

the program's planning around whole-child assessment; and (c) consider how to involve parents in the program around the issue of children's social-emotional development. Participants will include Head Start children (N=187). The psychometric properties of instruments that are employed in the program to measure children's progress in educational classroom settings will be examined and discussed with educational staff. Focus groups will be conducted with parents (N=16) and teachers (N=16) to investigate their perspectives on children's social-emotional development and their role in the process. Researchers anticipate that the results will help parents and teachers improve social-emotional development in Head Start children, and will help determine future steps toward a larger, co-constructed research agenda.

*Sample:*

N=187 Head Start Children

*Measures:*

Preschool Child Observation Record, Second Edition (COR)  
Early Screening Inventory-Revised (ESI-R)  
Adjustment Scales for Preschool Intervention (ASPI)

**Amanda Quesenberry \*\***

*Project Title:*

Examining the Relationship Between Child Guidance and Behavior Policies and Procedures, Teacher Perceptions of Competence, Support, and Job Satisfaction, and Child Outcomes in Head Start Settings

*Mentor:*

Michaelene Ostrosky, Mary Louis Hemmeter

*Project Funding Years:*

2005-2006

*University Affiliation:*

University of Illinois  
College of Education

*Project Abstract:*

The University of Illinois will examine the potential relationship between program policies and procedures related to child guidance and the perceived levels of job satisfaction, support, and competence as reported by Head Start teachers. In addition, the relationship between program policies and procedures, teacher competence and support, and teacher reports of challenging behaviors and social skills in their classrooms will be examined.

Six Head Start programs will be selected based to participate in this study. Two sites will be randomly selected from each of the six identified programs. At these two sites, all classroom teachers providing consent will participate in a survey of their perceived level of job satisfaction, perceived competence in supporting children's social emotional development and addressing challenging behavior, and perceived level of support that they receive as it relates to working with children with challenging behaviors. Additionally, these teachers will complete the Social Skills Rating System (SSRS) (Gresham & Elliott, 1990) for each of the children in their classroom at each selected site. Results of the study are expected to show a better understanding of the relationship between challenging behaviors and later developmental issues of children in Head Start settings. The study is also expected to have an increased awareness of the preparation and support needed for teachers to effectively address children's challenging behavior.

*Sample:*

N= Approximately 65 Head Start Teachers

N= Approximately 1250 Children

*Measures:*

Directors/Teachers

Survey Created by Study

Social Skills Rating System (SSRS)