

Teachers

Behavior Assessment System for Children-2 (BASC-2)

Linda Lee *

Project Title:

Social Interaction with Peers, Peer Relationships, and Socioemotional Adjustment of Immigrant Children at Head Start

Mentor:

Carollee Howes, Rashmita Mistry

Project Funding Years:

2005-2007

University Affiliation:

Regents of the University California of Los Angeles
Graduate School of Education & Information Studies

Project Abstract:

The Regents of the University California of Los Angeles will examine the process by which experiences of immigration are related to children's socioemotional outcomes during the preschool period. The project seeks to answer the following questions: (a) how do the immigrant settlement experiences influence children's social interaction with peers and peer relationships at school? (b) do variations in children's social interaction with peers mediate the relation between settlement experiences and children's peer relationship? (c) how do classroom characteristics attenuate or strengthen the path from settlement experiences to socioemotional adjustment? Participants will include 125 families from Head Start preschools. Parent and teacher questionnaires, child interviews, and classroom observations will be conducted throughout a school year. The project aspires to develop intervention policies in Head Start that help mitigate risks inherent in the settlement process of children of immigrant families.

Sample:

125 families

Measures:

Teacher

Teacher Questionnaire

Pianta Student Teacher Relationship Scale

Child Behavior Scale (CBS)

Parents

Parent Questionnaire

Children

Howes Peer Play Snapshot Scale

Sociometric rating interview

Classroom

Teacher Questionnaire

Observer Rating of Child Behavior

Wendy Mages *

Project Title:

Does Drama Promote Early Childhood Development? The Effect of Drama on Language, Perspective-taking, and Imagination

Mentor:

Catherine Snow

Project Funding Years:

2005-2007

University Affiliation:

Harvard University

Graduate School of Education

Project Abstract:

This study will use a quasi-experimental multi-site design to investigate the impact of an innovative preschool drama program on urban Head Start children's development of language, perspective-taking, and imagination. This investigation seeks to answer the following research questions: (a) is participation in a high-quality drama program related to enhanced language, perspective-taking, and imagination development of young children enrolled in Head Start? (b) what are the key characteristics of the drama program that may contribute to Head Start children's enhanced language, perspective-taking, and imagination? Participants will include 155 four- and five-year-old children, 72 who participated in the drama program, and 83 who did not participate in the program. Children's language abilities, ability to construct a story, ability to comprehend emotions, and imaginative abilities will be assessed both before the start of the drama program and after it has concluded. It is anticipated that results from the study will support the preschool drama program as an engaging and pleasurable way to prepare Head Start children for school success.