

*Measures:*

*Child*

PROP Taste perception using the general Labeled Magnitude Scale  
Observational coding of Emotion Regulation  
EASI: Emotionality and Sociability subscales  
Leiter-R: Self Regulation subscale  
Behavior Rating Scale (subscale of the Bayley)

*Mother*

PROP Taste perception using the general Labeled Magnitude Scale  
Observational coding of mother's sensitivity towards her child  
Differentiation of Self Inventory (2 subscales: Emotion Reactivity and I  
Position)  
Parenting Stress Index-Short Form

**Erika Joye\***

*Project Title:*

Implementation of Dialogic Reading in the Early Head Start Classroom

*Grantee:*

Erika Joye

*Project Funding Years:*

2004-2005

*University Affiliation:*

University of Denver  
Department of Child, Family, and School Psychology

*Project Abstract:*

Through a partnership with the Clayton Family Futures Early Head Start (EHS), the University of Denver will use the Dialogic Reading technique to promote emergent literacy skills in EHS classrooms and homes. The study seeks to answer the following questions: (a) What supportive coaching strategies are successful in achieving teachers' consistent inclusion of Dialogic Reading practices in the classroom; (b) How do adult reading styles change after learning the Dialogic Reading technique; and (c) How much improvement occurs in children's expressive language production as a result of one-on-one reading with an adult? Children and teachers in two Head Start classrooms will participate in the study. Researchers will observe each teacher's reading sessions' with four children, gathering data about adult reading behaviors, adult reading language/style, and child utterances. Subsequent consultations with teachers will focus on feedback and suggestions about reading style techniques. Additional observations will be

conducted, to show teachers the progress of Dialogic Reading in the classroom. The primary aim of the research is to improve the understanding of Dialogic Reading implementation in EHS classrooms, and its effectiveness in improving language development.

*Sample:*

N=2 Early Head Start classrooms

*Measures:*

*Child*

Observation Form for Children's Language Production

Record Form: Amount of Dialogic Reading per week/per child

*Teacher*

Assessment: Adult Reading Style (a coding form for observational data)

**Leanne Kallemeyn\*\***

*Project Title:*

School Readiness, Assessment, and Accountability: Enhancing Local Head Start Programs

*Grantee:*

Leanne Kallemeyn

*Project Funding Years:*

2004-2006

*University Affiliation:*

University of Illinois at Urbana-Champaign

Bureau of Educational Research

*Project Abstract:*

The University of Illinois will examine a local Head Start program's understanding of school readiness and experiences with evaluation and accountability activities related to school readiness, focusing on the federal (i.e., National Reporting System) and local levels (i.e., on-going child assessments, expectations of public schools and parents). Participants will include approximately 100 Head Start staff members, 100 Head Start parents, 60 kindergarten teachers, and 150 Head Start children. Head Start staff, parents, and kindergarten teachers will complete various surveys to assess their understanding of practices related to school readiness and evaluation. Child data will be drawn from the program's National Reporting System and Creative Curriculum Progress and Outcomes Reporting Tool (CC-PORT). Classroom observations will be carried out based on the eight Head