

whether learning behaviors contribute to the resilience of children in high risk, urban areas. Researchers intend to use the findings to alter the Head Start curriculum and provide opportunities for Head Start leadership to reconsider the prioritization of learning behaviors in the existing curriculum.

*Sample:*

N=400 Children (200 from Sample 1, and 200 from Sample 2)

*Measures:*

*Teacher*

The Preschool Learning Behaviors Scale (PLBS)

*Child*

Test of Early Reading Ability, third edition (TERA-3)

Test of Early Mathematics Ability, second edition (TEMA-2)

*Parents/Caregivers*

Child & Family Demographics

Family Involvement Questionnaire (FIQ)

**Gina A. Cook\*\***

*Project Title:*

Early Environmental, Cognitive, and Social Indicators in Infancy: Relations to Second-Grade Reading Comprehension

*Grantee:*

Gina A. Cook

*Project Funding Years:*

2003-2005

*University Affiliation:*

Utah State University

College of Education and Human Services

Department of Family, Consumer, and Human Development

*Project Abstract:*

Utah State University will explore the influence of early environmental supports and other cognitive and social factors on literacy and reading comprehension. More specifically, the study seeks to answer the following questions: (a) What early environmental supports predict reading comprehension scores; (b) What early cognitive indicators in language, cognition, and emergent literacy predict reading comprehension scores; (c) Which early social indicators predict reading comprehension in second-graders; and (d) What combinations of early environmental and

developmental factors predict later reading comprehension? Participants will include 120 second grade children from low-income families, who previously took part in the national Early Head Start study. Developmental data from the children at 10, 14, 18, 24, 36 months and in kindergarten will be used to investigate the impact of early environmental supports, and other cognitive and social factors on later reading comprehension. By incorporating longitudinal data with more recent data from standardized measures, interviews, and self-reports, researchers hope to provide a better understanding of the factors that influence literacy development from infancy through second grade.

*Sample:*

N=120 Second-Grade Children

*Measures:*

*Parent*

The Head Start Family Information Survey (HSFIS)

Attachment Q-Set

Middle Childhood Home Observation for the Measurement of Environment (HOME)

Family Reading Survey

Parenting Stress Index Short Form (PSI/SF)

Family Crisis Orientated Personal Evaluation Scales (F-COPES)

Adult Attachment Style scale

*Child*

Bayley Scales of Infant Development

Sustained Attention/Staying on Task subscale (Leiter-Revised Sustained Attention Task)

Woodcock Johnson Revised (WJ-R)

Comprehensive Test of Phonological Processing (CTOPP)

Peabody Picture Vocabulary Test (PPVT)

Connor's Rating Scale-Revised (CRS-R)

Pictorial Scale of Perceived Competence and Acceptance

**Lizanne DeStefano\***

*Project Title:*

Evaluating School Readiness Outcomes in a Local Head Start: An Empowerment Approach

*Grantee:*

Lizanne DeStefano