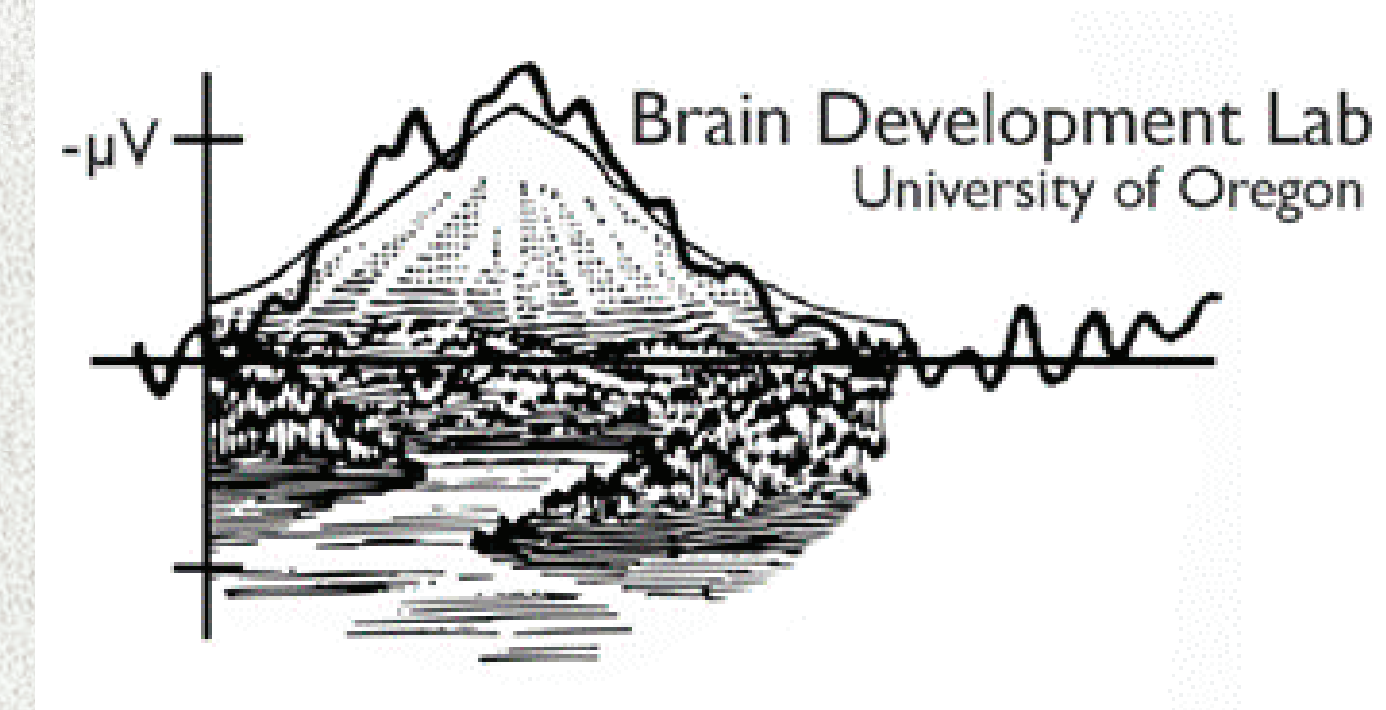




Head Start of Lane County
Ensuring that our youngest children have a solid foundation for life.

Broader Implementation of a Successful Dual-Generation Intervention in Partnership with Head Start of Lane County University of Oregon



INTERVENTION

Parents & Children Making Connections: Highlighting Attention (PCMC-A)

- Renamed for recruitment purposes:

Creating Connections: Strong Families, Strong Brains

Eight two-hour weekly sessions

Parent training

- Positive contingency-based home discipline
- Caregiver emotional responsivity
- Family problem solving
- Caregiver metacognitive awareness
- Facilitating child's attention & self-regulation through modeling



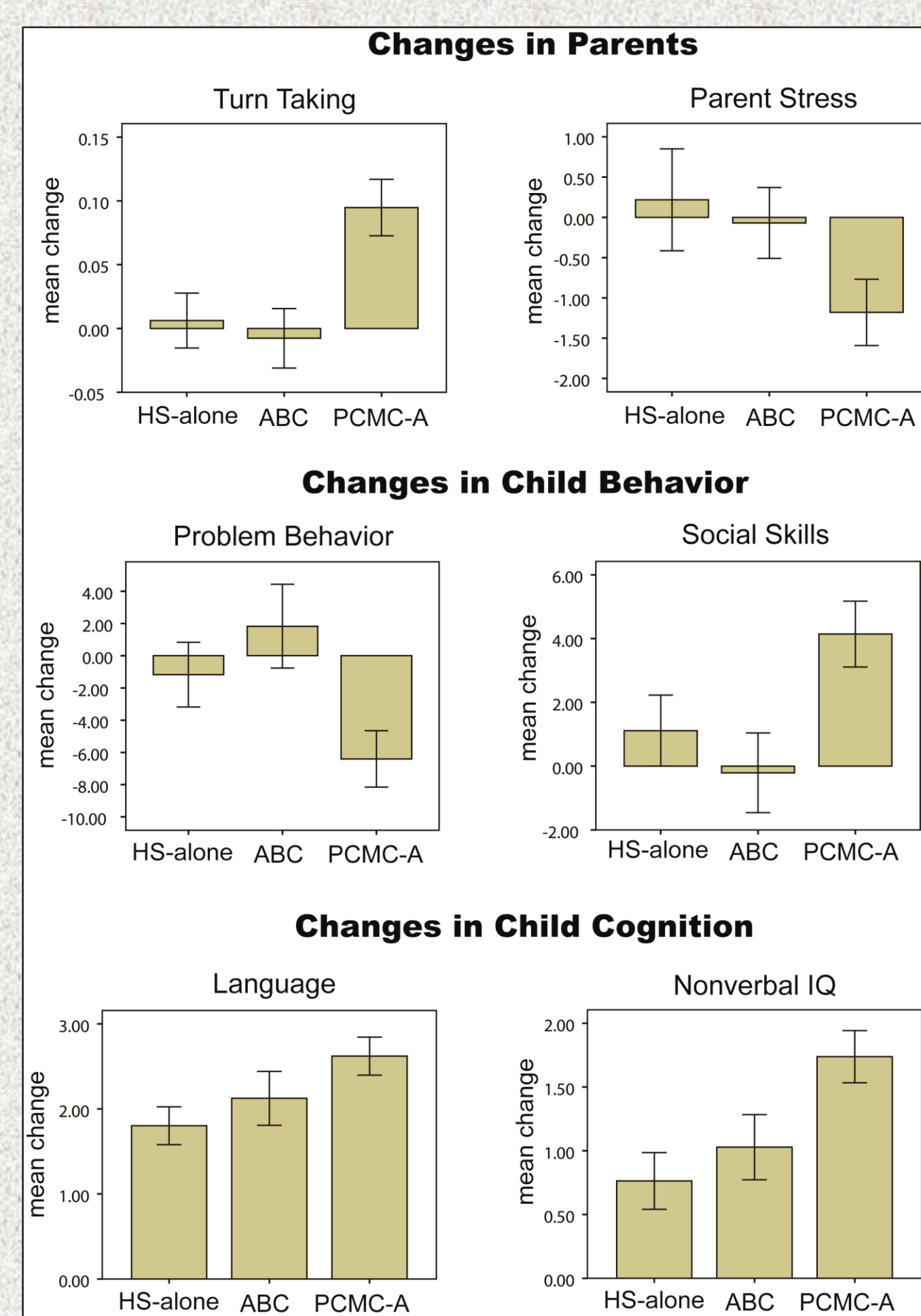
Child attention training

- Child metacognition/ awareness exercises
- Self-regulation exercises & modeling
- Focused attention exercises & modeling: auditory, visual, kinesthetic modalities
- Positive social interaction exercises & modeling
- Dealing with distraction: exercises & modeling

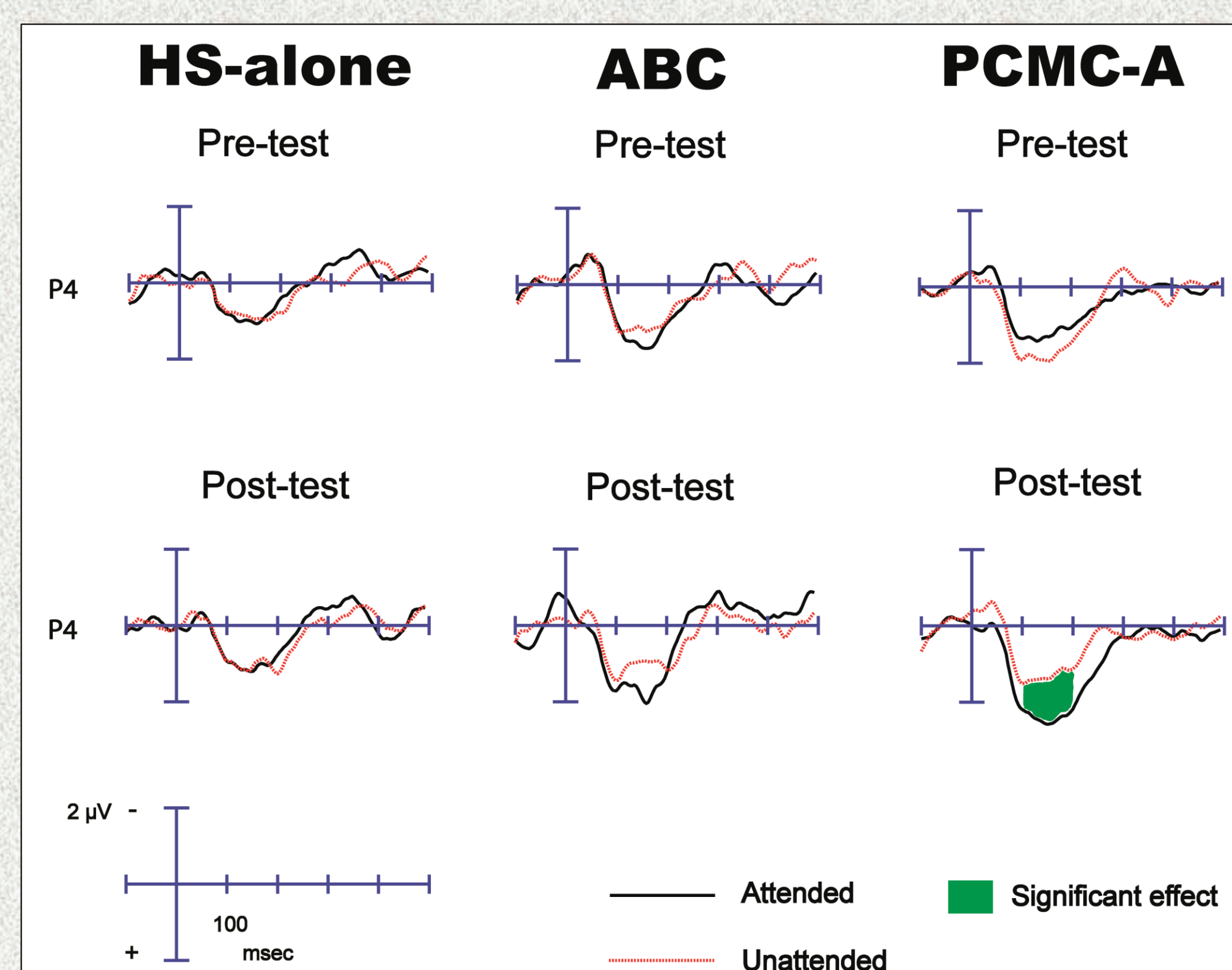


Assessment of PCMC-A (Neville et al., 2013 PNAS):

- Random assignment to PCMC-A or passive (Head Start alone) or active (ABC) comparison groups
- Testing in multiple outcome domains before and after intervention period



CHANGES IN BRAIN FUNCTION FOR ATTENTION



POPULATION

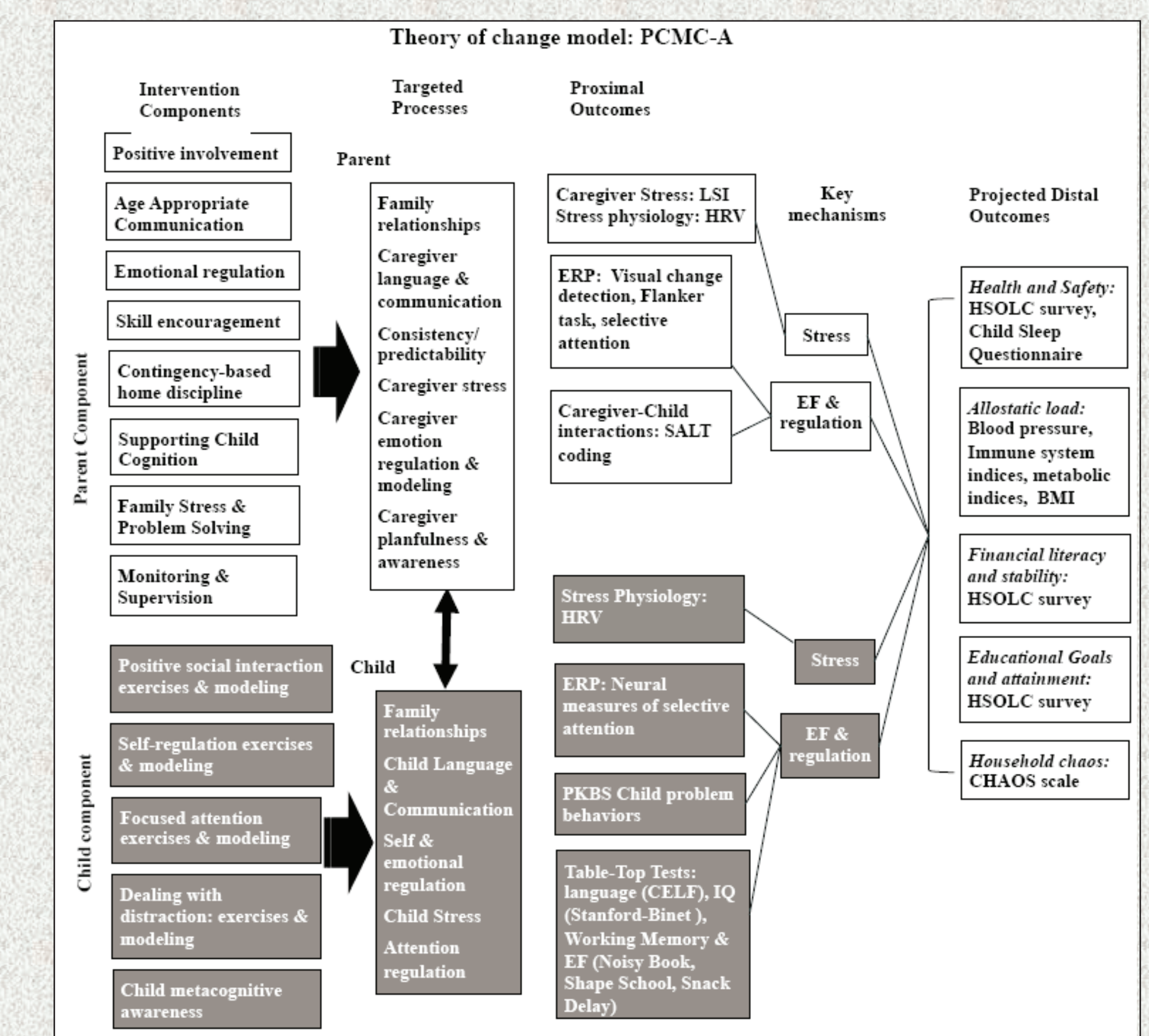
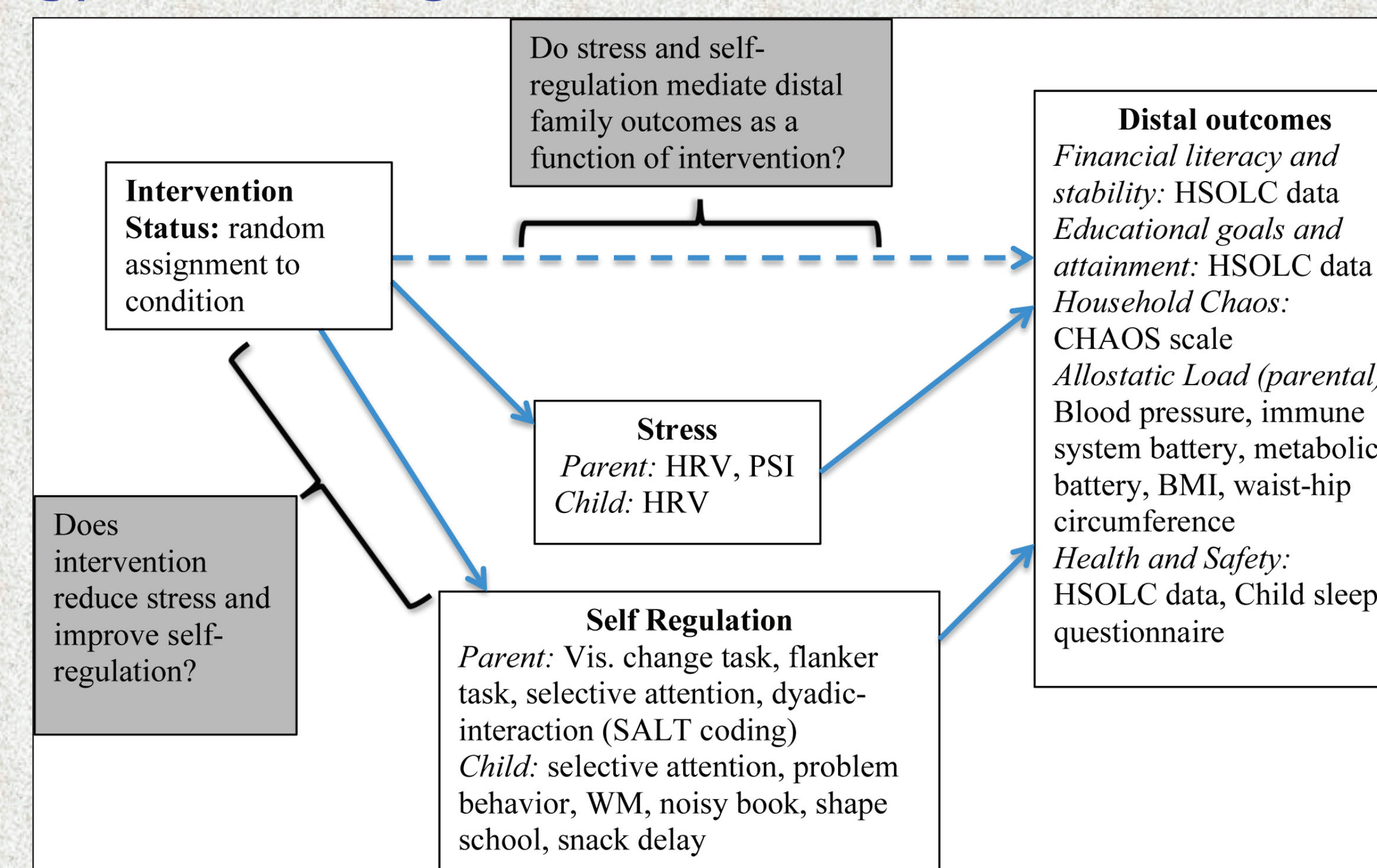
- All participating families: eligible and active participants in Head Start of Lane County (HSOLC)
- HSOLC estimate: 700 families served Years 2-5 of grant
- Random subset for laboratory testing: 180 per group (intervention, control) across Years 2-5

TARGETED PROXIMAL OUTCOMES

- Child outcomes**
 - Stress physiology (heart rate variability)
 - Self-regulation: selective attention (electrophysiology) and EF (behavioral)
 - Language and nonverbal IQ (behavioral)
 - Problem behaviors and social skills (parent and teacher survey)
- Adult outcomes**
 - Stress physiology (heart rate variability)
 - Parenting stress (self-report)
 - Self-regulation: selective attention and EF (electrophysiology)
 - Language behavior (videotaped play dyads)

THEORIES OF CHANGE

- Hypotheses:** changes will be mediated by improvements in foundational systems: stress physiology and self-regulation



PROGRESS AND NEXT STEPS

Delivery model chosen

- Child program ("Brain Train") to be implemented in classrooms, integrated throughout school year
- Parent program to be delivered in eight weekly sessions February-March
 - Delivered by BDL interventionists with HSOLC co-facilitators
 - Large group curriculum instruction with small group discussion/role playing
 - Multiple meeting times to maximize parent attendance
- Currently preparing for late summer/fall training of HSOLC teachers in delivery model and recruitment of parents for parent program

Evaluation beginning in fall

- Pre-testing of children and parents on measures described above
- Teacher support and program fidelity**
 - Online forum in development
 - Development of schedule for classroom fidelity observations
- Recruitment for parent program**
 - Developing materials to generate interest
 - Joint recruitment efforts at all parent events