluate each child's verbal interactions and responses during caregiver-child and child-peer interactions, as well as each caregiver's verbal skills. The Picture Description Fluency Measure (PDF), an Individual Growth and Development Indicator of Language created by the University of Oregon, will be used to identify growth in children's vocabulary. The Systematic Analysis of Language Transcripts computer-based coding system (SALT) will be used to code caregivers' use of the above-mentioned skills and children's language behaviors during video-taped language samples of caregiver-child verbal interaction. The Expressive One-Word Picture Vocabulary Test (EOWPVT) will be used to identify progress in children's global language skill development. Visual analysis of trend and level will be used to identify a controlling effect for the intervention on caregiver and child verbal behavior. Identification and analysis of individual differences in response to the intervention among families will allow for adjustments in Year Two interventions that will ensure the most effective and culturally sensitive home visiting program for the promotion of language skills.

The responsive-interactive language intervention will be widely implemented in Year Two. Inclusion criteria will remain unchanged. Fifty Head Start families will be randomly assigned to intervention and control conditions. The PPVT-R will measure children's expressive and receptive language prior to and following the intervention for children in both groups. The Picture Description Fluency Measure (PDF), Picture Naming Fluency Measure (PNF), and Caregiver Verbal Interaction Code (CVIC) will be used at three points throughout the intervention to assess growth in children's vocabulary and the caregiver's use of targeted verbal strategies. The statistical procedure ANCOVA will be used to analyze all pre-and post-test Year Two data.

Sample:
n=3 Head Start caregiver-child dyads in Year 1
n=50 Head Start families in Year 2

Measures:
Year 1 Caregiver Assessments
Caregiver-Child Verbal Interaction Code
Systematic Analysis of Language Transcripts (SALT) computer-based coding

system
Caregiver Satisfaction Surveys

Year 1 Child Assessments
Caregiver-Child Verbal Interaction Code (CCVIC)
Peer Verbal Interaction Code (PVIC)
Picture Description Fluency Measure (PDF)
Expressive One-Word Picture Vocabulary Test (EOWPVT)
30 minute video taped language sample coded using the Systematic Analysis of Language
Transcripts (SALT) computer-based coding system

Year 2 Caregiver Assessments
Caregiver Verbal Interaction Code (CVIC)
Caregiver Satisfaction Surveys

Year 2 Child Assessments
Peabody Picture Vocabulary Test-Revised (PPVT-R)
Picture Description Fluency Measure (PDF)
Picture Naming Measure (PNF)

Jennifer Tschantz

Project Title:
Including Children with Disabilities in Early Head Start: Four Case Studies

Grantee:
Jennifer Tschantz

Project Funding Years:
2000-2002

University Affiliation:
University of Maryland
Department of Special Education

Project Abstract:
The focus of this project is to increase knowledge about policies related to including young children with disabilities in Early Head Start (EHS). Case studies will be conducted at four different EHS centers in two states. The case studies will address the following research questions: (1) How do different EHS communities address the 10% mandate and related requirements, as well as provisions in Part C of IDEA? (2) How have the initial steps for including a child with disabilities in EHS been organized for specific children? (3) What local contextual factors impact services and