

Project Title:

The Effect of Home Literacy Factors on English and Spanish Linguistic Proficiency and Pre-Literacy Skills of Spanish-Speaking Children

Grantee:

Blanca Quiroz

Project Funding Years:

2002-2004

University Affiliation:

Harvard University
Graduate School of Education

Project Abstract:

Harvard University will describe the home language- and literacy-related experiences of Head Start children growing up in bilingual (English/Spanish) or Spanish-dominant families and the effects of these experiences on children's literacy-related skills. The primary research questions will be (a) How is language used during mother-child activities in bilingual or Spanish-dominant families? (b) Do bilingual families also use some of the language techniques previously found in English-speaking homes that influence literacy and language development in English? and (c) When controlling for family demographics and school factors, what is the effect of mothers' language use and behaviors on children's literacy-related skills? Participants will be 51 families in which Spanish is spoken at home (n=12 bilingual, n=39 Spanish-dominant) with a 4-year-old Head Start child. The data will consist of a home interview, an audio recording of three mother-child activities, and maternal vocabulary tests. Mothers will be observed reading to their children, completing a "homework" type activity, and interacting with their children during mealtime. A vocabulary test will also be administered to the mothers in both Spanish and English. The data will then be transcribed and coded using the Child Language Data Exchange System (CHILDES). The researchers expect to further Head Start's mission of serving underprivileged children by discovering the specific needs of Latino bilingual children. A further result will be the development of the Home-Language Status Scale, which will provide a measure of language status that can be used by other Head Start researchers.

Sample:

N=51 bilingual or Spanish-dominant Head Start families

Measures:

Mother

Home Language and Literacy Exposure Index (HLLEI)

Book-Sharing Task

Homework Activity Task
Mealtime Audiotaping
Peabody Picture Vocabulary Test-Revised (PPVT-R)
Test de Vocabulario en Imagenes Peabody (TVIP)

Child

Woodcock Language Proficiency Batter: Picture Vocabulary
Narrative Production Task: The Picnic

Mariana S. Rocha*

Project Title:

Project PASS: The Development and Validation of the Proactive Assessment of Social Skills

Grantee:

Mariana S. Rocha

Project Funding Years:

2002-2003

University Affiliation:

University of Oregon
School Psychology Program

Project Abstract:

The goal of the proposed study is to develop and validate an assessment tool to inform decision-making about social competence development in children. The Proactive Assessment of Social Skills (PASS) will consist of a brief and efficient direct measure of social competence in young children to chart the social growth and development of preschool children. This will include (a) screening all children for potential social/behavioral problems, (b) identifying children at risk for development of social/behavioral problems, and (c) evaluating the effectiveness of interventions for individual children and groups of children. The following research questions will be examined: (1) How well do scores on the PASS measure correlate with other measures of social competence (e.g., teacher ratings and naturalistic observations)? (2) Is the PASS a more sensitive measure of change in social skills than the PKBS as indicated by the production of a larger effect size over time? (3) Is the PASS able to discriminate between children ranked as low and high risk for social skill deficits? (4) What is the stability of children's performance on the PASS 2 weeks apart? and (5) What is the stability of children's performance across two activities?

PASS is comprised of two components: an observational code and