

teachers in the intervention classrooms of the larger Head Start REDI trial. A mixed-methods approach will be used which will include teacher reports, REDI mentor reports, classroom observations, and a qualitative teacher interview. Findings from this study are expected to provide Head Start with a concrete example of how to implement and maintain evidence-based programs.

Sample:

42 Head Start Classrooms (22 Intervention, 20 Control)

Measures:

Teachers

The Background Information Survey

Professional Development Questionnaire

Center for Epidemiological Studies of Depression Scale (CES-D)

Self-Efficacy Scale

The Organizational Culture Scale

Intervention Teacher Self-Report Addendum

Intervention Teacher Self-Report Sustainability Addendum

Head Start REDI Qualitative Sustainability Questionnaire

Classroom

Classroom Assessment Scoring System (CLASS)

REDI Trainers

REDI Training Implementation Ratings

REDI Trainer Process Ratings

REDI Trainer Sustainability Ratings

Sustainability Process Ratings

Linnie Green*

Project Title:

A Play Intervention with Mothers and Their Young Children

Mentor:

Christine McWayne

Project Funding Years:

2006-2008

University Affiliation:

New York University

Steinhardt School of Psychology

Department of Applied Psychology

Project Abstract:

New York University will implement a dyadic, mother-paired play intervention that focuses on the importance of mother-child play as an avenue for enhancing children's social and emotional competence. The specific objectives of the study are: (a) identify mothers of young children who demonstrate positive play skills with their children, as well as those who do not appear to demonstrate these skills; (b) implement an intervention to enhance the manner in which mothers engage with their children during play to promote children's social and emotional competence; and (c) evaluate the effectiveness of the dyadic, mother-paired play intervention by examining child outcomes, mother outcomes, and mother-child outcomes via pre-post assessments. The proposed intervention will include 80 mother-child dyads recruited from a target Head Start center. The mother-child dyads will be randomly assigned to an intervention or control group. Mothers' beliefs about child development will be measured using the Knowledge of Infant Development Inventory (KIDI), children's social-emotional functioning will be assessed using the Vineland Social-Emotional Early Childhood Scales and the Social Competence and Behavior Evaluation. Results of the study are expected to help aid in building capacity for programs like Head Start.

Sample:

80 Mother-Child Dyads

Measures:

Parents

Knowledge of Infant Development Inventory

Children:

Vineland Social-Emotional Early Childhood Scales

Social Competence and Behavior Evaluation – Preschool Edition

Mother-Child:

Maternal Behavior Rating Scale

Jessica Krueger*

Project Title:

Evidence Based Practices with Head Start Students At-Risk for Later Behavior Problems: Using an Evidence-Based Parent Training Program

Mentor:

John Carlson

Project Funding Years:

2006-2008