(1) Contribution of Project to Solving an Education Problem (1-2 pages)

In the changing demographics of the nation, early education and intervention professionals are increasingly encountering children and families from a variety of cultures. Latinos are now the largest minority group in the country and are growing at a faster rate than the population as a whole (U.S. Census Bureau, 2003). Nationally, Latinos are less likely than children from any other racial or ethnic group to be enrolled in an early childhood program (U.S. Department of Education, 2000). In 1995, the U.S. Department of Education reported that, compared with 73% of White and 76% of African-American first graders, only 57% of Latino first-graders had participated in a center-based early childhood program prior to kindergarten. The lower participation rate of Latino children in pre-kindergarten programs does not account entirely for the disparity that exists between Latino children and other groups with respect to readiness for kindergarten. Even among those who have attended preschool, Latino children lag behind their peers when they enter kindergarten and the gap in academic achievement appears to widen as children grow older. Among 3- to 5-year-olds not yet enrolled in kindergarten, White and African-American children are more likely than Latinos to recognize most letters of the alphabet, participate in storybook activities, count up to at least 20, and write or draw rather than scribble (U.S. Department of Education, 2000). Among a national sample of kindergartners participating in the Early Childhood Longitudinal Study, Latino children produced the lowest mean scale scores on reading proficiency compared to African American, Asian, and White children; moreover, 50% of Latino children were not proficient in letter recognition, compared to 43% of African American, 21% of Asian, and 29% of White children (ECLS-K; West, Denton, & Reaney, 2000).

Prompted by recent policies and research that have focused national attention on the critical importance of early education, many states and the federal government are making major investments in developing new initiatives or improving existing early childhood services. The vast majority of states now offer families of young children some form of state-sponsored pre-kindergarten program, many aimed primarily at improving the likelihood that children exposed to poverty and other risk factors will succeed when they enter kindergarten. One example of a state-sponsored early childhood program is North Carolina's ***More at Four Pre-kindergarten program***, which currently enrolls over 10,000 at-risk 4-year-olds in pre-kindergarten classrooms throughout the state.

In recent years, participation of Latino children in pre-kindergarten programs appears to have increased commensurate with the growth of public pre-kindergarten programs in the U.S. A newly released national study of state administrators of early childhood programs conducted by the authors of this proposal reported that enrollment of Latino children had increased in all four major types of early childhood programs surveyed (Buysse, Castro, West, & Skinner, 2004).

For Latino children, a pre-kindergarten classroom may be the first setting of sustained contact with a new culture and may help set the stage for early success or failure with formal schooling. As such, the pre-kindergarten period may be a critical time for Latino children, many of whom face the difficult task of developing language skills in a new language while experiencing the beginning-to-read process (Tabors, Páez, & López, 2003). Yet we know very little about the effects of pre-kindergarten schooling on Latino children. A number of national studies involving large pre-kindergarten samples have excluded Latino children or selected not to administer assessments to children who are not proficient in English. Consequently, Latino children who are English language learners have been underrepresented in previous research

examining the effects of pre-kindergarten education on children's learning and readiness for kindergarten.

We can expect Latino enrollment in pre-kindergarten programs to continue to increase in accordance with future population estimates, yet early childhood programs in the U.S. are largely unprepared to address the diverse educational and linguistic needs of young Latino children and their families. Latino children's first experience with formal education generally unfolds entirely within an English language environment. State administrators of early childhood programs reported that the limited number of Latino and bilingual professionals and the lack of appropriate professional development were the most urgent challenges facing schools and agencies serving the Latino pre-kindergarten population (Buysse et al., 2004). Only a small minority of institutions of higher education offer programs designed to prepare teachers to work with English language learners and programs targeting early childhood teachers for this specialized training are even more rare (Menken & Antunez, 2001).

The purpose of the proposed experimental study is to develop and test an intervention designed to improve the quality of teaching practices related to literacy and language learning among Latino pre-kindergartners, most of whom are English language learners. The intervention will consist of the following professional development components: (1) acquisition of content knowledge through a series of training institutes, (2) ongoing support from a bilingual consultant to help teachers implement new instructional strategies in the classroom, and (3) opportunities for reflection and shared inquiry with other teachers through community of practice meetings. The widely known *Learningames* curriculum (with adaptations for English language learners) developed for the Abecedarian Study will serve as the content for the professional development activities. Our sampling frame draws from the population of 10,000 low-income children enrolled in North Carolina's ***More at Four*** program, of which approximately 20% are Latino children. In collaboration with Dr. Peisner-Feinberg, a Co-Principal Investigator on this proposal and Principal Investigator of the More at Four Evaluation Study, our stratification strategies will capture variability related to location within urban and rural communities in the coastal, central, and western regions of the state. In addition to assessing teacher practices, child outcomes measures are designed to tap key constructs that have been shown to be related to children's later literacy achievement as well as the major determinants of children's learning outcomes. The proposed study will make the following contributions to address the gap in knowledge that currently exists regarding the effects of pre-kindergarten schooling and the determinants of learning and development for Latino children:

- Develop and evaluate a model professional development program designed to equip pre-kindergarten teachers with effective instructional strategies to support language and literacy among English language learners;
- Assess the effects of professional development on the quality of teacher practices and children's outcomes related to literacy and language learning; and
- Identify the child, family, and program variables that predict children's literacy and language learning.

(2) Research Plan (14-17 pages)

i. Rationale and Description of the Intervention

Conceptual Framework: How Young Children Learn to Read and Write. It is now universally recognized that the early childhood period (from birth through age eight) represents the most important period for language and literacy development. Ample evidence demonstrates the positive relationship between acquiring early literacy skills and the prevention of later school failure. A great deal is known about how young children learn to read and write as well as how parents and teachers can help young children develop literacy skills during the preschool years prior to kindergarten entry. The intervention we propose derives from this knowledge, which is summarized in the following guidelines, extracted from a Joint Position Statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC) (Neuman, Copple, & Bredekamp, 2000):

(1) *The single most important activity for building skills essential for reading success appears to be reading aloud to children.* High quality book reading occurs when children feel emotionally secure and are active participants in reading. Children should be allowed to talk about the pictures, retell the story, discuss their favorite parts, and request multiple re-readings. Children's vocabulary development and comprehension is enhanced when teachers ask predictive and analytic questions in small-group settings.

(2) *A central goal during the preschool years is to enhance children's exposure to and concepts about print.* During storybook reading, teachers may direct children's attention to where to begin reading, and help children recognize letter shapes and sounds. The physical environment that is rich with print can support language and literacy learning by providing children with immediate access to books and by including highly visible print labels on objects, signs, and bulletin boards.

(3) *A fundamental insight developed in children's early years through instruction is the alphabetic principle, the understanding that there is a systematic relationship between letters and sounds.* Teachers support this principle when they involve children in comparing and differentiating letter shapes using alphabet books, puzzles, as well as a myriad of other games and activities.

(4) *Phonemic awareness refers to a child's understanding and conscious awareness that speech is composed of identifiable units, such as spoken works, syllables, and sounds.* Children learn about the sounds of language through exposure to phonemic awareness games, nursery rhymes, and rhyming activities.

(5) *Classrooms that provide children with regular opportunities to express themselves on paper help children understand that writing has real purpose.* In the beginning these products emphasize pictures with few attempts at writing letters. With encouragement, children begin to form the letters in their name, label their pictures, and attempt to write stories.

Language and Literacy Development for English Language Learners. The relationship between early language and literacy development and later reading achievement for monolingual children has been well documented in the research literature (e.g., Bryant, Bradley, Maclean, & Crossland, 1990; Whitehurst, 1999). For children whose primary language is other than English, a number of studies have shown that a strong basis in the home language promotes

school achievement in the second language and is important for ensuring that children do not become alienated from their families and communities (Sánchez, 1999; Tabors, 1997; Wong Fillmore, 1991). Furthermore, most experts support the idea that learning two languages at the same time does not cause confusion or language delays in young children, and that teaching both languages actually facilitates English language learning (August & Hakuta, 1997; Bialystok, 2001). With respect to the literacy skills of English language learners, the alphabetic principle, concepts of print, and syntactic knowledge may transfer from the first to the second language, but only if these skills have been developed sufficiently in the primary language (e.g., Nagy, McClure, & Mir, 1997). Children who are English language learners are more likely to become readers and writers of English when they are already familiar with the concepts in their home language. Among the linguistic skills that are more closely related to literacy, phonological awareness has been found to be one of the strongest predictors of the speed and efficiency of reading acquisition (Scarborough, 2001). Furthermore, some studies have shown that phonological awareness skills transfer from the first to the second language (Chiappe & Siegel, 1999; Cisero & Royer, 1995).

Although we have accumulated sufficient research-based knowledge about how to promote literacy learning among monolingual English-speaking children during preschool, little is known about effective literacy instruction for English language learners in pre-kindergarten classrooms. In the only known longitudinal study that has been conducted on this issue, Lesaux and Siegel (2003) utilized intensive phonological awareness instruction with English language learners in kindergarten and phonics instruction in Grade 1. They reported that the reading skills of the English language learners were comparable overall (and more advanced on some measures) to those of monolingual English speaking children in Grade 2.

Additional research is needed to advance our understanding about the way in which English language learners develop literacy skills in pre-kindergarten classrooms. The intervention that we propose derives from what is known about how literacy skills develop in monolingual English speaking children as well as the limited research on how language and literacy skills develop among English language learners. We know, for example, that oral and written language experiences for English language learners should be regarded as an additive process to ensure that children are able to maintain their home language while also learning to speak and read English. At the same time, we recognize that, for the vast majority of Latino children enrolled in the More and Four pre-kindergarten program (as well as for those enrolled in pre-kindergarten programs throughout the U.S.), language and literacy instruction will occur entirely within an English language environment with teachers who are monolingual English speakers. Current estimates indicate that only 3-4% of the More and Four pre-kindergarten teachers or teaching assistants identify themselves as Latino, with the percentage of these professionals who are bilingual being unknown. ***As a result, we plan to adapt a research-based curriculum described below to include non-English materials and resources to support children's first language while they acquire oral proficiency in English.*** Such adaptations will include labeling classroom materials and providing books in both English and Spanish and ensuring that parents have opportunities to reinforce storybook reading at home by providing them with books used in the classroom in both English and Spanish.

Proposed Intervention: Content for the Professional Development Program. We propose to use the language and literacy components of *Learningames*: *The Abecedarian Curriculum* (Sparling & Lewis, 1980; in press) with adaptations for English language learners (ELL) as the content for the professional development activities as part of the training institutes. The widely known Abecedarian Project used this curriculum as part of a key educational component to promote school readiness and social competence in low-income preschool children. Compared to children in the control condition, children randomly assigned to the intervention group made more progress in measures of school readiness, foundational knowledge, as well as skills and predispositions for the mastery of reading and mathematics during the elementary and secondary school years (Ramey, Campbell, Burchinal, Skinner, Gardner, & Ramey, 2000). The *Learningames* curriculum is used worldwide and is the result of rigorous product development that has involved over 200 individual experiments conducted by a team of early childhood researchers and practitioners at the FPG Child Development Institute. Research on this tool has established the effectiveness of the individual curriculum activities across all developmental domains. The curriculum has been revalidated in expanded versions used in several large scale research studies including Project Care and The Infant Health and Development Project. The curriculum has five basic features: (1) game-like activities to address the needs of individual children; (2) periodic renewal of activities to allow for observation, implementation, and assessment; (3) integration of activities into existing curricula and daily routines; (4) specific skills organized by developmental domains; and (5) specific instructional practices that correspond to each developmental domain.

We selected *Learningames* as the basis of our professional development intervention for the following reasons: (1) the activities-based approach can be incorporated easily into existing curricula used by teachers in the More at Four Program, (2) the dual focus on language and literacy learning is consistent with recommendations that have been made for English language learners, and (3) specific instructional practices focus on the primary literacy skills frequently recommended for this age group (e.g., concepts of print, letter recognition, phonological processing, and phonemic awareness).

Dr. Castro (one of the PIs on the proposed project) is serving as a consultant on a Family Literacy project funded by the U.S. Department of Education to adapt *Learningames* for Latino children and families served through this program. In preparing this proposal, we consulted with Dr. Joseph Sparling, the first author of the *Learningames* curriculum. Dr. Sparling expressed his enthusiasm for the idea of adapting the curriculum for Spanish speaking children and has agreed to continue working with us if the project is approved for funding. The Appendix includes additional information about *Learningames*.

In addition to *Learningames*, the content for the training institutes will reflect the key domains (not the individual items) on the *Early Language and Literacy Classroom Observation* (ELLCO) Toolkit with adaptations for ELL students. The *Get Ready To Read!* (Whitehurst & Lonigan, 2003) screening assessment will be introduced as part of the intervention to provide teachers with a method of planning and evaluating children's individual literacy skill development. *A copy of both measures is included in the Appendix.*

Taken together, these three products address all three major components of a high quality early education language and literacy curriculum:

- the literacy environment,
- specific instructional practices to support language and literacy learning,
- individualized language and literacy assessment for purposes of planning and evaluation.

Proposed Intervention: Implementation of the Professional Development Program. The intervention we propose is a model professional development program with widespread applicability to other pre-kindergarten programs that enroll English language learners throughout the U.S. The professional development program consists of three primary components: acquisition of content knowledge through a series of three training institutes, ongoing support from a bilingual consultant to help teachers implement new instructional strategies in the classroom, and opportunities for reflection and shared inquiry with other teachers through community of practice meetings. We propose to hire one full-time bilingual Training Facilitator who also will serve as a consultant to classroom teachers and who will organize and lead the community of practice meetings. The classroom consultation visits and community of practice meetings will be interspersed between the three training institutes to support learning *(See Timeline in the Appendix)*. Having a single professional deliver the training and provide on-going support to teachers in the intervention group should ensure continuity between course instruction and classroom application of new practices. *Katushka Olave* currently is employed on two projects at FPG, a research project conducting classroom observations and interviews in pre-kindergarten programs that enroll Latino children and a model demonstration project to train early childhood professionals to work with Latino children. These projects are scheduled to end before the Facilitator/Consultant position begins, ensuring that Ms. Olave would be available for the new position. In addition to her research and training skills, Ms. Olave has extensive experience as an early childhood teacher and ESL specialist. She is an excellent candidate for the Training Facilitator/Consultant position described here.

Training Institutes. Teachers in the intervention group will participate in three training institutes conducted over the course of the academic year in the central, eastern, and western regions of the state. Dr. Dina Castro, one of the Principal Investigators of the proposed project, will supervise the development of the training institutes in Year 1 *(See Timeline in the Appendix)*. In addition to the content described on page 5 (i.e., *Learningames*, ELLCO, Get Ready To Read! Screening tool), the curriculum we develop and evaluate will contain instructions, guidelines, and activities in sufficient detail to allow others to implement it in either preservice or inservice professional development contexts. Dr. Castro currently directs a model demonstration project funded by the U.S. Department of Education that involves developing a training curriculum and implementing it with early childhood professionals who work with English language learners. In developing the format for the training institutes, we will follow principles derived from adult learning, reflective practices, and situated learning theory to help teachers adopt a problem-solving and shared inquiry approach to learning and implementing new classroom practices.

Ongoing Support from a Bilingual Consultant. Consultation is one approach that

has been advocated as a systematic process for transferring content expertise to reach shared goals for children in collaboration with others. As such, consultation is a powerful tool for individualized collaborative problem-solving and change. There is ample empirical evidence that consultation is an effective method to address a wide range of educational problems and issues in schools (Buysse, Kratochwill, & Elliott, 1995; Medway & Updyke, 1985; Sheridan, Welch, & Orme, 1996). In early education, consultation is an underutilized, but promising, intervention to support and influence teachers implementing new practices. Dr. Buysse (one of the PIs of this proposal) has conducted a number of studies on consultation in early education and published extensively on this topic, teaches a graduate level course on consultation at UNC-CH, and is working on a book on this topic that will be published by Paul H. Brookes in 2004. Dr. Buysse will supervise and train the bilingual Training Facilitator/Consultant on the proposed project. We propose at least 2 consultation visits to each treatment classroom between each training institute, for a total of 6 consultation visits per classroom each year. The consultant will work with individual teachers in the treatment classrooms to reinforce the content and curriculum tools introduced in the training institutes that include the literacy environment, specific instructional practices, and individualized assessment for purposes of planning and evaluation. The consultation framework includes a process (i.e., identifying the consultation focus, defining a goal for change, and implementing strategies to address the goal) and incorporates key elements based on theories of social influence, professional support, and problem-solving found to be effective through scientific research (Brown, Pryzwansky, & Schulte, 1998; Erchul & Martens, 2002).

Community of Practice Meetings with Other Teachers. Because the concepts and practices that we propose will be new to teachers, we cannot expect that content knowledge alone will provide adequate support to create positive change for English language learners enrolled in More at Four classrooms. Consequently, the training institutes and consultation visits will be augmented by frequent opportunities for reflection and peer support from other teachers through community of practice meetings. Communities of practice have been advocated in early intervention by Dr. Buysse (a PI on the proposed project) and her colleagues as a promising approach for scrutinizing and improving specific areas of practice and advancing knowledge in these areas (Buysse, Sparkman, & Wesley, 2003; Buysse, Able-Boone, & Wesley, 2001; Wesley & Buysse, 2001). Dr. Buysse is working on a book on this topic to be published by the Zero to Three press in 2004. She will oversee the development of the community of practice framework for the proposed project. Our aim will be to hold at least one community of practice meeting in various regions of the state between each of the training institutes *(See Timeline in the Appendix)*. The community of practice meetings will be organized and led by the Training Facilitator/Consultant and will provide teachers with opportunities to discuss and reflect on the new practices being implemented in the classroom, use problem-solving techniques to address challenging issues, and share ideas with one another to reinforce concepts gained through the training institutes and consultation visits.

Project Timeline. A 3-year timeline of major project activities is available in the Appendix.

ii. Research Questions

1) What are the effects of a professional development intervention on teachers' practices supporting language and literacy skills for Latino pre-kindergartners who are English language learners?

2) What are the effects of a professional development intervention on language and literacy outcomes for Latino pre-kindergartners who are English language learners?

3) How do factors related to the child (e.g., sex, language proficiency, social competence), family (e.g., parents' education and income, primary language spoken in the home, country of origin, and length of residence in the U.S.), and school (e.g., teacher education and experience, type of early childhood program, global program quality) moderate language and literacy outcomes for Latino pre-kindergartners who are English language learners?

iii. Study Participants, Settings, & Strategies for Random Assignment

North Carolina's More at Four Pre-Kindergarten Program. The More at Four Pre-kindergarten Program is the newest component of the state's early care and education system. More at Four is an educational, standards-based pre-kindergarten program that specifically targets at-risk four-year-olds and prepares them to be successful when they enter kindergarten. The program was created in 2001-02 to serve approximately 1600 children, has expanded to serve 6,249 children in 2002-03, and currently serves over 10,000 children. More at Four targets un-served or underserved children exposed to a wide variety of risk factors that include, poverty, homelessness, low parental education, developmental delays, and limited English language proficiency. The program addresses a gap in the availability of high quality, educational pre-kindergarten programs for at-risk young children who would most benefit from these programs, but do not have access to them through other means. The program is designed to coordinate with the following existing early care and education programs in North Carolina: public school pre-kindergarten, Head Start, and child care. Currently, approximately 46% of the More at Four classrooms are located in public school pre-kindergartens, 35% are in child care centers, 10% are in Head Start classrooms, and the rest are in other types of programs or blended classrooms. Various early childhood curricula have been approved by the state for use in More at Four programs. The majority of More at Four classrooms are using Creative Curriculum (77%) and a smaller number have adopted Bright Beginnings (13%), High Scope (8%), or another curriculum. *The Creative Curriculum emphasizes all developmental domains, but does not include a particular focus on literacy activities.*

Lead teachers in More at Four classrooms are required to obtain a Birth-Kindergarten teaching license. More at Four classroom teachers receive professional development and technical support through a variety of collaborative partnerships that include the T.E.A.C.H. Early Childhood Scholarship Program and the higher education Birth-Kindergarten Consortium. ***At this time, More at Four teachers do not receive any specialized training addressing the educational and linguistic needs of Latino children enrolled in their classrooms.***

FPG Child Development Institute is conducting the statewide evaluation of the More at Four Pre-K Program under the direction of ***Dr. Ellen Peisner-Feinberg, a Co-investigator on the proposed project.*** As specified by legislation, the evaluation is designed to provide information that can be used for determining program effectiveness for children (accountability), program

improvement (strengths/weaknesses, suggested areas for technical assistance), and decision-making for future activities and funding. The overall evaluation will address questions about who is being served by the More at Four program, the characteristics and quality of the services provided, the outcomes of children attending these programs, the factors that are associated with better outcomes for children, and the factors that have enhanced or impeded the implementation of More at four. In addition to gathering independent data, the More at Four Evaluation project oversees an Online Reporting System, which produces monthly data on every program. The proposed project will have access to the More at Four database to assist in identifying eligible classrooms and to identify other variables for possible inclusion in data analysis.

Sampling Plan for Classroom Teachers. A total of 60 pre-kindergarten teachers and classrooms in which Latino children are enrolled will be recruited for this study. The More at Four on-line data system will be used to identify classrooms in which Latino children are enrolled throughout all three regions of the state *(See Table showing the percentage of Latino children enrolled last year in the More at Four Program in the Appendix).* Eligible classrooms will be randomly assigned to either a treatment (n=30) or comparison group (n=30). Our sampling frame will reflect the regional and urban/rural distribution of the entire population of Latino children enrolled in the More at Four programs. More at Four programs based in both public schools and child care centers will be eligible for study participation, but we will control for variability in type of curriculum by including only those programs that use the Creative Curriculum, since this curriculum has been adopted by the vast majority of More at Four programs. In programs that have more than one More at Four classroom serving Latino children, we will randomly select one classroom per program to participate. Teachers in the treatment classroom will experience three different professional development activities: acquisition of content knowledge through a series of three regional training sessions, ongoing support from a bilingual consultant to help teachers implement new instructional strategies in the classroom, and opportunities for reflection and shared inquiry with other teachers through community of practice meetings. Teachers in the comparison group will receive standard More at Four resources, which does not include specialized training in promoting language and literacy learning among Latino children. *We will work with Dr. Ellen Peisner-Feinberg, Director of the statewide evaluation, and Dr. Carolyn Cobb, Director of the Governor's More at Four Program to recruit teachers and classrooms for this study.* Applying strategies that have been used successfully to recruit teachers for the More at Four evaluation, we will ask Dr. Cobb to send a letter describing the study, and hold regional informational meetings to explain the randomized assignment procedures and to answer questions about the study. Teachers will be asked to consent to the random assignment and must be willing to participate in either group if selected for participation. To ensure a high consent rate, we will offer classroom teachers in both the treatment and control groups $35 in resource materials as an incentive to participate in the study. *Dr. Cobb has expressed her strong support for the study through a letter included in the Appendix.*

Sampling Plan for Latino Children and Families. From these 60 classrooms, a minimum of 240 Latino four-year-old children and their families will be recruited to participate in this study (120 from treatment classrooms and 120 from comparison classrooms). All Latino children enrolled in participating More at Four classrooms that were randomly selected for the treatment and control groups described above will be recruited for the study, but we will aim to

recruit a minimum of four Latino children in each classroom. Children with at least one Latino parent will be eligible to participate, but we will exclude Latino children with a documented developmental disability. A family demographic form will be used to gather information about where children were born, the family's length of residence in the U.S., immigration history, language use at home, home literacy practices, as well as levels of maternal and paternal education and income. We will recruit children and families through their classroom teachers, through the use of brightly colored flyers in English and Spanish, along with letters and consent forms as approved by the University's human subjects procedures. We will offer parents a $25 Wal-Mart gift certificate as an incentive to participate. This recruitment strategy yielded a 95% consent rate in the current Nuestros Niños study involving Latino parents of pre-kindergarten children directed by the PIs of this proposal.

iii. Data Collection Procedures and Measures

Study Design

The battery of measures described below will be gathered in the early fall and late spring in treatment and comparison classrooms to examine changes in children's developmental growth, teaching practices, and the quality of the classroom environment over the course of the year. The battery also includes measures of treatment fidelity in the treatment classrooms to assess implementation of the professional development intervention on three levels: the training facilitator, the bilingual consultant, and the classroom teachers. We will gather data on half of the sample of children, teachers, and classrooms in Year 2 and the other half in Year 3. Data collectors will be bilingual, trained in standardized assessment procedures for use with young children, and blind to the assignment of classrooms to treatment and control conditions.

The child assessment measures were selected on the basis of the following criteria (where possible): adequate psychometric properties, developmental appropriateness for 4-year-old children, availability in both English and Spanish, and comparisons with other national samples (e.g., the National Center for Development and Learning Multi-State Study of Pre-Kindergarten, the Early Childhood Study of Language and Literacy Development of Spanish-Speaking Children [ECS], the Head Start Family and Child Experiences Survey [FACES]). The complete battery was designed to provide data about the following constructs that have been shown to be related to children's later literacy achievement (Dickenson & Tabors, 2001): English and Spanish language proficiency, phonological awareness, vocabulary, letter and word recognition, writing, general language ability, letter recognition, and concepts about print. *Consistent with the national ECS study (Tabors et al., 2003), we will use parallel instruments in Spanish and English for each of the child assessments in this study to document children's dual language abilities.*

Along with other child, family, and program variables, we included teacher ratings of social competence and problem behaviors to assess whether these factors influence language and literacy learning among Latino children.

The Appendix includes copies of all assessment instruments, with the exception of those that are standardized and include norms.

Child Assessments

The Woodcock Language Proficiency Battery-Revised – English and Spanish Forms (WLPB-R Woodcock & Muñoz-Sandoval, 1995). Drawing from measures employed in the national ECS study, this project will use the following four subtests: (1) Picture Vocabulary (receptive and expressive vocabulary), (2) Letter-Word Identification (symbolic learning through rebuses, identification of letters, and word decoding), (3) Memory for Sentences (repeating words, phrases, and whole sentences), and (4) Dictation (prewriting skills and knowledge of letter forms). The reliability and validity characteristics of both forms of WLPB-R meet basic technical requirements and norms are available for both English-speaking and Spanish-speaking samples in the U.S. (Woodcock, 1991; Woodcock & Muñoz-Sandoval, 1995).

We will convert raw scores into age equivalent scores, standard scores, and a comparative language index, which is appropriate when both languages have been administered.

The Development of English Literacy in Spanish-Speaking Children Phonological Awareness Test – English and Spanish Forms (Center for Applied Linguistics, 2003). *[A copy of this measure is included in the Appendix.]* This test was developed by Tabors, Páez, and López (2003) specifically for the national ECS study because an equivalent test for this age group available in both English and Spanish does not exist. As no norms have yet been developed for this measure and validity data have not yet been reported, it will be used descriptively and to document individual children's growth over time. The test is individually administered by a trained bilingual examiner. The test takes approximately 10-15 minutes to administer. A previous study conducted by the authors yielded a reliability coefficient of .68. The test is scored dichotomously, 1 for each correct response and 0 for an incorrect response (26 total items). The test consists of five subtests: rhyme recognition, rhyme production, initial phonemes, sentence segmenting, and syllable segmenting. The test is available in both English and Spanish versions.

The Peabody Picture Vocabulary Test (PPVT-III, Dunn, L. M., & Dunn, L. M., 1997) / Test de Vocabulario en Imágenes Peabody (TVIP , Dunn L. M., Padilla, E. R., Lugo, D. E., & Dunn, L. M., 1986). The PPVT is a widely-used, standardized measure of receptive vocabulary with norms based on English- and Spanish-speaking populations and will be used in this study to measure children's receptive vocabulary. This measure is administered by asking children to point to the picture that best matches a stimulus word spoken by the examiner. The PPVT-III was originally standardized on a sample including 2,000 children and adolescents and has been demonstrated to have excellent reliability (median alternate-form reliability = .94). Standard scores based on age were used with a mean of 100 and a standard deviation of 15 in the norming sample. The TVIP measures vocabulary in Spanish-speaking and bilingual students, and was standardized in a sample of 1,219 children and adolescents in Mexico and 1,488 in Puerto Rico. The TVIP has norms available for both combined and separate Mexican and Puerto Rican standardization samples. The PPVT has been used in most national studies involving early education and learning of pre-kindergarten children.

Naming Letters. (National Center for Early Development & Learning, 2003).

This task requires the child to name as many letters as he/she can on three 8 ½ x 11 sheets containing mixed capital and lowercase letters. Each letter correctly named scores a 1.

Any letter the child does not name or names incorrectly is scored as 0. This measure has been used to collect data from approximately 600 four-year-old children enrolled in pre-kindergarten programs as part of the NCEDL Multi-State study of Pre-Kindergarten practices conducted by the FPG Child Development Institute and is also being used by the North Carolina More at Four Evaluation.

Where's My Teddy Story and Print Concepts (Head Start Family and Child Experiences Survey, 2003). *[A copy of this measure is included in the Appendix.]* This measure available in English and Spanish requires the child to show various parts of a book and assesses the child's familiarity with print and storybook conventions through a series of questions and directives posed by the examiner. The measure includes 12 items and the overall score may range from 0-14. This measure has been used by the Head Start FACES study and the North Carolina More at Four Evaluation.

Teacher Ratings of Children's Social Competence

Social Skills Rating System - Social Skills Scale (SRSS; Gresham & Elliott, 1990). The Social Skills Rating System assesses a broad range of behaviors that affect the child-teacher relationship, peer acceptance, academic performance, and other behaviors. The SSRS can be used with children as young as 3 years of age. We will use the teacher version for preschool children in the proposed study. The SSRS was shown to have adequate psychometric properties. The standardization sample consisted of 4,170 and was based on available census data for age and sex of children, race/ethnicity, geographic region, socio-economic status, parent education, and community size. The internal consistency for the teacher form of the Social Skills Scale ranged from .93-.94, and .82-.86 for the Problem Behaviors Scale (teacher form). Test-retest reliability was .85 for the Social Skills Scale and .84 for the Problem Behaviors Scale (teacher forms). Evidence of the validity of the SRSS was established with a clinical sample of three studies from the standardization sample and correlations with the Social Behavior Assessment, Child Behavior Checklist, Piers-Harris, and Walker-McConnell.

The Social Skills Scale screens for positive behaviors such as cooperation, empathy, assertion, self-control, and responsibility. The scale includes 30 items rated on a 3-point scale (0=never; 1=sometimes; 2=very often).

Social Skills Rating System - Problem Behaviors Scale (SRSS; Gresham & Elliott, 1990). The Problem Behaviors Scale screens for behaviors that can interfere with the development of social-emotional development. It assesses externalizing problems, such as aggressive acts and poor temper control; internalizing problems, such as sadness and anxiety. The scale includes 10 items rate on a 3-point scale (0=never; 1=sometimes; 2=very often). Both scales are being used by the North Carolina More at Four Evaluation and portions were used in the Head Start FACES study.

Classroom Observations of Teacher Practices Related to Language and Literacy

Early Language and Literacy Classroom Observation (ELLCO) Toolkit (Education Development Center, Inc., 2002). *[A copy of this measure is included in the Appendix.]* This instrument has been field tested in pre-kindergarten classrooms and consists of three components: (1) the literacy environment checklist, (2) the classroom observation and teacher interview, and (3) the literacy activities rating scale. The literacy environment checklist consists of 24 items (total possible score of 41) and assesses the availability, content, and diversity of reading, writing, and listening materials. The classroom observation and teacher interview assesses the teacher's interactions with children and the quality of classroom supports for literacy across 14 items (total possible score of 80). The literacy activities rating scale documents how many times and for how long nine literacy behaviors related to book reading and writing occurred (total possible score of 13). We will adapt the ELLCO for use with English language learners.

Treatment Fidelity

Training Faciliator Guide and Observation Checklist. This project will develop a facilitator guide and observation checklist in conjunction with the curriculum for classroom teachers as part of the intervention. Both PIs have developed and evaluated similar products in previous projects funded by the U.S. Department of Education. The *facilitator guide* will provide detailed information about how to conduct the training institutes for classroom teachers to help them acquire research-based practices to support language and literacy learning among Latino children. It will include explicit outlines for each day of training as well as a corresponding Powerpoint presentation and copies of all handouts. The facilitator guide also includes participant objectives, tasks to prepare for the training sessions, a flow guide to give an overview of each session's agenda, including the order in which topics are presented, the time needed for each step, and any corresponding activities and materials. The *observation checklist* (which corresponds to the facilitator guide) will be completed by a trained observer during each of the training sessions to document whether the training facilitator used each of the recommended activities and materials in the order listed in the facilitator guide.

Consultant Contact Summary and Intervention Plan. We will adapt forms developed by the Partnerships for Inclusion project (Palsha & Wesley, 1998) to document the consultation process and content. The *contact summary* and activities checklist includes the type of consultation contact (e.g., on-site visit, phone call, email message), the purpose, the focus of concern, a summary of the discussion, decisions reached, action steps, and the date of the next consultation visit. The consultant completes a contact summary form following each consultation contact. Throughout the process, the contact summary form can be used to monitor the progress of consultation and make adjustments as needed. The contact summary form will be used in conjunction with an *intervention plan* that documents the consultation goal, classroom strategies, the roles and responsibilities of the consultant and classroom teacher, and provides an evaluation plan.

Classroom Materials and Activities Checklist (Peisner-Feinberg, Herstine, & Maris, 2003). Trained examiners will use a checklist developed by the More at Four evaluation team at FPG with adaptations for ELL students to assess implementation of the literacy and language

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1) What are the effects of a professional development intervention on teachers' practices supporting language and literacy skills for Latino pre-kindergartners who are English language learners?

Three outcome measures from the Early Language and Classroom Observations Toolkit will be used to assess teachers' practices supporting language and literacy skills (i.e., literacy environment, literacy activities, and instructional practices). Data will be collected in the early fall (pre-test) and late spring (post-test) in all classrooms. Repeated measures analysis of variance techniques will be used to determine the statistical significance of change over time in the two groups. A significant interaction effect of group by time will be necessary to indicate greater improvement in teacher practices in the intervention group vs. the control group. Power analysis assuming two groups and two time points indicates power of .78 to detect effect sizes as small as .50. The addition of control variables such as teacher education, experience and training should enhance our ability to detect meaningful differences.

2) What are the effects of a professional development intervention on language and literacy outcomes for Latino pre-kindergartners who are English language learners?

The analysis of data on children nested within classrooms in a repeated measures design presents some statistical challenges. We will us a mixed effects modeling technique, which accounts for the repeated assessments on individuals and the nesting of subjects within classrooms by specifying random effects for the intercept and slope. Fixed effects are included for the between subjects factor of group (intervention vs. control). The dependent variables will include Woodcock Language Proficiency in English and Spanish, Phonological Awareness in English and Spanish, the naming letters task score and print concept score. As in the analysis described above, a significant interaction between group and time will be necessary to support the hypothesis that the children in classrooms where teachers received the intervention improved more rapidly than those in classrooms where teachers did not. Although power analysis on mix models of this type is not straightforward, our best estimate of power assuming two group, two time points, thirty classrooms in each group and 120 children in each group is .96 to detect effect sizes as small as .50.

3) How do factors related to the child (e.g., sex, language proficiency, social competence), family (e.g., parents' education and income, country of origin, and length of residence in the U.S.), and school (e.g., teacher education and experience, type of early childhood program) moderate language and literacy outcomes for Latino pre-kindergartners who are English language learners?

Assessment of the impact of the child, family and school variables which may influence acquisition of language and literacy skills throughout the school year will be accomplished by adding these variables to the mixed effects models described above. Variables will be added in blocks with child variables first, then family variables, then school variables. The impact of each block of variables will be evaluated using post-hoc single degree of freedom block tests and F-test for significance of the interactions between covariates, time and group. These interactions will specifically test the hypothesis that the covariate influences the rate of skill acquisition within group (intervention vs. control). The power to detect significant three way interactions is

somewhat less than the simple group differences, however our best estimate still indicates that power to detect effect sizes of .50 to .75 is adequate (approximately .72-.89).

(3) Key Personnel (1-2 pages)

Virginia Buysse, Ph.D., Principal Investigator (.75 FTE). As one of the Principal Investigators on the proposed project, Dr. Buysse will be responsible for the day-to-day operation of the project and will oversee management of the fiscal and programmatic functions, with a particular emphasis on supervising the research design and implementation. Virginia Buysse is a Senior Scientist at the FPG Child Development Center and Research Associate Professor in the School of Education at UNC-Chapel Hill. She serves as Principal Investigator of two projects funded by the U.S. Department of Education, the Nuestros Niños Project examining policies and practices related to serving Latino children and families in early education, and the Parent Leadership Development Project (with Pat Wesley, PI). She also serves as Co-PI on the Cost, Quality, and Outcomes of Preschool Inclusion Project (Sam Odom, PI). All three projects are scheduled to end in September 2004, allowing Dr. Buysse to focus the majority of her time on the proposed project. Two forthcoming books authored by Dr Buysse focus on issues related to innovations in professional development to support early education practices. She is a member of the editorial boards of *Exceptional Children*, *Journal of Early Intervention*, *Topics in Early Childhood Special Education*, and *Young Exceptional Children* and serves as the co-supervising editor of *Early Developments*, a national magazine jointly published by FPG and the National Center for Early Development & Learning.

Dina Castro, M.P.H., Ph.D., Principal Investigator (.75 FTE). Dr. Dina Castro is an Investigator at the FPG Child Development Institute and will serve as the other Principal Investigator on the proposed project. In this capacity, she will work closely with Dr. Buysse to manage all aspects of the project, with a particular emphasis on supervising the development, field-testing, and implementation of the professional development model. Dr. Castro is a professional psychologist, with a Masters degree in Public Health and a doctorate in Education. Dr. Castro currently serves as Principal Investigator on a project funded by the U.S. Department of Education to develop, field test, and evaluate the effectiveness of a training curriculum and technical assistance model on cultural and linguistic diversity for early intervention and preschool professionals across North Carolina. She also serves as Co-Principal Investigator on the Nuestros Niños project described above. In addition, Dr. Castro serves as consultant for the Partners for Literacy Project, a national study evaluating the effectiveness of an intervention that is designed to improve teaching practices in the Even Start family literacy program. Dr. Castro has conducted research on language development of young children, factors affecting the well-being of Latino immigrant families, and parental involvement in Head Start. She also participated in developing and field-testing instruments to evaluate the quality of early intervention programs. Dr. Castro is a native of Peru and has resided in the U.S. since 1991.

Linda Espinosa, Ph.D., Consultant. Dr. Espinosa is a nationally recognized expert on developing appropriate early childhood education programs for Latino children who are English language learners. She will serve as a consultant on the proposed project, offering advice on the research design and methods as well as the development of the model professional development

program. Dr. Espinosa is an Associate Professor at the University of Missouri and Co-Director of the National Institute for Early Education Research at Rutgers University. Her practical experience and research interests focus on the design and evaluation of optimal learning environments for young children who are at risk for school failure. She is currently researching the professional development and teacher preparation systems and their relationship to effective early childhood teaching practices. Dr. Espinosa has worked extensively with low-income Latino children and families throughout the state of California. She developed and directed the Family Focus for School Success program in Redwood City, California, which has received state and national recognition. She has published numerous articles on this and other related topics. She has been a member of the National Academy of Sciences, the National Research Board Committee on Early Childhood Pedagogy and contributed to the report, *Eager to Learn: Educating Our Preschoolers.*

Ellen Peisner-Feinberg, Ph.D., Co-Principal Investigator (.15 FTE). Dr. Peisner-Feinberg will serve as Co-Principal Investigator on the proposed project and will contribute her expertise in program evaluation research as well as her experience as the Principal Investigator of the statewide evaluation of the More at Four Pre-Kindergarten program. Specifically, Dr. Peisner-Feinberg will assist the PIs with program recruitment strategies, conceptualization and implementation of the research design, and utilizing data from the More at Four on-line data system. In addition, Dr. Peisner-Feinberg will work with the PIs to identify how the two projects can share data to extend the research methods and findings of both studies. Dr. Peisner-Feinberg has a Ph.D. in Developmental Psychology and is a Scientist at the FPG Child Development Institute. Dr. Peisner-Feinberg has served as the lead investigator or as a member of the research team on a number of large national studies involving the education of young children including the Cost, Quality, and Outcomes Study, one of the Head Start Quality Research Center studies, an NICHD intervention study of school readiness, and the statewide evaluation of the Smart Start Project in North Carolina.

Martie Skinner, Ph.D., Statistician (.20 FTE). Dr. Martie Skinner is a Scientist at the FPG Child Development Institute and will serve as the Statistician for the proposed project to oversee the data analysis plan and implementation. Dr. Skinner has over 20 years of experience in multivariate statistics with particular expertise in structural equation modeling and hierarchical linear regression techniques. She serves as the statistician on several large national studies being conducted at the FPG Child Development Institute and she has published in the leading journals in the early childhood field, including *Child Development*.

Steven Knotek, Ph.D., Investigator (.11 FTE). Dr. Knotek is an Assistant Professor in the School of Education at UNC-CH and will serve as an Investigator on the proposed project. He will serve as a member of the research team and will focus on recruiting bilingual graduate students, training them on standardized assessments, and supervising the administration of child assessments. In addition, Dr. Knotek will contribute his expertise on consultation as part of the proposed intervention to support teachers in implementing new classroom practices. Dr. Knotek's doctorate is from the University of California at Berkeley where he specialized in School Psychology. He has experience as a practicing psychologist, school psychologist, and therapist in clinical and school settings. His research interests have centered around two basic strands:

(1) how the socio-cultural context of minority children's core Microsystems support their development of emergent literacy skills, and (2) how the use of consultee-centered consultation with teachers and other service providers can be used as an indirect intervention to support minority students' academic and behavioral success in inclusive education settings.

Note: Descriptions of other staff who will be recruited and hired for the proposed project are included in the budget justification.

(4) Resources (1-2 pages)

The proposed project will be housed within the FPG Child Development Institute (FPG) at The University of North Carolina at Chapel Hill. Founded in 1966, FPG is one of the oldest multidisciplinary organizations dedicated to improving the lives of young children and their families in the country today. FPG has a long history of obtaining federal funding to conduct training and research projects to address the education and well-being of America's youngest citizens, especially young children birth through 5 years of age. The Abecedarian Project—one of FPG's oldest and most significant longitudinal studies—continues to gather information on a group of preschoolers who entered FPG's educational child care program in 1972. Numerous publications describe this compelling investigation and the positive influences of early intervention that can still be measured among the adults who participated as young children. Today FPG houses three national centers: the National Center for Early Development & Learning, the National Early Childhood Technical Assistance Center, and the Neurodevelopmental Disorders Research Center. FPG also serves as the administrative home to over 125 funded research, demonstration, and training project accounts totaling over $36 million dollars annually and five core support units: the Publications Office, the Business Office, the Design and Statistical Computing Unit, the Observational Methods Unit, and the early education model demonstration program. Over the years, FPG consistently has demonstrated abundant resources for carrying out funded projects. Federal grants from the National Institutes of Health, the US Department of Education, and the US Department of Health and Human Services account for approximately two thirds of institute funds. Each year, FPG produces approximately 200 publications in scientific journals, publishes a national quarterly magazine (*Early Developments*), and produces a wide variety of curriculum and resource materials.

Over the years, major research themes at FPG have included

- Poverty and other risk factors affecting children's early development and learning;
- Factors promoting optimal outcomes for children with disabilities and those at risk for school failure;
- Issues related to parental involvement and family support;
- The quality of early education environments and its effects on children's health and development;
- Models of professional development that lead to recommended classroom practices and positive child outcomes; and
- Emerging policies and practices to address the cultural and linguistic needs of diverse learners in early education programs.

An integral part of FPG is an on-site inclusive early education program that serves more than 80 children from six weeks to five years of age. The early education program serves as a model demonstration program, a practice site for student teachers, and as a field-test site for research projects based at FPG. The early education program has a history of launching new curricula and measures. The *Learningames* curricula (Sparling & Lewis, 1980; in press) was developed in this program as part of the Abecedarian Project and the Partners for Learning curriculum (Sparling and Lewis, 1985) was developed for the Infant Health and Development Program. Both curricula are now widely used in the U.S. *The Early Childhood Environment Rating Scale-Revised* (Harms, Clifford, & Cryer, 1998), the most widely used measure of global program quality, was developed in the FPG early education program. Over the past 31 years, thousands of children and their families have taken part in FPG research projects or have benefited from its many other programs. With over 350 employees, research and training projects are conducted by an interdisciplinary faculty with backgrounds in anthropology, education, maternal and child health, pediatrics, nursing, psychology, social work, speech and hearing sciences, and related fields.

With respect to the proposed project, FPG will provide (a) office and meeting space for project staff; (b) the Publications Office which provides graphic design and produces print materials through a full-line of desktop publishing products, and assists with implementing innovative dissemination strategies that include online publications; (c) the Design and Statistical Computing Unit, which provides research data management and statistical support to funded projects; (d) a Business Office, which assists FPG researchers with personnel, financial, and technical aspects of contracts and grants, and (e) Information Technology Services which provides file and print services, internet connectivity, electronic mail, and web support.

The Design and Statistical Computing Unit represents a particular strength for FPG. The staff includes experienced and nationally recognized statisticians, psychometricians, and more than 25 computer programmers who serve as data managers for individual projects. The Unit assists research projects in writing grant proposals, developing efficient experimental designs, designing data collection instruments, conducting pilot tests, designing and implementing database management systems, supervising execution of the study and collection of data, operating database management systems to clean, store, and retrieve data, performing statistical analyses, writing research papers, and archiving databases. Dr. Martie Skinner is an accomplished statistician within this unit with extensive experience with large-scale research projects and will serve as the statistician on the proposed project.

We plan to disseminate our project activities and findings widely through *Early Developments* (FPG' s national magazine), the World Wide Web via the FPG home page on the Internet, state and national conference presentations, articles in scholarly journals, and topical conferences organized by national centers housed at FPG. To disseminate our project activities and findings to the general public, we will utilize resources available through the Publications Office and the FPG Press Office. An Educational Media Specialist will work closely with the project to produce a curriculum, pamphlets, brochures, graphics, a project logo, and other dissemination tools.

The project Principal Investigators bring the institutional strength of FPG as well as their own energy and combination of skills and expertise to ensure that the goals and objectives of this project will be met. Collectively, the PIs and other members of the research team have extensive experience in directing federally funded projects, evaluating large-scale early education

programs, and disseminating project models and findings through a wide variety of outlets and media. We believe that the combined expertise of the research team and the resources offered by the national centers and core support units will ensure that we can implement this project efficiently and effectively.

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Curriculum Vitae

Virginia Buysse, Senior Scientist & Research Associate Professor

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	YEAR(s)	FIELD OF STUDY
Augustana College, Sioux Falls, SD	B.A.	1976	Elementary Education
Minnesota State University, Mankato, MN	M.S.	1987	Early Childhood Spec. Education
UNC-Chapel Hill,	Ph.D.	1992	Early Intervention/Early Childhood Spec. Ed.

Current Position

2001-present Senior Scientist, FPG Child Development Institute; Research Associate Professor, School of Education; UNC-Chapel Hill

Selected peer-reviewed publications (in chronological order)

Bailey, D. B., Simeonsson, R. J., **Buysse**, V., & Smith, T. (1993). Reliability of an index of child characteristics. *Developmental Medicine and Child Neurology*, *35*, 806-815.

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Bailey, D. B., McWilliams, R. A., **Buysse**, V., & Wesley, P. (1998). Inclusion in the context of competing values in early childhood education. *Early Childhood Research Quarterly, 13*(1), 27-47.

Buysse, V., Wesley, P., & Keyes, L. (1998). Implementing early childhood inclusion: Barrier and support factors. *Early Childhood Research Quarterly, 13*(1), 169-184.

Buysse, V., Wesley, P. P., Bryant, D., & Gardner, D. (1999). Quality of early childhood programs in inclusive and noninclusive settings. *Exceptional Children, 65*(3), 301-314.

Buysse, V., Wesley, P., & Skinner, D. (1999). Community development approaches for implementing change in early intervention in two culturally diverse settings. *Topics in Early Childhood Special Education, 19*(4), 236-243.

Wesley, P., **Buysse**, V., & Keyes, L. (2000). Comfort zone revisited: Effects of child characteristics on professional comfort in providing consultation. *Journal of Early Intervention, 23*(2), 106-115.

Wesley, P. P., & **Buysse**, V. (2001). Communities of Practice: Expanding Professional Roles to Promote Reflection and Shared Inquiry. *Topics in Early Childhood Special Education, 21*(2), 114-123.

Buysse, V., & Wesley, P. W. (2001). Models of collaboration for early intervention: Laying the groundwork. In P. Blasco (Ed.), *Early intervention services for infants, toddlers, and their families (pp. 258-293).* Boston: Allyn and Bacon.

Buysse, V., Wesley, P. W., & Able-Boone, H. (2001). Innovations in professional development: Creating communities of practice to support inclusion. In M.J. Guralnick (Ed.), *Early childhood inclusion: Focus on change* (pp. 179-200). Baltimore, MD: Paul H. Brookes.

Buysse, V., Skinner, D., & Grant, S. (2001). Toward a definition of quality inclusive child care: Perspectives of parents and practitioners. *Journal of Early Intervention, 24* (2), 146-161.

Wesley, P., **Buysse**, V., & Skinner, D. (2001). Early interventionists' perspectives on professional comfort as consultants. *Journal of Early Intervention, 24*(2), 112-128.

Buysse, V., Goldman, B. D., & Skinner, M. L. (2002). Setting effects on friendship formation among young children with and without disabilities. *Exceptional Children, 68*(4), 503-517.

Brown, W. H., Odom, S. L., & **Buysse**, V. (2002). Assessment of preschool children's peer-related social competence. *Assessment for Effective Intervention* [Special issue: Effective assessment of young children], *27*(4), 61-71.

Danko, C. D., & **Buysse**, V. (2002). Thank you for being a friend: Fostering friendships for children with autism spectrum disorder in inclusive environments. *Young Exceptional Children, 6*(1), 2-9.

Buysse, V., & Bernier, K., & McWilliam, R. A. (2002). A statewide profile of early intervention services using the Part C data system. *Journal of Early Intervention, 25*(1), 15-26.

Buysse, V., Sparkman, K., & Wesley, P. W. (2003). Communities of practice: Connecting what we know with what we do. *Exceptional Children, 69*(3), 263-277.

Buysse, V., & Boyce, L. (Eds.). (2003). Evaluating infant-family programs. *Zero to Three, 23*(6).

Buysse, V., & Boyce, L. (2003). Evaluating programs that serve infants and families: The quest for quality. *Zero to Three, 23*(6), 4-5.

Wesley, P. W., & **Buysse**, V. (2003). School readiness: Making meaning of federal policies in schools and communities. *Early Childhood Research Quarterly, 18*, 351-375.

Buysse, V., Goldman, B. D., & Skinner, M. L. (2003). Friendship formation in inclusive early childhood classrooms: What is the teacher's role? *Early Childhood Research Quarterly, 18*(4), 485-501.

Wesley, P. W., & **Buysse**, V. (in press). Consultation as a framework for productive collaboration in early intervention. *Journal of Educational and Pyschological Consultation.*

Buysse, V., & Wesley, P. W. (in press). A Framework for Understanding the Consultation Process in Early Intervention: Step by Step. *Young Exceptional Children.*

Skinner, M. L., **Buysse**, V., & Bailey, D. B (in press). Effects of age and developmental status of partner on play of preschoolers with disabilities. *Journal of Early Intervention*

Buysse, V., & Wesley, P. W. (Under contract). *Constructing Practice Knowledge for the Infant-Family Field.* Washington, DC: Zero to Three.

Buysse, V., W*esley, P. W. (Under contract).* Collaborative Consultation: A Sourcebook for Early Education and Intervention Professionals. *Baltimore, MD: Paul H. Brookes.*

C. Current Research Support

Nuestros Niños (Our Children): Addressing the Needs of Young Latino Children and Families. (Principal Investigator). U.S. Department of Education (OERI field initiated research). October 1, 2001 – September 30, 2004. Total Budget: $1,327,915. Award Number: R305T010840

Parent Leadership Development Outreach Project. (Principal Investigator). U.S. Department of Education (OSEP). October 1, 2001 – September 30, 2004. Total Budget: $493,982. Award Number: H324R010016

Cost, Quality, and Outcomes of Preschool Inclusion. (Co-Principal Investigator with Sam Odom, Principal Investigator). U.S. Department of Education (OSEP field initiated research). September 1, 2001 – August 31, 2004. Total Budget for NC Subcontract: $261,161. Award Number: H324C010037

Project IMPACT (Program Evaluator; Pam Winton, Principal Investigator). U.S. Department of Education (Institute for Education Sciences, Early Childhood Educator Professional Development Grants). September 15, 2003 – September 15, 2005. Total Budget: $1,029,891.

Dina C. Castro, Investigator, FPG Child Development Institute

INSTITUTION AND LOCATION	DEGREE	YEAR(s)	FIELD OF STUDY
Universidad Peruana Cayetano Heredia Lima, Peru	B. Sc.	1984	Psychology
Universidad Peruana Cayetano Heredia Lima, Peru	Professional License	1986	Clinical/Developmental Psychology
University of Alabama at Birmingham	M.P.H.	1986	Public Health
University of North Carolina at Chapel Hill	Graduate Certificate	1996	Latin American Studies
UNC-Chapel Hill	Ph.D.	1996	Early Childhood Education

A. Positions

July-Dec 2003 Visiting Assistant Professor, School of Education, UNC-Chapel Hill
1997-Present Investigator, FPG Child Development Institute, UNC-Chapel Hill.
1996-1997 Grad. Research Assistant, FPG Child Development Institute, UNC-Chapel Hill
1993-1995 Grad. Research Assistant, Institute of Latin American Studies, UNC-Chapel Hill
1986-1991 Assistant Professor, Universidad Peruana Cayetano Heredia, School of Science and Philosophy, Department of Psychology. Lima, Peru.

B. Publications

Castro, D.C., Bryant, D.M., Peisner-Feinberg, E.S., & Skinner, M. (In press). Parent involvement in Head Start: The role of parent, teacher and classroom characteristics. Early Childhood Research Quarterly.

Aytch, L., **Castro, D. C.** & Selz-Campbell, L. (In press). Early Intervention Services Assessment Scale (EISAS): Conceptualization and development of a program quality self-assessment instrument. Infants and Young Children.

Buysse, V., **Castro, D. C.**, West, T., & Skinner, M. L. (2004). Addressing the needs of Latino children: A national survey of state administrators of early childhood programs. Executive Summary. Chapel Hill: The University of North Carolina, FPG Child Development Institute.

Castro, D. C., Lubker, B. B., Bryant, D. M. & Skinner, M. (2002). Oral language and reading abilities of first grade Peruvian children: Associations with child and family factors. International Journal of Behavioral Development, 26 (4).

Castro, D. C., Bryant, D., & Peisner-Feinberg, E. (2001). Parent involvement in Head Start classrooms: Findings from an observational study. Proceedings of the Head Start's Fifth National Research Conference "Developmental and Contextual Transitions of Children and Families". June 28-July 1, 2000. Washington, D.C.

Bender, D., & **Castro, D.** (2002). Exploring the birth weight paradox: Using a photo-narrative technique to understand immigrants' perceptions of resilience and risk. In: Family Health International (Ed.). Qualitative Methods: A Field Guide for Applied Research in Sexual and Reproductive Health.

Bender, D. & **Castro, D.** (2000). Explaining the birth weight paradox: Latinas' perceptions of resilience and risk. Journal of Immigrant Health, 2 (3), 155-173.

Bender, D., **Castro, D.** & O'Donnel, K. (1999). Family stories, family strengths, and family needs. Latina women in Piedmont North Carolina. Insight Out, Spring issue, pp.18-20.

Bender, D., **Castro, D.,** & O'Donnel, K. (1999). Cuentos Familiares [Family Stories]. ISIS, Spring, pp. 48.

Castro, D., Mejia, S., La Rosa, E., Fano, S., Chavez. & Zubieta, J. (1990). *Habilidades básicas para la lecto escritura en niños de primer grado de cinco centros educativos de Canto Grande*. [Pre-reading and writing abilities in first grade children of five schools in Canto Grande]. Proceedings, VI Scientific Meeting of the Universidad Peruana Cayetano Heredia, Lima, Peru.

Castro, D., Mejia, S., La Rosa, E., Fano, S., Chavez. & Zubieta, J. (1990). *Capacitación sobre modificación de conducta infantil a profesoras y animadoras de educación inicial de Canto Grande*. [Training program on child behavior modification for preschool teachers and non-professional community volunteers in Canto Grande]. Proceedings, VI Scientific Meeting of the Universidad Peruana Cayetano Heredia, Lima, Peru.

Castro, D. (1986). Estudio del dominio del lenguaje en niños de educacion primaria hijos de migrantes bilingues Quechua-Castellano en una poblacion urbano marginada de Lima. [Study of language in primary school children of bilingual Quechua-Spanish migrants in a poor urban community of Lima]. Proceedings, IV Scientific Meeting of the Universidad Peruana Cayetano Heredia, Lima, Peru.

Manuscripts under review

Buysse, V., **Castro, D. C.**, West, T. & Skinner, M. Addressing the needs of Latino children: A national survey of state administrators of early childhood programs. Early Childhood Research Quarterly.

Aytch, L., **Castro, D. C.** & Selz-Campbell, L. Early Intervention Services Assessment Scale: A pilot study in early intervention programs across multiple states. Journal of Early Intervention.

Manuscript in preparation:

Castro, D. C., Rodriguez, P., Skinner, M., Skinner, D. & Bailey, D. Latino mothers' and fathers' agreement in the assessment of their children with developmental disabilities.

C. Current Research Support

New Voices / Nuevas Voces: Cultural and Linguistic Diversity in Early Childhood (Principal Investigator). U. S. Department of Education (OSEP-Model Demonstration Projects). September 1, 2001-August 31, 2005. Total Budget: $695,820. Award Number: H324M010093. The purpose of this project is to develop, field-test and evaluate a professional development model that includes a training curriculum and technical assistance activities to improve early childhood professionals' knowledge and skills for working with culturally and linguistically diverse children, with a special focus on Latino children and families.

Nuestros Niños / Our Children: Addressing the Needs of Young Latino Children and Families. (Co-Principal Investigator with Virginia Buysse, Principal Investigator). U.S.

Department of Education (OERI field initiated research). October 1, 2001 – September 30, 2004. Total Budget: $1,327,915. Award Number: R305T010840. This project studies policies and practices related to serving Latino children and families in early education and intervention, and includes a national survey of state administrators, classroom observations and interviews with early childhood professionals and Latino parents in 3 states: North Carolina, Florida and Washington.

Partners for Literacy (Investigator, with Barbara Wasik and Joseph Sparling, Principal Investigators). Contract with Westat. May 28, 2003-September 30, 2006. Total Budget: $3,500,000. This project will design and

implement an early childhood/parenting education curriculum for a national study of the federal Even Start Family Literacy Program. The purpose of the study is to determine if a high quality curriculum will be more effective in producing positive child and parent outcomes than the current Even Start programs. The Partners for Literacy curriculum is one of two to be evaluated in this national study. About 40% of the children and families served by Even Start programs participating in this study are of Latino descent.

Evaluation of the 21st Century Community Learning Centers. (Principal Investigator). Contract with the Chapel Hill-Carrboro City Schools, Orange County, NC. August 1, 2003- July 31, 2006 (Contract: $60,000). The purpose of this evaluation is to assess the effectiveness of three 21st CCLC after-school programs in improving the academic achievement of low-income minority students (Grades 1-5), thereby narrowing the achievement gap.

D. Other Research Experience

Quality of Early Intervention Services: Development and Field Testing of an Assessment Scale. (Investigator). Study conducted by the National Center of Early Development and Learning (Don Bailey, Principal Investigator). Frank Porter Graham Child Development Center. UNC-CH. (1998-2000).

Parental Involvement in Head Start Programs (Investigator). Sub-study conducted as part of the North Carolina Research Center on Head Start Quality (Donna Bryant and Ellen Peisner-Feinberg, Co-Principal Investigators. Frank Porter Graham Child Development Center. UNC-CH. (1997-2000).

Child and Family Factors in Oral Language and Reading of First Grade Peruvian Children in Poor Urban Communities. Doctoral Dissertation. The University of North Carolina at Chapel Hill (UNC-CH), School of Education. (1995-1996).

Family Stories, Family Strengths and Family Needs: Resilience and Risk Factors Among Latino Migrants in North Carolina (Investigator with Deborah Bender, Principal Investigator). University of North Carolina-Duke University Program on Latin American Studies. (1995-1996).

Language Development of Primary School Children of Bilingual Quechua-Spanish Migrants in a Poor Urban Community of Lima. Master thesis. The University of Alabama at Birmingham, School of Public Health. (1986)

Language Development of Preschool Children in a Poor Urban Community of Lima. Principal Investigator. Grant from the Asociación Multidisciplinaria de Estudios en Población [Multidisciplinary Association for Population Studies]. Lima, Peru. (1985).

Linda M. Espinosa, Associate Professor

INSTITUTION AND LOCATION	DEGREE	YEAR(s)	FIELD OF STUDY
University of Washington, Seattle, WA	B.A.	1973	Psychology, Elementary Teaching
Harvard university, Cambridge, MA	Ed. M.	1974	Human Development
University of Chicago, Chicago, IL	Ph.D.	1980	Educational Design and Implementation , Early Childhood Emphasis

A. Positions

2003-present Associate Professor College of Education Univ. of Missouri, Columbia, MO

August 1993–2002Co-Director, NIEER Graduate School of Ed. Rutgers University, New Brunswick, NJ

B. Selected peer-reviewed publications (in chronological order)

Burns, S., Espinosa, L., & Snow, C. (2003). Early literacy and non-English speakers: A look at the United States. Revue des Sciences de l'éducation.

Moore, J., Laffey, J. & Espinosa, L. (2002). Bridging the digital divide for at-risk students: Lessons learned. Tech Trends.

Laffey, J., Espinosa, L., Moore, J., & Lodree, A. (2003). Supporting learning and behavior of young children: Computers in urban education. Journal of Education for Students Placed At-Risk.

Espinosa, L. (2002). One child, two languages: A guide for preschool educators of children learning English as a second language. Book Review, Early Childhood Research Quarterly, 151, 1-3.

Espinosa, L. (2002). "Social Emotional Roots of Literacy." Early Childhood Today. IX, (3) pp.21-22.

Espinosa, L. (2001). Is it time for early childhood training standards? NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 4 (2) 296-302.

Espinosa, L. & Burns, S. . (2002). Early literacy for young children and second language learners. In C.L. Howes (Ed.), Teaching and learning in the classroom for four to eight year old children. Paul Brooks Publishing.

Espinosa, L. (2000). Contributing Author, Eager to Learn: Educating Our Preschoolers. B. Bowman & S. Burns, (Eds.), Washington DC: National Academy Press.

Mathews, M., Thormburg, K., Espinosa, L., & Ispa, J. (2000). Project REACH: Training rural child care providers. Young Children, 55(3), 82-88.

Espinosa, L.(2001). Cultural diversity and social skills instruction, book review, The Prevention Researcher.

Espinosa, L., Mathews, M., Thornburg, K., & Ispa, J. (1999). Training rural child care providers: Results of Project REACH. NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 2, 180-203.

Winsler, A., Diaz, R.M., Espinosa, L., & Rodriguez, J. L. (1999).When learning a second language does not mean losing the first: Bilingual language development in low-income, Spanish-speaking children attending bilingual preschool. ChildDevelopment, 70, (2), 349-362.

Espinosa, L. , Gillam, R., Busch, R. & Patterson, S. (1998). Evaluation of an in-service model to train child care providers about inclusion. Journal of Research in Childhood Education, 12, (2), 130-142.

Espinosa, L. (1998). School involvement and Hispanic parents. The Prevention Researcher, 5, (1), 5-8.

Espinosa, L. Thornburg, K. & Mathews, M. (1997). Rural kindergarten teachers' perceptions of school readiness: A comparison with the Carnegie study. Early Childhood Education Journal, 25, (2), 119-125.

Howland, J., Laffey, J., & Espinosa, L. (1997). A computing experience to motivate children to complex performances. Journal of Computing in Childhood Education, 8, (4), 291-312.

Thornburg, K., Mathews, M., Espinosa, L. & Ispa, J. (1997). Perceptions of child care in rural America. Journal of Research in Rural Education,13, (2), 117-130.

Lesar, S., Espinosa, L., & Diaz, R. (1997). Maternal teaching of preschool children in Hispanic families: Does a home intervention program make a difference? Journal of Research in Childhood Education, 11, 163-170.

Lesar, S, L. Espinosa, L., & Diaz, R. (1996). Family Focus for School Success: An early intervention program for language minority children at risk. The Journal of At-Risk Issues ,3, 19-28.

Espinosa, L. (1996). La participation de los padres en los programas preescolares. ERIC Digest # PS024541. ERIC/EECE Publications, University of Illinois, Urbana, IL.

Rodriguez, J.L., Duran, D., Diaz, R.M., & Espinosa, L. (1995). The impact of bilingual preschool education on the language development of Spanish-speaking children. Early Childhood Research Quarterly, 10, 475-490.

Espinosa L. (1995). Hispanic parent involvement. ERIC Digest # PS-95-5. ERIC/EECE Publications, Urbana, IL: University of Illinois.

Lesar, S. & Espinosa, L. (1994). Collaborative efforts for improving family/school partnerships for language minority preschool children. In Translating research into practice; Implications for serving families with young children. Prceedings. (p.246). Washington, DC: Administration for Children, Youth and Families.

Lesar, S. & Espinosa, L. (1993). Increasing language-minority family and child competencies for school success: An educology of early intervention. International Journal of Educology, 7, 14-36.

Espinosa, L. and Lesar, S. (1993). Family Focus for School Success: An early intervention program in Redwood City. Thrust for Educational Leadership, 23, 12-15.

Ellen Peisner-Feinberg, Scientist

INSTITUTION AND LOCATION	DEGREE	YEAR(s)	FIELD OF STUDY
Vanderbilt University, Nashville, TN	BA	1981	Psychology & Spanish
UNC-Chapel Hill	MA	1984	Develop. Psychology
UNC-Chapel Hill	PhD	1984	Develop. Psychology

A. Positions

2000-present Scientist, FPG Development Institute, UNC-CH
1991-2000 Investigator, FPG Child Development Center, UNC-CH

B. Selected peer-reviewed publications (in chronological order)

Bryant, D. M., Clifford, R. M., & Peisner, E. S. (1991). Best practices for beginners: Developmental appropriateness in kindergarten. American Educational Research Journal, 28, 783-803.

Bryant, D. M., Peisner-Feinberg, E. S., & Clifford, R. M. (1993). Evaluation of public preschool programs in North Carolina. Chapel Hill, NC: Frank Porter Graham Child Development Center.

Cost, Quality & Child Outcomes Study Team (1995). Cost, quality and child outcomes in child care centers: Key findings and recommendations. Young Children, 50, 40-44.

Cost, Quality & Child Outcomes Study Team (1995). Cost, quality and child outcomes in child care centers, Public Report. Denver, CO: Economics Department, University of Colorado at Denver.

Cryer, D., Peisner-Feinberg, E. S., Culkin, M. L., Phillipsen, L., & Rustici, J. (1995). Design of study. In S. Helburn (Ed.), Cost, quality and child outcomes in child care centers, Technical Report. Denver, CO: Economics Department, University of Colorado at Denver.

Peisner-Feinberg, E. S., & Burchinal, M. R. (1995). Descriptive analysis of preschool children's developmental outcomes. In S. Helburn (Ed.), Cost, quality and child outcomes in child care centers, Technical Report. Denver, CO: Economics Department, University of Colorado at Denver.

Peisner-Feinberg, E. S., & Burchinal, M. R. (1995). Child care quality and children's developmental outcomes. In S. Helburn (Ed.), Cost, quality and child outcomes in child care centers, Technical Report. Denver, CO: Economics Department, University of Colorado at Denver.

Maxwell, K., Bryant, D., Peisner-Feinberg, E., & Buysse, V. (1996). Center-based child care in the pioneer Smart Start Partnerships of North Carolina. Chapel Hill, NC: FPG Child Development Center, University of North Carolina at Chapel Hill.

Peisner-Feinberg, E. S., & Burchinal, M. R. (1997). Relations between child-care experiences and children's concurrent development: The Cost, Quality, and Outcomes Study. Merrill-Palmer Quarterly, 43, 451-477.

Peisner-Feinberg, E. S. (1997). Evaluation of the North Carolina Head Start Learning

Center: Final report. Chapel Hill: FPG Child Development Center, University of North Carolina-Chapel Hill.

Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., Culkin, M., Howes, C., Kagan, S. L., Yazejian, N., Byler, P., & Rustici, J. (1999). The children of the Cost, Quality, & Outcomes Study go to school: Technical report. Chapel Hill: FPG Child Development Center, University of North Carolina at Chapel Hill.

Burchinal, M. R., Peisner-Feinberg, E. S., Bryant, D. M., & Clifford, R. M. (2000). Children's social and cognitive development and child care quality: Testing for differential associations related to poverty, gender, or ethnicity. Applied Developmental Sciences, 4, 149-165.

Howes, C., Phillipsen, L., & Peisner-Feinberg, E. (2000). The consistency and predictability of teacher-child relationships during the transition to kindergarten. Journal of School Psychology, 38, 113-132.

Peisner-Feinberg, E. S., Bernier, K. Y., Bryant, D. M., & Maxwell, K. L. (2000). Family child care in North Carolina. Chapel Hill: FPG Child Development Center.

Bryant, D., Bernier, K., Maxwell, K., & Peisner-Feinberg, E. (2001). Validating North Carolina's 5-star child care licensing system. Chapel Hill: FPG Child Development Center.

Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., Culkin, M. L., Howes, C., Kagan, S. L., & Yazejian, N. (2001). The relation of preschool quality to children's cognitive and social developmental trajectories through second grade. Child Development, 72(5), 1534-1553.

Hardin, B. J., & Peisner-Feinberg, E. S. (2001). The Early Learning Accomplishment Profile Examiners Manual and Technical Report. Lewisville, NC: Kaplan Press.

Bryant, D., Bernier, K., Peisner-Feinberg, E., & Maxwell, K. (2002). Smart Start and child care in North Carolina: Effects on quality and changes over time. Chapel Hill: FPG Child Development Institute.

Yazejian, N., & Peisner-Feinberg, E.S. (2002). Music interventions and children's readiness for school. Early Childhood Connections, 8, 24-29.

Burchinal, M. R., Peisner-Feinberg, E. S., Pianta, R., & Howes, C. (2002). Development of academic skills from preschool through second grade: Family and classroom predictors of developmental trajectories. Journal of School Psychology, 40(5), 415-436.

Dickinson, D.K., McCabe, A., Anastasopolous, L., Peisner-Feinberg, E.S., & Poe, M. (2003). The interrelationships among vocabulary, phonological sensitivity, and print knowledge among preschool-aged children: A comprehensive language approach. Journal of Educational Psychology, 95, 465-481.

Peisner-Feinberg, E.S. (in press). Child Care and Its Impact on Young Children (2-5). In Encyclopedia on Early Childhood Development. Centre of Excellence for Early Childhood Development Web Site [http://www.excellence-earlychildhood.ca/cex_info.asp?lang=EN&info=6].

C. Research Support

2-R01-HD046126-01 (Kupersmidt) 10/1/03-9/30/08
National Institute of Child Health and Human Development 5,410,019
Evaluation of an Integrated Program for School Readiness. The primary aim of this

project is to conduct a longitudinal effectiveness trial of a comprehensive, multimodal integrated curriculum designed to promote the literacy, communication, mathematics, and socioemotional skills of preschool children.

90YD010001 (Bryant) 03/01/01-2/28/06
Administration for Children, Youth & Families 1,249,369
Head Start Quality Research Center on Socioemotional Interventions to Enhance School Readiness. One of the eight federally-funded Head Start Quality Research Center projects designed to develop, evaluate, refine , and assist in the dissemination of specific approaches to enhance Head Start program quality to promote child outcomes in school readiness.

Agency Number: None Given (Peisner-Feinberg/Yazejian) 07/01/03-12/31/04
International Foundation for Music Research 80,000
Evaluation of a Music and Movement Intervention For Preschool Classrooms. This study will examine the effects of a preschool language, music and movement intervention that has been developed over the past 25 years and is designed to enhance children's language, cognitive, social-behavioral, and motor skills--key areas for school readiness.

90YE0015 (Peisner-Feinberg) 09/30/00-9/29/04
Administration for Children & Families (DHHS) 699,576
Variations In Child Care And School Success: Longitudinal Follow-Up Of The Cost, Quality And Outcomes Study. The purpose of this study is to follow the original participants of the Cost, Quality, and Child Outcome in Child Care Centers Study to examine the long-term school success and academic achievement of the children in relation to the quality of their child care experiences.

2090002872 (Peisner-Feinberg) 02/01/02-6/30/04
NC Department of Health & Human Services 1,369,307
Evaluation of the NC More at Four Program. The purpose of this project is to provide a statewide evaluation of the More at Four program. The evaluation data will provide information about who is being served by the More at Four program, the quality and characteristics of the services provided, the satisfaction of families with the service, and the effects on children.

Agency Number: None Given (Peisner-Feinberg/Yazejian) 07/01/02-12/31/03
Foundation for Music-Based Learning 195,720
Evaluation of a Preschool Intervention to Support Children's Early Development and Learning. This proposed study will evaluate the effectiveness of a language, music, and movement intervention for preschool classrooms that has been developed over the past 25 years, which is designed to help children improve their language, cognitive, social-behavioral, and motor skills, competencies that are considered paramount for school readiness.

Martie L. Skinner, Statistician

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	YEAR(s)	FIELD OF STUDY
University of Oregon	BS	1983	Economics
UNC-Chapel Hill	MA	1990	Sociology
UNC-Chapel Hill	PhD	1992	Sociology

A. Positions and honors

1994 – present Adjunct Professor of Sociology, University of North Carolina at Greensboro, Greensboro, NC

1996 – present Investigator/ Statistician, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill,Chapel Hill, NC

B. Selected peer-reviewed publications

Symons, F. J., Clark, R. D., Hatton, D. H., Skinner, M., & Bailey, D. B., Jr. (2003). Self-injurious behavior in young boys with fragile X syndrome. *American Journal of Medical Genetics*, 118A:115-121.

Buysse, V., Goldman, B.D., & Skinner, M.L. (2002). Setting effects on friendship formation among young children with and without disabilities. *Exceptional Children*, 68 (4), 503-517.

Castro, D. C., Lubker, B. B., Bryant, D. M., & Skinner, M. (2002). Oral language and reading abilities of first grade Peruvian children: Associations with child and family factors. *International Journal of Behavioral Development*, 26, (4), 334-344.

Hatton, D.D., Hooper, S.R., Bailey, D.B., Skinner, M., Sullivan, K.. (2002). Problem behavior in boys with fragile X syndrome. *American Journal of Medical Genetics*, 108 (2), 105-116.

Pasley,B. K., Futris, T. G., & Skinner, M. L. (2002). The effects of psychological centrality on role performance: A test of Stryker and Serpe's model with fathers. *Journal of Marriage and the Family*,

Arcia, E., Skinner, M. L., Bailey, D. B., and Correa, V. (2001). Models of Acculturation and Health Behaviors Among Latino Immigrants to the US. *Social Science and Medicine*, 53 (01), 41-53.

Bailey, D.B., Hatton, D.D., Tassone, F., Skinner, M., & Taylor, A. K (2001). FMRP and early development in fragile X syndrome. *American Journal on Mental Retardation*, 106, 16-27.

Bailey, D.B., Hatton, D.D., Skinner, M., & Mesibov, G. (2001). Autistic behavior, FMR1 protein, and developmental trajectories in young males with fragile X syndrome. *Journal of Autism and Developmental Disabilities*, 31 (2), 165-174.

Skinner, D., Correa, V., Skinner, M., & Bailey, D. (2001). Role of religion in the lives of

Latino families of young children with developmental delays. *American Journal on Mental Retardation*, 106 (4), 297-313.

Ramey, C. T., Campbell, F. A., Burchinal, M., Skinner, M. L., Gardner, D. M., & Ramey, S. L. (2000). Persistent Effects of Early Childhood Education on High-Risk Children and Their Mothers. *Applied Developmental Science, Vol* 4, No. 1, 2-14.

Hatton, D.D., Bailey, D.B., Roberts, J.P., Skinner, M., Mayhew, L., Clark, R.D., Waring, M.E., Roberts,J.E. (2000). Early intervention services for young boys with fragile X syndrome. *Journal of Early Intervention*, 23 (4).

Bailey, D. B., Hatton, D. D., Mesibov, G., Ament, N., & Skinner, M. L. (1999). Early Development, Temperament, and Functional Impairment in Autism and Fragile X Syndrome. *Journal of Autism and Developmental Disability*, 30 (1), 49-59.

Bailey, D. B., Skinner, D., Correa, V., Arcia, E., Reyes-Blanes, M. E., Rodriguez, P., Vazquez-Montilla, E., and Skinner, M. L. (1999). Needs and Supports Reported by Latino Families of Young Children with Developmental Disabilities. *American Journal on Mental Retardation, 104*, no. 5, 437-451

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Bailey, D., Hatton, D., & Skinner, M. (1998). Early Developmental Trajectories of Males with Fragile X Syndrome. *American Journal on Mental Retardation, 103*, 29-39.

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C. Research Support

HD043749-01 (Janice Kupersmidt) 10/01/2002 to 09/30/2003
(1 year) 10%
Annual direct cost $150,000
NIH-NICHD
Preschool Language & Social Curriculum Evaluation

This is one year of funding is to plan a multisite effectiveness trial of a comprehensive multimodal curriculum designed to promote the literacy, communication, and socioemotional skills of preschool children.

33797-1 (Don Bailey) 7/01/2001 to 6/30/2006
(5 years) 10%
Annual direct cost $400,000
NIH-NICHD
Attention, Memory, and Executive Function in Fragile X

This project will add considerably to our knowledge about neurocognitive function in FXS by conducting more detailed, systematic, and expansive assessments of attention, memory and executive function.

54257-1 (Don Bailey) 7/01/2001 to 6/30/2006
(5 years) 5%
Annual direct cost $248,211
Department of Education
Elementary and Middle School Children with Fragile X Syndrome

The primary purpose of this study is to describe through prospective longitudinal study the development trajectories of children with Fragile X Syndrome from the transition into school through the middle school years.

54270-1 (Deborah Hatton) 1/01/2001 to 9/30/2005
(4 years) 10%
Annual direct cost $1,278,865
Department of Education
Early Intervention Training Center for Infants & Toddlers Who Have Visual Impairment

The major goals of this project are to develop training materials for practitioners who provide intervention services to young children with visual impairments.

Prog ### (Sam Odom) 9/1/2001 to 8/31/2004
(3 years) 10%
Annual direct cost $180,000
Department of Education
Cost, Quality and Outcomes of Inclusive Programs

The purpose of this three-year subcontract from Indiana University is to establish a field site for conducting a study of preschool inclusion in North Carolina. The Study will examine the relationship between program costs, the quality of programs, and the outcomes for preschool children with disabilities and their families enrolled in these programs.

MC00254 (Frances Campbell) 09/01/2001 to 08/31/2005
(4 years) 10%
Annual direct cost $433,392
Department of Health & Human Services (Maternal & Child Health Bureau)
Intergenerational Pathways to Competence in Minority Families

This study is to examine longitudinally the factors associated with the attainment of vocational success, supportive parenthood, and the adoption of healthy life style within a sample of minority adults born into low-income families.

Steve Knotek. Assistant Professor

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	YEAR(s)	FIELD OF STUDY
San Francisco State University, San Francisco, CA	B.A.	1981	Geography
University of San Francisco, San Francisco, CA	M.A.	1987	Counseling Psychology: School Counseling, and Marriage, Family and child concentrations
University of California, Berkeley, CA	Ph.D.	1996	School Psychology, APA-accredited program

A. Positions

2000-present Researcher and Consultant: University of Maryland Instructional Consultation Team Institute

1998-present Assistant Professor: School Psychology Program, University of North Carolina, Chapel Hill, NC (07/03-present)
School Psychology Program, Bucknell University, Lewisburg, PA (1998-2003)

1996-1998 Visiting Assistant Professor: School of Education, University of North Carolina (1998)
Psychology Department, Elon College, Elon, NC (1996-1997)

1989-1993 Researcher and Consultant: National Center for the Study of Writing

B. Selected peer-reviewed publications

Knotek, S. E. (1996). Emergent literacy and theory of mind: Children's use of text as situation and representation to mediate social interactions. Unpublished doctoral dissertation, University of California, Berkeley. Dissertation committee: Anne Dyson, Angeline Lillard, Martin Covington, and Paul Ammon.

Knotek, S. E. (in press). Development through discourse: Speech genres as pathways to conceptual change. In N. M. Lambert, I. Hylander, & J. Sandoval (Eds.), *Consultee-centered consultation: Improving the quality of professional services in schools and community organizations.* Mahwah, NJ: Lawrence Erlbaum.

Babinski, L. M., Knotek, S.E., & Rodgers, D. (in press). New teacher groups as consultee-centered consultation. In N. M. Lambert, I. Hylander, & J. Sandoval (Eds.), *Consultee-centered consultation: Improving the quality of professional services in schools and community organizations.* Mahwah, NJ: Lawrence Erlbaum.

Knotek, S. E., & Sandoval, J. (Eds.). (in press). Consultee centered consultation as a

Constructivistic process: Directions in theory and research [Special issue]. *Journal of Educational and Psychological Consultation.* Issue accepted, manuscripts in preparation.

Knotek, S. E. & Sandoval, J.(in press). Introduction to the special issue: Consultee centered consultation as a constructivistic process. Manuscript submitted for publication [Special issue].

Knotek, S. E., Gravios, T., & Babinski, L. (in press). The process of orderly reflectionand conceptual change during instructional consultation. [Special issue]. *Journal of Educational and Psychological Consultation.*

Webster, L., Knotek, S. E., Babinski, L., & Rogers, D. (in press). Mediation of consultee's conceptual development of new teacher groups: Using questions to improve coherency. [Special issue]. *Journal of Educational and Psychological Consultation.*

Knotek, S. E. (2003). Making sense of jargon during consultation: Understanding consultees' social language to effect change in student study teams, *Journal of Educational and Psychological Consultation.*

Knotek, S. E. (2003). Bias in problem solving and the social process of student study teams: A qualitative investigation of two sst's. *Journal of Special Education.*

Gravios, T.A, Knotek, S. E., & Babinski, L.M. (2003). Educating practitioners as consultants: The instructional consultation team consortium. *Journal of Educational and Psychological Consultation.*

Knotek, S.E., Babinski, L.M. & Rogers, D.L. (2002). Images of children and images of self: Supporting new teachers' development. *California School Psychologist.*

Knotek, S. E. (2001). Qualitative methods and the constructive practitioner: Integrating theory, research and practice. *CASP Today, 50.*

Presentations at National and International Conferences

Knotek, S. E., Rosenfield, S.A., & Gravois (2003). *Instructional consultation teams as situated professional developmental*. APA annual convention, Toronto, 8/03.

Knotek, S. E., Webster, L., Babinski, L. M., & Rogers, D. (2003) *Consultation in new teacher groups to improve mental representations.* APA annual convention, Toronto, 8/03.

Knotek, S. E. & Benn, E. (2003). *Consultee-centered consultation and modes of interaction applied to instructional consultation.* NASP annual convention, Toronto, 4/03.

Knotek, S. E., Gravios, T., & Babinski, L. (2002). *The process of orderly reflection and conceptual change during instructional consultation.* Poster session to be presented at APA annual convention. Chicago, 8/02.

Knotek, S.E., Babinski, L.M. & Rogers, D.L. (2001). *Consultee change as the focal purpose of consultation in new teacher groups.* Poster session presented at APA annual convention. San Francisco, 8/01.

Knotek, S. E. (2001). *Speech genres as conceptual mediators in student study teams.* Invited paper presented at 3rd International Seminar on Consultee-Centered Consultation, San Francisco, CA, 8/01.

Babinski, L.M., & Knotek, S.E. (2001). *Supporting beginning teachers through group consultation: A new role for school psychologists.* Miniskills workshop presented at NASP annual convention. Washington D.C.

Knotek, S.E., Babinski, L.M., & Rogers, D.L. (2000). *Finding a professional voice: Group consultation to mentor new teachers.* Poster session presented at the APA national convention, August 2000, Washington, D.C.

Knotek, S.E., Babinski, L.M., & Rogers, D.L. (2000). *Images of children and images of self: New teachers' speech genres in group consultation.* Paper presented at the AERA 2000 national convention, New Orleans.

Knotek, S.E. (1999). *Categorical tunnel vision in SST's: Restricted views of minority students' functioning.* Poster session presented at APA Annual Convention, Boston.

Knotek, S.E., & Babinski, L.M. (1999). *Embedded intergroup relations and parallel processes in a polarized school.* Poster session presented at the APA Annual Convention, Boston.

Knotek, S.E. (1999). *Development through discourse: Speech genres as pathways to conceptual change in consultee-centered consultation.* Invited paper presented at 2nd International Seminar on Consultee-Centered Consultation, Stockholm, Sweden.

Knotek, S. E. (1997). *Student study teams and discourse across disciplines.* Poster session presented at the APA Annual Convention, Chicago.

Knotek, S. E. (1996). *Applying theory and research to individual children: Qualitative methodology and the school psychologist.* Poster presented at the NASP Conference in Atlanta.

Knotek, S. E. (1994). *Children's theory of mind and their emergent theories of literacy: Conceptualizations of cultural differences in acquisition and skill in early literate practice.* Poster session presented at the AERA Annual Meeting in New Orleans.

Knotek, S. E. (1994). *University students' essay characteristics and their beliefs about knowledge: Supporting meaning making in students' writing.* Poster session presented at the AERA Annual Meeting in New Orleans.

Knotek, S. E. (1993). *Epistemological beliefs and the practice of written discourse in entering university students.* Roundtable presentation at the Piaget Society Symposium in Philadelphia.

Manuscripts in preparation

(Knotek, S.E) What a difference a book makes: Access to literacy resources as a protective factor in the development of emergent literacy skills in minority children. From ECLS-K restricted data base.

(Knotek, S.E., & & Hummel, R.) Young children's understanding of pretense in storybooks.

DETAILED BUDGET FOR INITIAL BUDGET PERIOD
Teacher Quality Research Project, CDFA 84.305

FROM 9/1/04 THROUGH 8/31/05

PERSONNEL *(Applicant* NAME	ROLE ON PROJECT	Type APPT. *(months)*	% EFFORT ON PROJ.	INST. BASE SALARY	DOLLAR AMOUNT REQUESTED *(omit cents)* SALARY REQUESTED	FRINGE BENEFITS	TOTALS
Buysse, V.	Principal Investigator	12	75%	(b)(6) [redacted]	73,180	16,480	89,660
Castro, D.	Principal Investigator	12	75%		43,925	10,921	54,846
Peisner-Feinberg, E.	Co-Principal Investigator	12	15%		12,120	2,819	14,939
Knotek, S.	Investigator	9	11%		5,950	1,509	7,459
TBH	Trainer / Consultant	3	100%		8,432	2,461	10,893
TBH	Project Coordinator	12	100%		33,950	9,883	43,833
TBH	Graduate Research Associate	4.2	100%		4,050	1,163	5,213
TBH	Graduate Research Associate	4.2	100%		4,050	1,163	5,213
TBH	Graduate Research Associate	4.2	100%		4,050	1,163	5,213
TBH	Graduate Research Associate	4.2	100%		4,050	1,163	5,213
SUBTOTALS					193,757	48,725	242,482

CONSULTANT COSTS			
Espinosa		2180	2,180
EQUIPMENT *(Itemize)*			0
SUPPLIES *(Itemize by category)*			
Photocopies		1000	
Curricula		500	
Assessment Instruments		2638	
			4,138
TRAVEL			
In-State		503	
Out-Of-State		2400	2,903
PATIENT CARE COSTS	INPATIENT	None	0
	OUTPATIENT	None	0
OTHER EXPENSES *(Itemize by category)*			
Printing		4223	
Communication		500	
Incentives		750	
		Grad Tuition 6,328	11,801
SUBTOTAL DIRECT COSTS FOR INITIAL BUDGET PERIOD			**$ 263,504**
CONSORTIUM/CONTRACTUAL COSTS	DIRECT COSTS		0
	FACILITIES AND ADMINISTRATION COSTS		0
TOTAL DIRECT COSTS FOR INITIAL BUDGET PERIOD			**$ 263,504**
TOTAL INDIRECT COSTS	**46%**		**$ 118,301**
TOTAL PROJECT COSTS			**$ 381,805**

Detailed Budget
Teacher Quality Research Project, CDFA 84.305 -Year 2

FROM 9/1/05 THROUGH 8/31/06

PERSONNEL *(Applicant organization only)* NAME	ROLE ON PROJECT	Type APPT. *(months)*	% EFFORT ON PROJ.	INST. BASE SALARY	DOLLAR AMOUNT REQUESTED *(omit cents)* SALARY REQUESTED	FRINGE BENEFITS	TOTALS
Buysse, V.	Principal Investigator	12	75%	(b)(6)	76,107	17,035	93,142
Castro, D.	Principal Investigator	12	75%		45,682	11,255	56,937
Peisner-Feinberg, E.	Co-Principal Investigator	12	15%		12,605	2,911	15,516
Knotek, S.	Investigator	9	11%		6,188	1,554	7,742
TBH	Trainer / Consultant	12	100%		35,308	10,142	45,450
TBH	Project Coordinator	12	100%		35,308	10,142	45,450
TBH	Graduate Research Associate	8.4	100%		8,100	1,163	9,263
TBH	Graduate Research Associate	8.4	100%		8,100	1,163	9,263
TBH	Graduate Research Associate	8.4	100%		8,100	1,163	9,263
TBH	Graduate Research Associate	8.4	100%		8,100	1,163	9,263
Slater, R.	Computer Programmer	12	50%		23,410	6,165	29,575
	SUBTOTALS →				267,008	63,856	330,864

CONSULTANT COSTS				0
EQUIPMENT *(Itemize)*				0
SUPPLIES *(Itemize by category)*				
Photocopies		1000		1,000
TRAVEL				
In-State		4158		
Out-Of-State		2400		6,558
PATIENT CARE COSTS	INPATIENT	None		0
	OUTPATIENT	None		0
OTHER EXPENSES *(Itemize by category)*				
Communication		500		
Meeting Expenses		500		
Subject Incentives		4500		
			Grad Tuition 13,040	18,540
SUBTOTAL DIRECT COSTS FOR INITIAL BUDGET PERIOD			$	**356,962**
CONSORTIUM/CONTRACTUAL COSTS	DIRECT COSTS			0
	FACILITIES AND ADMINISTRATION COSTS		→	0
TOTAL DIRECT COSTS FOR INITIAL BUDGET PERIOD			$	**356,962**
TOTAL INDIRECT COSTS	**46.00%**		$	**158,204**
TOTAL PROJECT COSTS			$	**515,166**

Detailed Budget
Teacher Quality Research Project, CDFA 84.305 -Year 3

FROM 9/1/06 THROUGH 8/31/07

PERSONNEL *(Applicant organization only)* NAME	ROLE ON PROJECT	Type APPT. *(months)*	% EFFORT ON PROJ.	INST. BASE SALARY	DOLLAR AMOUNT REQUESTED *(omit cents)* SALARY REQUESTED	FRINGE BENEFITS	TOTALS
Buysse, V.	Principal Investigator	12	75%	(b)(6)	79,151	17,614	96,765
Castro, D.	Principal Investigator	12	75%		47,510	11,602	59,112
Peisner-Feinberg, E.	Co-Principal Investigator	12	15%		13,108	3,006	16,114
Knotek, S.	Investigator	9	11%		6,435	1,601	8,036
Skinner, M.	Statistician	12	20%		17,175	3,951	21,126
TBH	Trainer / Consultant	12	100%		36,720	10,410	47,130
TBH	Project Coordinator	12	100%		36,720	10,410	47,130
TBH	Graduate Research Associate	8.4	100%		8,100	1,163	9,263
TBH	Graduate Research Associate	8.4	100%		8,100	1,163	9,263
TBH	Graduate Research Associate	8.4	100%		8,100	1,163	9,263
TBH	Graduate Research Associate	8.4	100%		8,100	1,163	9,263
Slater, R.	Computer Programmer	12	50%		24,346	6,343	30,689
	SUBTOTALS →				293,565	69,589	363,154

CONSULTANT COSTS				
Espinosa		2180		2,180
EQUIPMENT *(Itemize)*				
				0
SUPPLIES *(Itemize by category)*				
Photocopies		1000		1,000
TRAVEL				
In-State		4158		
Out-Of-State		2400		6,558
PATIENT CARE COSTS	INPATIENT	None		0
	OUTPATIENT	None		0
OTHER EXPENSES *(Itemize by category)*				
Printing		2870		
Communication		500		
Meeting Expenses		500		
Subject Incentives		4500	Grad Tuition 13,432	21,802
SUBTOTAL DIRECT COSTS FOR INITIAL BUDGET PERIOD			$	**394,694**
CONSORTIUM/CONTRACTUAL COSTS	DIRECT COSTS			0
	FACILITIES AND ADMINISTRATION COSTS →			0
TOTAL DIRECT COSTS FOR INITIAL BUDGET PERIOD			$	**394,694**
TOTAL INDIRECT COSTS	**46.00%**		$	**175,381**
TOTAL PROJECT COSTS			$	**570,075**

Improving Teacher Quality to Address the Language and Literacy Skills of Latino Children in Pre-Kindergarten Programs

Budget Justification

September 1, 2004 – August 31, 2007

Personnel Salary and Fringe Benefits

Drs. Buysse and **Castro** will serve as the Principal Investigators for the project. They will each devote .75 FTE to the project. In Year 1, they will work together to develop the curriculum and facilitator guide, conduct a national review of these materials, pilot test these materials with pre-kindergarten teachers, and revise the curriculum based on evaluation data. Also in Year 1, Drs. Buysse and Castro will recruit the first cohort of More and Four programs, organize the training for classroom teachers, as well as hire and train the data collectors, the Research Associate (who will serve as a Project Coordinator), and the bilingual training facilitator/consultant. In Years 2 and 3, Dr. Buysse will be responsible for supervising data collection, recruitment, and coordination with local sites. Dr. Castro will oversee the professional development components including organizing the training institutes, supervising the on-site consultation, and coordinating the community of practice meetings. Throughout the entire project period, Dr. Buysse will oversee management of the fiscal and programmatic functions of the project. Both PIs will prepare reports, manuscripts for publication, and conference presentations.

Dr. Peisner-Feinberg will serve as Co-Principal Investigator for the project across all three years of the project. As the lead investigator on the statewide evaluation of North Carolina's More at Four program, she will devote .15 FTE to assist the PIs in recruiting local programs and gaining access to evaluation data available through the on-line data system. In addition, she will serve as a valuable member of the research team, offering her expertise and input on issues related to conceptualizing and implementing the research design and methods.

Dr. Steven Knotek will devote .11 FTE as an Investigator on the project across all three years of the project. As a licensed School Psychologist with expertise in emergent literacy in minority populations, he will assist the PIs in developing and evaluating the curriculum as part of the intervention and will participate in developing the consultation procedures. In addition, he will assist in recruiting and training data collectors in the use of standardized assessment instruments with pre-kindergarten children.

Dr. Martie Skinner is a statistician in the Design and Statistical Computing Unit at FPG and will devote .20 FTE to the project in Year 3. Dr. Skinner has 15 years of experience in multivariate statistics, with particular expertise in structural equation modeling and hierarchical linear regression techniques. She supervises data analytic methods on other major research projects and has published articles in leading journals with the Principal Investigators.

Rita Slater will devote. 50 FTE in Years 2 and 3 to serve as a computer programmer in the Design and Statistical Computing Unit at FPG. She will be responsible for data entry, file editing, data organization, and documentation (creating codebooks with definitions of each variable and logs of all additions and revisions. Quality measures will include double keying, checks of the data files against test forms, range and consistency checks.

We will recruit and hire two **Social Research Associates**. One Social Research will be responsible for serving as the Project Coordinator, assisting with the day-to-day operation of the project, recruiting sites, developing an extensive data collection procedures manual, supervising data collectors, managing data entry, and coordinating the training events (1.0 FTE all three years). The second Social Research Associate will serve as the training facilitator and bilingual consultant to classroom teachers (1.0 FTE for 3 months in Year 1 and 1.0 FTE for 12 months in Years 2 and 3). In addition to delivering the training institutes, she will be responsible for implementing follow-up procedures that include on-site consultation and establishing community of practice meetings between training sessions. [redacted] (b)(6) [redacted]

We will recruit and hire four **Graduate Research Assistants,** each of whom will work 15 hours per week as data collectors (They will be hired to work one semester in Year 1 and both semesters in Years 2 and 3). All data collectors will be required to be proficient in both English and Spanish and have expertise assessing young children. The School of Education has a large pool of potential applicants for these positions and we will work closely with Dr. Steven Knotek to recruit qualified data collectors. In addition, we will seek applicants from the pool of data collectors already employed at FPG.

A 4% salary increase was projected for permanent personnel employed on this project.

Consultant

Dr. Linda Espinosa is the Co-Director of the National Institute for Early Education Research at Rutgers University. Her extensive background on professional development and the design and evaluation of learning environments for low-income Latino children under the age of 5 make her uniquely qualified to consult on this project. She will consult 2 days at the start of the project in Year 1 and 2 days again in Year 3 to assist with data analysis and dissemination. She will be paid at the rate of $490 per day and her travel and lodging expenses are estimated at $1,200.

Project Supplies

We request $1,000 in all three years for expenditures related to duplicating consent letters, forms, and data collection instruments; $500 in Year 1 to purchase existing curricula for use in developing our professional curriculum materials; and $2,638 in

Year 1 to purchase standardized assessment instruments and scoring forms in English and Spanish (**Woodcock LPB-R**; 2 English kits and 2 Spanish kits @ $336 each for a total of $1,344 plus 10 packages of test forms at $580 [10 @ $58] for a total of $1,924; **SSRS;** 1 starter kit at $180.99 and 8 packages of the teacher rating forms at $247.92 [8 @ $30.99] for a total of $428.91; **ELLCO**; user's guide and toolkit at $45 and 12 toolkits at $240 (5 @ $20) for a total of $285).

Travel

In-State. We request $503 in Year 1 for PI travel related to program recruitment. This estimate is based on 30 round trips for an average of 46.5 miles @ $.36 per mile. In Years 2 and 3, we request $4,158 for in-state travel each year. Of this amount, $1,134 will be used for the trainer/consultant to visit classrooms in the treatment group (45 trips @ an average of 70 miles round-trip @ .36 per mile) and $3,024 will be used for travel for data collection (4 round trips per classroom [30 classrooms] or 120 round trips at an average of 70 miles at a rate of .36 per mile).

Out-of-State. We request $2,400 in all three years for both PIs to travel to the Project Director's meeting in Washington, DC. This estimate is based on estimated airfare (2 @ $500), lodging (2 @ $525), plus per diem, registration, and ground transportation (approximately $350 total for both PIs).

Other

Graphic Design/Printing

In Year 1, we request at total of $4,223 for graphic design and printing costs. Of this amount, $2,965 will be allocated for the curriculum; $933 for the facilitator guide, and $325 for a power point presentation production.

In Year 3, we request $2,870 for dissemination activities that include designing and printing an executive summary for dissemination via the Internet as well as traditional methods.

Communication. We request $500 in Year 1 for long distance calls.

Graduate Student Tuition. We request $6,328 in Year 1, $13,040 in Year 2, and $13,432 in Year 3 for graduate student tuition. We anticipate a 3% increase on tuition assistance in Years 2 and 3.

Meeting Expenses. We request $500 in Years 2 and 3 for meeting expenses related to the professional development training institutes and follow-up community of practice meetings. These funds will be used to rent meeting space and purchase refreshments for participants.

Incentives. In Year 1, we request $750 for incentives for the national review panel in conjunction with evaluating our training curriculum materials (15 reviewers @ $50). We have found that offering an incentive greatly enhances the response rate for national reviewers. In Years 2 and 3, we request incentives to enhance our consent rate among Latino parents and classroom teachers. By offering an incentive for participation, we hope to achieve a higher consent rate for this study than the one obtained for the More at Four program overall from 70% to 100%. We will offer parents an incentive to agree to have their child participate in the study and to complete a comprehensive demographic form (120 parents @ $25 in each of years 2 and 3). We will offer classroom teachers an incentive to participate in either the treatment or control group (30 teachers @ $50 worth of classroom books in each of years 2 and 3), which involves participating in the professional development activities (treatment group only) and participating in pre- and post-test data collection.

Indirect Costs

Indirect costs are calculated at the approved rate for research grants housed on-campus at 46% in all three years. A total of $118,301 for Year 1, $158,204 for Year 2, and $175,381 for Year 3 is requested.

Appendix A

Timeline

Year	Fall	Winter	Spring	Summer
2004/ 2005	1) Develop training content and materials based on thorough review of the literature 2) Conduct national review of training materials	1) Pilot draft training materials in 1–3 sites 2) Conduct consumer evaluation of draft training format and materials 3) Recruit data collectors	1) Train data Collectors and conduct reliability checks 2) Complete revisions of training materials 3) Recruit 30 More at Four programs for treatment and comparison groups (Cohort 1) 4) Obtain IRB approval	1) Print training materials 2) Hire and train bilingual consultant 3) Organize training sessions (Cohort 1)
2005/ 2006	**Cohort 1** 1) Conduct 120 pre-test child assessments and 30 classroom observations (15 treatment classrooms and 15 comparison classrooms) 2) Conduct first training session 3) Consultant classroom visits 4) Establish community of practice groups (virtual and face-to-face)	1) Conduct second training session 2) Consultant classroom visits 3) Community of practice meetings 4) Begin data entry	1) Conduct third training session 2) Consultant classroom visits 3) Community of practice meetings 4) Conduct 120 post-test child assessments and 30 classroom observations 5) Recruit 30 More at Four programs (Cohort 2)	1) Data entry 2) Organize training sessions for Cohort 2
2006/ 2007	**Cohort 2** 1) Conduct 120 pre-test child assessments and 30 classroom observations (15 treatment and 15 comparison classrooms) 2) Conduct first training session 3) Consultant classroom visits 4) Establish community of practice groups (virtual and face-to-face)	1) Conduct second training session 2) Consultant classroom visits 3) Community of Practice meetings	1) Conduct third training session 2) Consultant classroom visits 3) Community of Practice meetings 4) Conduct 120 post-test child assessments and 30 classroom observations	1) Data analysis 2) Dissemination

College of Education
University of Missouri-Columbia

Department of Early Childhood and Elementary Education
303 Townsend Hall
Columbia, MO 65211-2400
PHONE (573) 882-3741
FAX (573) 884-0520

Dina C. Castro, MPH, Ph.D.
Frank Porter Graham Child Development Institute
University of North Carolina at Chapel Hill
105 Smith Level Rd., CB# 8180
Chapel Hill, NC 27599-8180

Dear Dina:

I am pleased to write a letter of commitment for your proposal, *Improving Teacher Quality to Address the Language and Literacy Skills of Latino Children in Pre-Kindergarten Programs*. I have the proposal and believe it has the promise of promoting improved language and literacy outcomes for Latino children who are English language learners through professional development for the teachers. I am especially pleased to be able to work with you on the development of the training institutes and evaluation of its effectiveness with classroom teachers. In my role as the Director of Primary Education in Redwood City, California, (65% ELL) I designed, implemented, and evaluated multiple staff development initiatives for our preschool and primary grade teachers. I, like you and your team, believe this is the key to enhanced language and literacy growth for children.

Our research in combination with other staff development studies underscored the importance of classroom-based mentoring that is individualized and reinforces the content of the training. I can see that you have systematically incorporated both classroom-based follow-through as well as shared reflection and community building. These are also essential elements to an effective professional development program.

There is an overwhelming consensus in the professional literature that early intervention, if it is of high quality and culturally and linguistically appropriate, can lead to long-term social and academic benefits. With the consistent poor academic performance of Latino children, in general, and young ELLs from poverty backgrounds specifically, it is of the utmost importance that we identify effective approaches to professional development that positively impact children's achievement. Your project promises to yield important and significant findings on how best to improve the teaching practices of preschool teachers who work with young Latino children.

In addition, I have followed your work at the FPG Child Development Institute and am impressed with your ability to carry out such a study with integrity, energy, and great cultural sensitivity. You have the personal and professional characteristics to work cross-culturally and design training, research, and evaluation activities that are scientifically sound but also linguistically and culturally appropriate. For these reasons, I am most pleased to collaborate and consult with you on this project.

Sincerely,

Linda M. Espinosa, Ph.D.
Associate Professor, Early Childhood Education
University of Missouri-Columbia

AN EQUAL OPPORTUNITY/ADA INSTITUTION

State of North Carolina
***More at Four* Pre-Kindergarten Program**
2075 Mail Service Center
Raleigh, NC 27699-2075

Michael F. Easley
Governor

December 3, 2003

Dr. Virginia Buysse
Dr. Dina Castro
FPG Child Development Institute
University of North Carolina at Chapel Hill
CB #9190, 105 Smith Level Road
Chapel Hill, NC 27599-8180

Dear Drs. Buysse and Castro:

This letter is to strongly support your proposed research project to improve the quality of teacher skills in addressing language and literacy for pre-kindergarten Latino children. I consider this research to be a high priority area for North Carolina. It would be a direct benefit to North Carolina and to other states.

The *More at Four* Pre-K Program is specifically targeted to at-risk children. Children with limited English proficiency are considered one of our key at-risk target groups. North Carolina has the fastest growing Latino population in the country. At this point in the school year, 18 percent of our enrolled pre-kindergarten children in the state *More at Four* Pre-K Program are Latino. Few teachers are prepared to address the unique language needs of this population.

I will facilitate your involvement with *More at Four* pre-K classrooms from the state level should you receive this grant award. Best wishes on your proposal. It would be a real contribution to the pre-kindergarten teacher development.

Sincerely,

Carolyn T. Cobb, Ph.D., Director

CTC:jlw

Location: 116 W. Jones Street, Suite 1156 Raleigh, NC Telephone: (919) 715-0040

Number and Percentage of Latino Children Served in *More at Four* Programs

NC Regions	Total Number of Children Served	Total Number of Latino Children Served	Percentage of Latino Children Served
Mountains (16 counties)	735	72	9.8%
Heartland/Central (45 counties)	4710	1028	21.8%
Coastal (18 counties)	806	122	15.2%

Counties with the Highest Concentration of Latino Children Enrolled in *More at Four* (>20%)

Mountains: 28.6% in Ashe county; 28.9% in Henderson county
Central: 44.7% in Catawba county; 25% in Davidson county; 29% in Forsyth county; 24.3% in Hoke county; 25.1% in Mecklenburg county; 28.7% in Orange county; 21.1% in Wake county; 34.9% in Cabarrus county; 75.9% in Chatham county; 60.72% in Johnston county; 58% in Randolph county; 40% in Sampson county; 35% in Surry county; 57% in Union county; 31.5% in Wilson county; 24% in Yadkin county; 58% in Moore county
Coastal: 31% in Pitt county; 36% in Duplin county; 23.6% in New Hanover county

Program Description Form

Date: ____/____/____

Type of early childhood program: ____ Head Start ____ Migrant Head Start
Child Care: ____ Not for profit ____ For profit
Public School Pre-Kindergarten: ____ Pre-K program ____ Title I ___ Part B
Other (describe) _____
Sources of Funding: ___Tuition-Based ___Subsidies ___Federal Funding/Grant
___State Funding-Which program: ___Smart Start ___More at 4 ___Private Foundation
Name of the Center/Program: _____
Name of program director or coordinator: _____
Name of contact person (if different from director) _____
Hours of operation: ____ All day ____ Half day
Extended Day Option Available: ____ Yes ____ No
Total number of staff providing direct services to children and families: _____
How many of them are bilingual: _____
Specialist serving children and families in this program (circle B if bilingual)

____ Speech language pathologist (B) ____ Audiologist (B) ____ Psychologist (B)
____ Physical Therapist (B) ____ Occupational Therapist (B) ____ Other (describe)
____ Family specialist (B) ____ Parent educator (B) _____

Participating Classrooms

Name of lead teacher (indicate with a B if bilingual)	Number of assistant teachers in classroom	Total number of children in classroom	Total number of Latino children in classroom	Total number of children with IEPs in classroom	Range of children's age	NAEYC or Other national accreditation (Please list)	5 Star rating (1 – 5)*
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							

* NC: If the program is not using the Star system yet list A or AA status.

Classroom Materials and Activities Checklist
(Peisner-Feinburg, Herstine, & Maris, 2003)

3. ACTIVITIES

Circle Time 1 from _____ to _____

Check all that apply:

___Read aloud stories ___Songs ___Sharing ___Rhymes

___Poems ___Plan for the Day ___Fingerplays ___Other: (*describe*)

Circle Time 2 from _____ to _____

Check all that apply:

___Songs ___Literacy Lesson ___Rhymes ___Other: (*describe*)

___Poems ___Fingerplays

Circle Time 3 from _____ to _____

Check all that apply:

___ Emergent or Other Books ___Rhymes ___Modeled Writing ___Poems

___Songs ___Fingerplays ___Other: (*describe*)

Circle Time 4 from _____ to _____

Check all that apply:

___Summary of the Day ___Poems __Songs __Sharing and Celebrating

___Read Aloud ___Rhymes __Fingerplays __Other (describe):

• **Instructions:** Indicate all centers used by children during this time period.

Center Time/Small Group Activity 1 from _____ to _____

Check all that apply:

___Library ___Sand & Water ___Art ___Manipulatives

___Dramatic Play ___Mathematics ___Science ___Blocks

___Writing ___Computers ___Listening ___Music

Center Time/Small Group Activity 2 from _____ to _____

Check all that apply:

___Library ___Sand & Water ___Art ___Manipulatives

___Dramatic Play ___Mathematics ___Science ___Blocks

___Writing ___Computers ___Listening ___Music

Form 2

Contact Summary

Program

Type of Contact

- ❑ On-site consultation
- ❑ Telephone call
- ❑ Observation
- ❑ Other (specify)

Date _____

Consultee _____

Classroom _____

Purpose of Contact _____

_____

_____

Focus of Concern _____

_____

_____

Summary of Discussion _____

_____

_____

Decisions Reached _____

_____

_____

Action Steps for Consultant _____

_____

_____

Action Steps for Consultee _____

_____

_____

Date of Next Consultation _____

Form 2

Contact Summary, cont.

Program

Consultant Reflections

adapted from Wesley, P.W. (2000). *Improving the quality of early childhood programs: The PFI model of consultation.* Chapel Hill: The University of North Carolina, FPG Child Development Insitutute.

Form 4

Intervention Plan

Program

Consultee(s) _____

Consultant _____

Classroom _____

Consultation Start Date _____/_____/_____
Month Date Year

Consultation End Date _____/_____/_____
Month Date Year

Goals/Objectives	Strategies	Evaluation Activities	Responsible Person(s)	Start Date	Target Date	Completed Date

DELSS
Development of English Literacy in Spanish-Speaking Children

Phonological Awareness Test (English)[1]

Author and Date

Harvard Graduate School of Education and Center for Applied Linguistics (2002)

Purpose

The Phonological Awareness Test was designed to investigate children's phonological awareness in English.

Description

The Phonological Awareness Test consists of five subtests: *Rhyme Recognition, Rhyme Production, Initial Phonemes, Sentence Segmenting*, and *Syllable Segmenting*. *Rhyme Recognition* consists of two practice items followed by six test items. The child is shown a target picture and choice pictures and provided with the names of each of the pictures. He or she is asked to choose the picture that rhymes with the target word, choosing between two pictures for test items 1 through 3, and choosing among four pictures for test items 4 through 6. *Rhyme Production* consists of two practice items and four test items. The child is asked to produce a rhyme for a given word. Credit is given if the word the child provides is a rhyme, regardless of whether it is a real word or not. In *Initial Phoneme Recognition*, the child is asked to match pictures of words with the same initial sound. *Sentence Segmenting* consists of two practice items and five test items. The child is provided with a set of colorful tiles to use in this task. The researcher reads a sentence, and the child is asked to move one tile for each word in that sentence. In *Syllable Segmenting*, the researcher says a word and the child is asked to move one tile for each syllable in that word.

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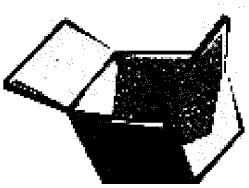
Examples

Rhyme Recognition

Child Sees:



Item	Target
box	socks

Item	Target
ball	any word that rhymes with "ball"

Rhyme Production

(Footnotes)

[1] The Phonological Awareness Test was based on previous work by Lisa M. Lopez, David K. Dickinson, Andrea Rolla San Francisco, and Adele Miccio.

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Examples

Rimas

Ítem	**Respuesta**
fresa	mesa

Producción de Rimas

Ítem	**Respuesta**
silla	Any word that rhymes with “silla”

Fonema Inicial

Ítem	**Respuesta**
libro	lápiz

Segmentación de Oraciones

Ítem	**Respuesta**
Ella juega.	2

Segmentación de Sílabas

Ítem	**Respuesta**
mono	2

"Where's My Teddy?" Concepts about Print
Instructions & Score Sheet

Pick up "Where's my Teddy?" Say **"Now I'm going to show you a book and then we'll read it. As I'm reading I'm going to ask you some questions."**

	Instructions	Scoring	Score
1.	Hand book to child upside down and backwards. "**Show me the front of the book**". If child shows first page, ask "**Is there anything that comes before this?"**	1 pt if child presents book with front cover facing up	0 1
2.	"**Now open it up for us to read."**	1 pt if child opens to title page or first page of story	0 1
3.	Turn to page 1. "**Point to where I should start to read**."	1 pt if child points to any print	0 1
4.	Read pages 1-8. Turn to page 9, stop and ask, "**"Where do I read here? Then where do I go**?"	1 pt if child points from left to right **and** from page 9 to page 10	0 1
*5.	***Only*** if child scored a 1 on #4, ask on page 10, "**Can you read this yourself**?"	0 pt if cannot ready any or says s/he can't read 1 pt if child reads with more than 1 error 2 pt if reads with one or no errors	0 1 2 N/A
6.	Before reading page 11, ask " **Where do I read here? Then where do I go?**"	1 pt if child points from left to right and top to bottom of page	0 1
*7.	***Only*** if score for 6 was 1 **AND** if scored 1 or 2 on 5, ask **"Can you read this first part yourself?"**	0 if cannot read any 1 pt if reads with more than 1 error 2 pts if reads with 1 or no errors	0 1 2 N/A
8.	Finish reading story. "**Tell me some words in the story that sound like 'Eddie'."**	1 pt if child says teddy, Freddie or already	0 1
9.	Go back to pages 5 & 6. Point to each panel in turn and say: **"Remember, in this part of the story Eddie is going into the woods."** Point to Eddie in the last panel and say: "**Look at his face. How is Eddie feeling here?"** If child says he wants his teddy or looking for his teddy probe: **'How is he feeling?'**	1 pt for scared, afraid, nervous frightened 0 for mad, sad, other emotion	0 1
10.	Go to pages 15 & 16. Point to big teddy and ask: **"Why is that teddy best for the gigantic bear?"**	1 pt for he's big enough, the bear can huddle and cuddle with him, or an answer related to size	0 1
11.	Close book and hand it to the child with front cover facing up. **"This book is called "Where's My Teddy?" Where do you think it says that?"**	1 pt if child point to any print on front cover	0 1
12.	Point to author's name. **"This book is by Jez Alborough. See, it says "Jez Alborough" here. What did this person do?"**	1 pt if child answer wrote the book, made the book, or related answer	0 1
	OVERALL SCORE		

FACES 1998

Appendix B

Observation Record

Program or district: _____ Center or school: _____

Teacher: _____

Time and duration of observation: _____

Duration of entire classroom day: _____

Number of teachers (e.g., teachers, co-teachers, aides): _____ Number of other adults: _____

Number of girls: _____ Number of boys: _____

Grades/ages of children: _____

Number of students with identified learning disabilities: _____ Number of English language learners: _____

Primary language used by teacher: _____

Primary language spoken in classroom: _____

Languages spoken by other students: _____

OBSERVATIONS COMPLETED

- ☐ Literacy Environment Checklist
- ☐ Classroom Observation and Teacher Interview
- ☐ Literacy Activities Rating Scale

Observer: _____

Date of observation: _____

General comments:

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Literacy Environment Checklist

E L L C

This checklist can be completed when no children are present, ideally before the children arrive. As classroom observers fill out this checklist, they become familiar with details of the environment. The careful attention paid to the environment helps observers complete the Classroom Observation; therefore, the checklist should be done prior to making the Classroom Observation.

Book Area

1. Is an area set aside just for book reading? Circle one: YES 1 NO 0

If this area is used for other activities, such as for circle time or as a block area, score this item NO.

2. Is the area where books are located orderly and inviting? Circle one: YES 1 NO 0

Are the books displayed on a bookshelf or bookcase? Are they oriented properly (front covers or spines facing out and right-side up)? Are they neatly organized?

3. Does the area where books are located have soft materials? Circle one: YES 1 NO 0

Are there pillows, cushions, or comfortable furniture (e.g., couch) in the area so that children can look at books comfortably?

Book Area Total _____

Book Selection

4. Do the books in the classroom range in difficulty level? Circle one: YES 1 NO 0

This item refers to all books that are accessible to children, not only those books in the book area. Do some books have no words or very few words per page, whereas others have one or two paragraphs per page? Do some books include simple language, whereas others incorporate more sophisticated vocabulary?

5. How many books are easily available to children? Circle one: Fewer than 15 1; 16–25 2; 26+ 3

Count all books that are accessible to children, not only those in book area.

6. How many books convey factual information? Circle one: 0 0; 1–2 1; 3–5 2; 6+ 3

Count all books that are accessible to children, not only those in book area. Include science- or math-related books and social studies books or books about other cultures, as well as health-related books.

7. Are there three or more books related to the current theme? Circle one: YES 1 NO 0

The current theme should be evident through classroom displays, activities, and teacher conversations with children. If you are unsure about the current theme, ask the classroom teacher.

Book Selection Total _____

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Get Ready to Read!

An Early Literacy Manual: Screening Tool, Activities, & Resources

- Information on how children learn to read
- A screening tool to check a four-year-old's progress in developing early literacy skills
- Skill-building activities and resources

***Get Ready to Read!* Screening Tool:**

Grover J. Whitehurst, Ph.D., Developer

Christopher Lonigan, Ph.D., Co-Developer

***Get Ready to Read!* is an initiative of the National Center for Learning Disabilities, Inc.**

www.getreadytoread.org

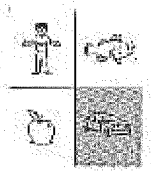
PEARSON Early Learning

Get Ready to Read! Screening Tool — Child Booklet

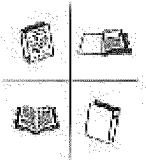
Duplicate the answer sheet for each screening.
Child's Name: _____
Child's Age: years_____ months_____

Date: month_____ day_____ year_____
Person Administering Screening:
_____

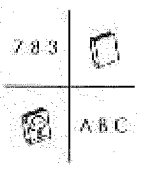
☐ First Screening ☐ Second Screening ☐ Third Screening



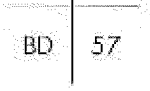
Item Sample These pictures are: boy, fish, apple, car. Which one is car? Find car. If child answers incorrectly: That was a good try, but this is car. Let's try again. Which one is car?



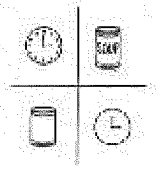
Item 1
These are pictures of a book. Find the one that shows the back of the book.



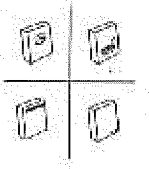
Item 2
Find the picture that has letters in it.



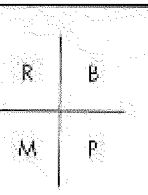
Item 3
Find the picture that has letters in it.



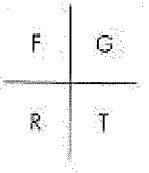
Item 4
Find the picture that has a word in it.



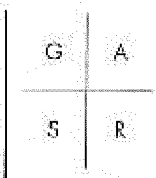
Item 5
These are pictures of a cereal box. Find the one that tells you the name of the cereal.



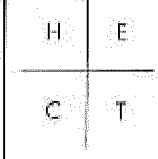
Item 6
Find the letter R.



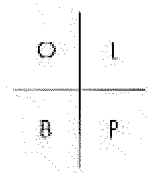
Item 7
Find the letter G.



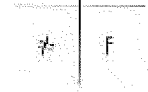
Item 8
Find the letter that makes a *sss* sound.



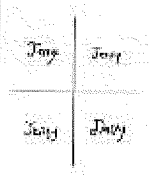
Item 9
Find the letter that makes a *tuh* sound.



Item 10
Find the letter that makes a *buh* sound.

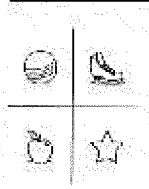


Item 11
Some children wrote the letter F. Find the one that is written the best.

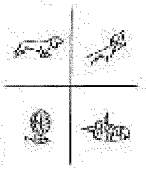


Item 12
Some children wrote their name. Find the one that is written the best.

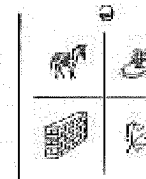
Item 13
Some children wrote stories. Find the longest story.



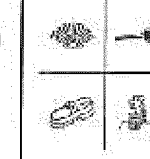
Item 14
These pictures are: ball, skate, apple, star. Find the one that starts with the *buh* sound.



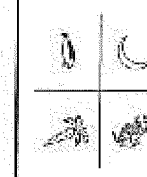
Item 15
These pictures are: dog, kite, fan, snake. Find the one that starts with the *duh* sound.



Item 16
This is ball, and these pictures are: zebra, shoe, wall, leaf. Does ball sound like zebra, shoe, wall, or leaf? Find the one that rhymes with ball.

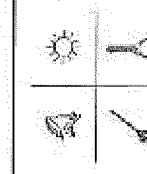


Item 17
These pictures are: seashell, rocket, shoe, chimney. Find what you get when you put SEA and SHELL together. Find sea *(pause)* shell.



Item 18
These pictures are: penguin, moon, carrot, dragon. Find what you get when you put PEN and GUIN together. Find pen *(pause)* guin.

Item 19
These pictures are: mouse, cloud, cow, moon. Find what you get when you put MMM and OON together. Find mmm *(pause)* oon.



Item 20
These pictures are: sun, key, frog, mop. Find turkey without *tur*.

Instructions: This answer sheet shows a reduced version of each question on the screening tool. Read each question to the child. Mark on this answer sheet the child's answer. For example, if the child points to the car in response to the sample question, then make a pencil mark on the car on this sheet. When the child has finished taking the screening tool, there should be a mark indicating the child's answer on each of the 20 questions.

The correct answers to the *Get Ready to Read!* Screening Tool can be found on page 30 of the Early Literacy Manual.

Add up the number of correct responses made by the child. (Don't count the sample question.) The total number correct is the child's score. Enter that number in the box below:

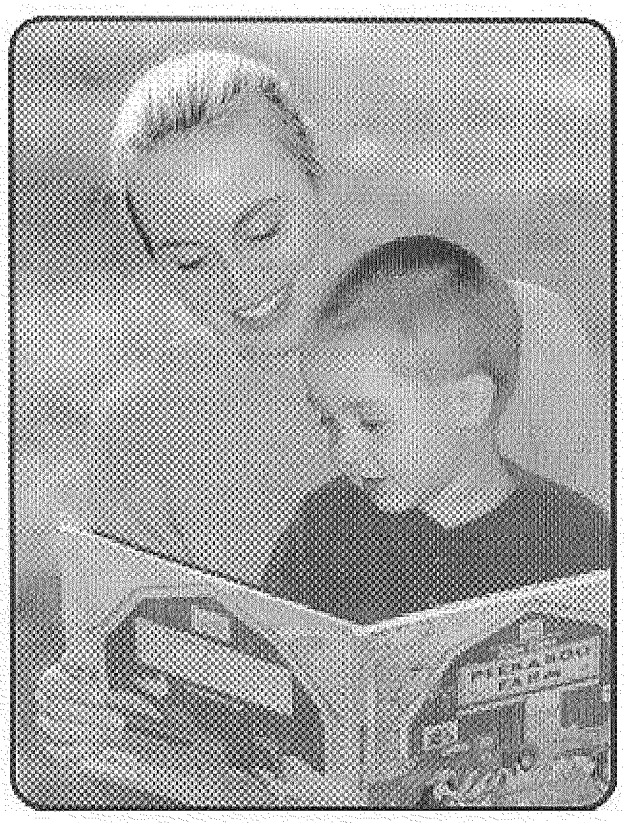
Number correct: ☐

© Pearson Early Learning

Learningames

THE ABECEDARIAN CURRICULUM

48 TO 60 MONTHS



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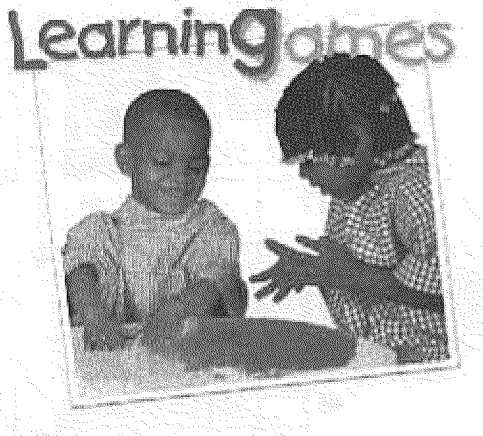
Aprendamos Jugando

EL PROGRAMA DE ESTUDIOS ABECEDARIO

48 A 60 MESES

Table of Contents

The Learningames activities have many aspects. In the Table of Contents each game is associated with from 2 to 4 developmental themes. (And it would be possible to identify even more themes for some games.) From these you can select the emphasis that is best for your program and/or for an individual child and family. The same game might be played with a Language emphasis in one case and with a Needs and Feelings emphasis in another. Or, several themes might be stressed at once for a whole-child approach. The choice is yours.



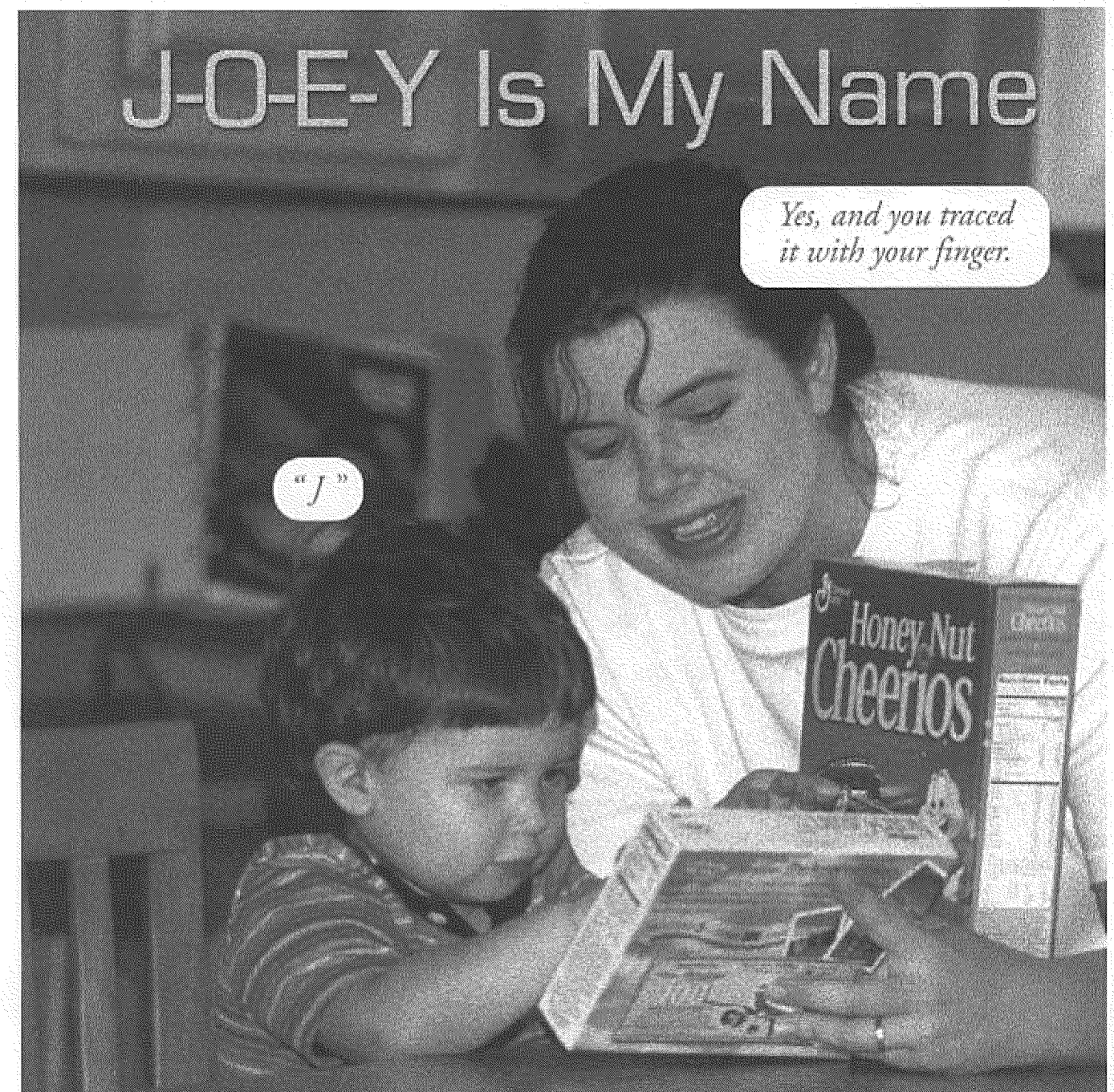
Developmental Themes

MONTH			Social & Emotional							Cognitive				
			Needs & Feelings	Self Image	Independence	Sharing & Cooperation	Family & Culture	Early Literacy	Oral Language	Knowing & Classifying	Creativity & Imagination	Reasoning	Visual & Fine Motor	Space & Action
36	101.	Soap Curls		●							●		●	
	102.	A Sharing Place				●	●	●	●					
	103.	The Duck Said...						●	●	●				
37	104.	Dough and More			●						●		●	
	105.	Matching & Naming Pictures						●	●	●			●	
	106.	Seeing Feelings	●				●			●				
38	107.	A Book of Me		●				●	●		●		●	
	108.	Planting Together				●	●						●	
	109.	Showing What I Know		●				●	●	●				
	110.	Our Values	●			●	●							
39	111.	Comparing Two Amounts								●		●	●	
	112.	Restore the Circle						●		●			●	
	113.	The Knee Star		●					●					●
	114.	Preparing for Sharing	●			●								●
40	115.	Stories with Three						●	●	●				
	116.	What's It For?								●		●		
	117.	Riding a Trike			●				●			●		●
	118.	Button and Zip	●		●								●	
41	119.	Following Directions	●			●			●					
	120.	Family Album					●	●		●	●		●	
	121.	See and Show		●		●		●	●				●	
	122.	Searching for Sounds							●	●		●		●

Developmental Themes

MONTH		Social & Emotional					Cognitive						
		Needs & Feelings	Self Image	Independence	Sharing & Cooperation	Family & Culture	Early Literacy	Oral Language	Knowing & Classifying	Creativity & Imagination	Reasoning	Visual & Fine Motor	Space & Action
42	123. Painting with My Hands		●					●		●		●	
	124. Playing with Many Sizes							●	●			●	
	125. Moving and Saying		●					●		●			●
	126. Showing Concern	●						●			●		
43	127. Making Handprints		●							●		●	
	128. A Handy Tool			●						●	●		●
	129. Painting on Paper			●						●		●	
	130. Matching with Nearly-alikes						●	●	●			●	
44	131. That's Mine	●	●	●				●					
	132. I Look Great	●	●			●						●	
	133. Packing My Own Picnic			●							●	●	
	134. Wearing the "Turn Hat"		●		●			●					
45	135. Planning an Event				●	●	●				●		
	136. Who, What, Where?				●		●	●	●				
	137. That Doesn't Belong					●			●		●		
	138. Ball in the Bucket			●	●								●
46	139. An Errand for Two	●			●	●	●						●
	140. Changing Partner Roles				●	●		●					
	141. Say What Just Happened						●	●			●	●	●
	142. Changing Things							●	●		●	●	
47	143. Remembering Pictures						●	●	●			●	
	144. Copy Each Other				●			●		●			●
	145. Saying All I See						●	●			●		
	146. Remembering Things & Places								●				●
48	147. Props for Pretending					●				●	●		
	148. What Will Happen Next?							●			●		
	149. J-O-E-Y Is My Name	●		●			●	●	●				
	150. How Did You Feel When...	●						●			●		●

J-O-E-Y Is My Name



Chant the letters of your child's name to him, "J-O-E-Y." When he knows his name-letters when you say them, let him learn what they look like. Together find them on cereal boxes, signs, ads, and in books. When the letters are large enough, trace their shapes with your fingers. Let him set the pace so the two of you will be happy together about each letter he recognizes.

Why?

To say and show the letters in his name so the child will learn them and to know that letters make words.

J-O-E-Y Is My Name

Adult

The letters of the child's name provide a good beginning place for learning letters. You've always made a point of saying his name to him. • Now you will want to spell it to him. When you call him chant, "Joey, J-O-E-Y. Can you come, please?" He will begin to associate the letters with his name. • When you have done this a few times, try getting his attention by using just the letters. • After he responds to the sounds of his name-letters, help him know what they look like. Present one at a time. Point them out in many places during the day. *Cereal boxes, magazines, signboards, toys,* and *labels* provide good sources for big, colorful letters. Ignore the fancy ones unless he recognizes them spontaneously. • When it's possible, both of you trace them with your fingers as you share their sound. • Use his knowledge of circles, lines, and crosses when you're acquainting him with the letter. (An O is a circle, an E is four straight lines, a J is curved at the bottom, etc.) If he makes an association, "It's like a candy cane," go with it. He's using a memory aid. • As he begins to form the letters with his crayon, use these same descriptive words to remind him of the shapes. • If his interest continues, help him recognize some additional letters beyond those in his name.

Child

A child will learn to recognize his name by the sound of the letters if he hears them frequently. But, recognizing the written letters is a very individual thing and does not always occur so quickly. (The child who is forced beyond his interest may indeed learn more letters at first, but soon may be turned off.) When he does begin to search for familiar letters, he will be greatly reinforced by finding them on cereal boxes and other familiar places. His desire to form letters will develop on a timetable established by his experiences in seeing others use letters and by his own inner urging.

★★★

Why?

To help the child become aware of letters as symbols and to recognize the sound and sight of the letters of his name. The alphabet is the basis of reading in many languages. Learning to recognize the letters of his written name and other letters, is a part of the child's early (or emergent) literacy.

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