

children's emergent literacy over time; and (c) work in partnership with Head Start teachers and parents to create a strengths-based family literacy project and to determine the influence the project will have on parental satisfaction with and participation in a family literacy program and teachers' perceptions of parents' educational involvement. The project will collect family literacy data on 90 Latino families to assess family literacy patterns and children's literacy skills. The first wave of the project will involve culturally appropriate observations and surveys conducted through home visits to investigate family literacy patterns. In the second wave, the project will assess children's literacy skills as a function of family literacy practices. The third and final wave of the study will incorporate previous findings to develop a family literacy program for Latino children. Results of the project are expected to advance knowledge about Latino children's literacy development and provide information about how Head Start programs could improve services for Latino Families.

Sample:

90 Latino Families

Measures:

Parents

Family Literacy Practices

Family Involvement Questionnaire

Mother-Child Book-Reading Task

Children

James Language Dominance Test

Concepts about Print

Letter Identification

Narrative Task

Feelings about Literacy

Katherine Driscoll **

Project Title:

Banking Time: Effectiveness of an Intervention Designed to Promote Supportive Teacher-Child Relationships

Mentor:

Robert Pianta

Project Funding Years:

2005-2006

University Affiliation:
University of Virginia
Curry School of Education

Project Abstract:

The project will implement and investigate the effects of the Banking Time intervention in Head Start classrooms. Specifically, the main objectives of the study are to (a) collaborate with Head Start Teachers to implement the Banking Time intervention; (b) examine the effects of the intervention on teacher-child relationships and outcomes; and (c) obtain feedback and provide resources for effective implementation of Banking Time in Head Start classrooms during and following completion of the study. Participants will include 40 Head Start teachers and 160 children from various Head Start classrooms. Teachers will be randomly assigned to either an experimental group (n=20), where they will implement the Banking Time intervention, or a wait-list control group (n=20), where they will maintain their typical classroom routine. Four children from each classroom will be randomly selected to investigate the impact of the Banking Time intervention. Researchers anticipate that the results of the study will provide evidence that consistent, positive interactions with teachers positively affect children.

Sample

N=40 Head Start Teachers
N=160 Head Start Children

Measures:

Teacher

Questionnaire on Classroom Demographics
Questionnaire on Child Demographics
Student Teacher Relationship Scale (STRS)
Teacher-Child Interaction Task
Teacher-Child Rating Scale (TCRS)

Children

Young Children's Appraisals of Teacher Support (Y-CATS)
Teacher-Child Interaction Task

Teaching Assistant

Teacher-Child Rating Scale (TCRS)

Beth H. Garland *

Project Title:

Parenting Techniques and Parent Characteristics Associated with Child Externalizing Behavior Problems