Assessing Movement Skills of Infants/Toddlers and Preschoolers

Till is attending his first day of preschool. Tucked under his left arm is his favorite kitty puppet; under his right arm is his book on numbers. With his possessions thus secured, he leaves his house for the car. In all earnestness he turns to his mother and declares, “Mommie, this is my work.”

Till’s words echo those of the eminent Swiss psychologist Jean Piaget (1896-1980), who maintained that play is the work of children. By that, Piaget meant that children at play are exploring and eventually mastering appropriate developmental tasks. Modern child development specialists apply this idea in order to understand where children are developmentally.

At the University of Minnesota, we are producing movement skill assessment tools for use with very young children while they are at play. We work both with typically developing children and with those with identified delays in development. The earlier we can identify delay, the better. If a child needs help due to a lag in development, it is critical to get in early and create interventions that successfully boost the positive developmental trajectory for the child (Bailey, Bruer, Symons, & Lichtman, 2001; Shonkoff & Phillips, 2000). This early intervention prevents later developmental problems and promotes optimal development of children with disabilities.

While a number of assessment tools exist for the purpose of early identification of develop-
mental delays, the early assessment of infants and young children has a number of challenges. First, developmental assessments of infants and young children are typically conducted as single session assessments (Neisworth & Bagnato, 1991) with extensive time between assessments (e.g., several months or more). These infrequent single-session assessments limit the information available regarding the child’s developmental progression, especially the child’s developmental progress day-to-day and week-to-week. Second, testing activities are often conducted in clinical settings rather than the child’s natural environment, calling into question the relevancy of the information gained (Bronfenbrenner, 1972; Bailey & Wolery, 1992; Guralnick, 1997). And third, assessment in early childhood has not been well-linked to intervention (e.g., Bricker, 1993). These problems occur in all areas of early childhood assessment, but especially in motor.

One of the University of Minnesota’s most prominent motor development scholars, Dr. Allen Burton, described movement skills as “…an observable, goal-directed movement pattern” (Burton & Miller, 1998). He emphasized that the observable act was a more important unit of measurement than the potential ability that the child had for movement. It isn’t that the potential for movement (as observed in a child’s reaction time or skill in balancing on one foot) isn’t important to consider, but Burton believed that assessing the actual performance gave the parent and practitioner a lot more information about the child’s functional skill. In other words, Burton preferred to look at what a child’s skill performance was like rather than at the abilities that might contribute to the movement skills themselves. Dr. Burton’s approach is critical to the new movement assessment tool developed at the University of Minnesota.

**New Approach to Assessment: New IGDIs**

As any parent knows, the rate of growth in early motor development is more rapid than at any other time in development. Therefore, we need a new method of assessment to track growth frequently, particularly when a child has a disability or developmental delay. We also need the method to be brief and contain items highly predictive of later development. Likewise, we need assessment instruments directly linked to comprehensive intervention solutions when a delay or disability is identified. We also need assessment instruments based on functional movement skills assessed in the natural environment. Finally, we need assessment instruments that are easy to use by non-experts in motor development, such as staff of childcare programs, since an increased number of children ages three years and younger are cared for in daycare centers in the United

Continued on page 4
Carol Leitschuh

Dr. Leitschuh is a Research Associate at the University of Minnesota. Her interests include functional measures of movement skill in early childhood, early intervention for young children at risk for developmental delay, improving outcomes for young children prenatally exposed to illicit drugs, use of general outcome measures in determining individual performance in development, and the cross-cultural validation of movement assessment instruments in early childhood. Currently she has a research grant to develop and validate a functional movement skill assessment for infants, toddlers and preschool children with and without disabilities. She also directs the licensure and Masters in Education program in Developmental and Adapted Physical Education for the School of Kinesiology.

Leitschuh was awarded a Postdoctoral Research Fellowship at the University of Kansas, Juniper Garden’s Children’s Project, and an Initial Career Award from the United States Department of Education for work at the University of Minnesota. She is a CEED representative on the Institute on Community Integration Advisory Counsel, a guest reviewer for the Adapted Physical Activity Quarterly, a member of the national committee to develop adapted physical education licensure, and a member of the Committee on Early Childhood Special Education/Developmental and Adapted Physical Education for the Minnesota Department of Children, Families and Learning. Leitschuh recently presented at the North American Federation for Adapted Physical Activity; Council for Exceptional Children, Division of Early Childhood; and the Conference on Research Innovations in Early Intervention. In January 2003 she presented at the University of Athens, Greece and in Cyprus.

Sara Braga

Ms. Braga is a Graduate Research Assistant in the School of Kinesiology. A native of Milan, Italy, Ms. Braga received a Bachelors of Science in physical education in Italy, completed a post-graduate study in exercise physiology in Dijon, France and is currently completing her M.A. at the University of Minnesota focusing on human sensory motor control. Ms. Braga has extensive experience in Italy teaching physical education to preschool children, acting as a physical trainer to elite sailing teams, and coaching woman’s volleyball.
States (Children’s Defense Fund, 1996; in O’Brien, 1997). Experts in motor skill development are trained and licensed to conduct comprehensive assessments and design motor intervention programs when developmental delay is identified; childcare staff are not typically trained at this level and rely on experts to work with them.

Five years ago, the University of Minnesota, along with the University of Oregon and University of Kansas, launched the Early Childhood Research Institute on Measuring Growth and Development (ECRI-MGD) to create new tools in assessment that would meet these objectives [Early Report, Fall 2000, vol 27 (2)]. The scholars of ECRI-MGD created assessment tools in the major domains of development for infants/toddlers, preschoolers, and school-age students through age eight. The assessment tools of ECRI-MGD have been used in assessing and intervening in the areas of communication skills for infants/toddlers and reading skills in early childhood. The research to develop the movement assessment tool at the University of Minnesota is considered an extension of the work of ECRI-MGD and obtained separate funding in 2000 from the Office of Special Education and Rehabilitation Services (OSERS), U.S. Department of Education.

The new tools of assessment are called Individual Growth and Development Indicators (IGDIs). Hence, we used the name “Movement IGDI” to refer to the new movement assessment tool for infants, toddlers, and preschoolers. The name “IGDI” includes the word “indicator” because the tool indicates where the child is developmentally. The use of an IGDI isn’t a substitute for comprehensive testing in an early childhood domain, but rather a mechanism for monitoring development and evaluating intervention. The new movement assessment tool we have developed will help us identify sooner where children are with their skills, help teachers and parents follow their development, and help us identify children who are lagging (delayed) in movement skill development.

Our approach was drawn from the work of Dr. Stan Deno, a professor of Educational Psychology at the University of Minnesota. Deno believes that the work we do in the classroom needs to be reflective of the functional skills the student needs and that those skills need to be assessed regularly. With this approach, each student’s skill development and progress is tracked over time. And, importantly, if a student is not making progress, the assessment quickly informs us so that
intervention can begin in a timely manner. As we intervene, we continue to use the same assessment tools to see if the student is benefiting from our new approach to teaching them. We use Deno’s conceptual framework for assessment, but since our “students” are so young, we refer to them as children.

The adult using the Movement IGDI is not an expert in movement assessment. Rather, the tool is organized to measure skills that parents and teachers can easily recognize and are skills children need and use in their daily lives. Both teachers and parents have responded positively to the tool use.

Another key element of an IGDI is to get in and get out quickly. We conducted numerous pilot studies to find the toys that would quickly engage a child and naturally produce movement that could be measured. For infants and toddlers, we fulfilled this purpose with balls of medium size (both foam balls and rubber playground balls), a pushcart, and a toy car that when pressed on the top would fly off. These toys quickly engaged the children in play, and as the children played, they moved and we could code/count their rate of movement. We place the toys in front of each child for two minutes and every 15 seconds we prompt them using a technique called “following the child’s lead (Table 1, page 6).” When Till, the child referred to earlier, was a toddler, adults played with him by presenting different toys and following him as he played. This approach is the opposite of being directive with a child, as in saying: “Here is the ball. Throw the ball.” Rather, the adult evaluator notes what the child is playing with and comments on the child’s actions: “You have the ball. Show me how you play with the ball.” We count every time a child produces an important functional skill in two basic areas (see Table 2): (1) when they transition in and out of a position (e.g., going from sit to stand, from stoop to stand), and (2) when they move from one place to another, called locomotion (e.g., crawling, walking, running).

We found that our Movement IGDI was highly correlated with a standard measure of motor skill (concurrent validity). Using the Toddler Infant Motor Evaluation (Miller & Roid, 1994), we reported a correlation of .8 with a p-value of > .001. Parents agreed that the skills we were looking at were the ones that were important to them (social validity). We also conducted studies where we looked at whether two people got the same scores watching the same child (inter-rater reliability). Our answer was yes. We also tested whether teachers got the same scores as the investigators. And again, the answer was yes.
Infant/Toddler Movement IGDI: Seven Waves of Data

In order to study the validity of the movement IGDI for work with infants and toddlers, 42 children in the infant/toddler age range were followed over time. Each child was assessed every three weeks for a total of seven assessments (waves). Our infant/toddler Movement IGDI showed that the children were growing over time across the seven waves (approximately seven months) and that the younger children were less skilled than the older children, which is what we would expect (See Figure 1). It also picked up children whose movement skills were not growing. For example, in Figure 2 you can see a child whose growth remained flat in skill for transition in position. Currently, for the participants showing no growth, we are beginning interventions with the child, his/her family, and care providers.

During meetings conducted to receive feedback on the measures, parents were pleased that we were not looking at one single assessment session but rather we were interested in the trend their child set across seven sessions of assessment: “[This is] refreshing that you are...”

Table 1. Infant/Toddler Method of Assessment

<table>
<thead>
<tr>
<th>Method</th>
</tr>
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<tbody>
<tr>
<td>• Standard toy set: balls, push cart, push toy</td>
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<tr>
<td>• For 2 minutes, prompt every 15 seconds:</td>
</tr>
<tr>
<td>- Name the item the child is playing with or is near.</td>
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<tr>
<td>- “Show me how you play with __________.”</td>
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<tr>
<td>• Refer to the codes for movements.</td>
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<tr>
<td>• Record movements using a frequency count.</td>
</tr>
</tbody>
</table>

Table 2. Infant/Toddler Movement Codes

<table>
<thead>
<tr>
<th>Transition in Position</th>
<th>Prone</th>
<th>Sit</th>
<th>Pull to Stand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supine</td>
<td>Pull to Kneel</td>
<td>Stand</td>
<td></td>
</tr>
<tr>
<td>Sidelite</td>
<td>Kneel</td>
<td>Stoop</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Locomotion</th>
<th>Crawl</th>
<th>Scoot</th>
<th>Walk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crawl Over</td>
<td>Cruse Flat</td>
<td>Walk*</td>
<td></td>
</tr>
<tr>
<td>Crawl</td>
<td>Cruise*</td>
<td>Run</td>
<td></td>
</tr>
<tr>
<td>*up/down</td>
<td></td>
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</tbody>
</table>

Table 2. Infant/Toddler Movement Codes
not [only] looking at it quantitatively but at trends.” And, they thought the information was something they could use at home: “[It is] helpful if parents can have a tool at home to use to gauge a child’s development.”

**Preschooler Movement IGDI: Eight Waves of Data**

Till, as a prescholer, needs a different Movement IGDI because, compared to his infancy and toddlerhood, he a more competent mover. The codes we used with him when he was younger do not account for his movement skills now as a young preschooler. Again, we conducted numerous pilot studies to find the toys that would quickly engage a preschool child in a natural play environment. The answer for the preschooler was playground balls: six of them in various sizes and textures. The skill of throw is an object control skill in movement for young children (Burton & Miller, 1998).

The protocol is to place the balls in front of two children (these preschoolers enjoy being active with others) and for 3 minutes we watch them and prompt by following their lead. We count if they threw the ball to something (self, other, object) or threw to nothing (into the air, to no one, to no object).

Preliminary studies found that our preschool Movement IGDI was highly correlated with a standard measure of motor skill. We used the Test of Gross Motor Development II (Ulrich, 2000) and found a high correlation with overall motor development. Again, parents agreed that the skills identified were functional skills: ones that their child would use in their daily life and

**Figure 1. Movements for Infants**

![Graph showing the assessment of infant movements over time with lines for different age groups and markers for different age points.](image-url)
**Figure 2. Movements for Toddlers**

![Graph showing movements in toddlers with data points and lines representing different age groups.]

**Figure 3. Preschool Movement IGDI**

![Graph showing the IGDI for preschoolers with data points and lines for 3-year-olds, 4-year-olds, and 5-year-olds.]

- HLM Analysis Centered on Wave 4
  - Transition Position
  - Age in Months at Wave 1
  - Line shapes and colors for different age groups.
therefore, ones that are important at the preschool ages. Again, we conducted studies looking at whether two people got the same scores watching the same child (inter-rater reliability). Our answer was yes.

In order to study the validity of the movement IGDI for work with preschoolers, 37 preschoolers ages three to five years at the start of the study were assessed every three weeks for a total of eight assessments (waves). Similar to the data on the infant/toddlers, our preschool Movement IGDI showed that the children were growing over time across the eight waves (approximately eight months), and that the younger children were less skilled than the older children. This IGDI also picked up children who were not growing. The results presented in Figure 3 shows that each group of children is significantly different from the other group. The three-year-olds’ trend line is on the bottom of the graph, the middle trend line is the four-year-olds and the top line represents all the five-year-olds. All the trend lines are going up, which means the children are growing in skill. These data are analyzed using one of the newest approaches in child development research where groups of children are followed over time. This is referred to as Hierarchical Linear Models (HLM) (Bryk & Raudenbusch, 1992).

The Future

Next we plan to package the testing method into kits and train teachers to use the tools in classrooms and daycare centers, first in Minnesota and then in other states. We have opened up discussions through the Great Lakes Head Start Quality Network with Early Head Start serving low-income children and their families. In addition, requests have been coming into the University as presentations are made to professional organizations such as the North American Federation of Adapted Physical Activity (NAFAPA), the Council for Exceptional Children (CEC), the Division of Early Childhood (DEC), and at the OSERS annual meeting in Washington DC.

In January 2003 presentations were made in Greece at the University of Athens and in Cyprus. Discussions have begun in Italy regarding cross-cultural validation of the movement assessment tools.
References


Resources for Program Development / Best Practices


National Association for Sport and Physical Education. (2000). Appropriate practices in movement programs for young children ages 3 - 5. [Brochure]. Reston, VA.


**Investigators**

Carol A. Leitschuh, Ph.D., Principal Investigator
Sara Braga, GRA
Allison Shu, GRA
Contact: leitschu@umn.edu or (612) 625-9579

**Advisory Committee and Consultants**

University of Minnesota Consultative Team
• Scott McConnell, PhD
• Mary McEvoy, PhD *
• Allen Burton, PhD *
* (deceased)

University of Kansas Medical Center
• Winnie Dunn, PhD, FOAAOT

Heartland Area Education Agency, Iowa
• Gerry Gruba, PhD
• Carolyn Gibson, RPT

University of Kansas, Juniper Gardens Children’s Project
• Charles Greenwood, PhD
• Judith Carta, PhD

KID Foundation, Littleton Colorado
• Diane Legner, RPT
Minnesota and the nation has lost a leader in early education and development, and many of us have lost a good friend. On Friday, October 25, 2002 Mary McEvoy, Professor of Educational Psychology and past Director of the Center for Early Education and Development at the University of Minnesota, wife of Jamie Cloyd and mother of Clare, Becca, and Luke Cloyd, and friend, colleague, and inspiration to many was killed in a plane crash in Eveleth, Minnesota. Mary was traveling with Senator Paul Wellstone, Sheila Wellstone, and five others.

Mary’s professional contributions were many — she was a classroom teacher in Tennessee, a researcher and teacher at Peabody College of Vanderbilt University, and a professor of Educational Psychology at the University of Minnesota since 1990. Here at the University of Minnesota, she served as director of the early childhood special education program, she directed the Center for Early Education and Development from 1993 to 1999, and she chaired the Department of Educational Psychology from 1999 to 2002. She also worked with children and families, school districts, child care programs, information and referral agencies, and advocacy organizations throughout Minnesota — organizations like the Governor’s
Interagency Council on Early Intervention, the Pacer Center, the Hennepin County Youth Coordinating Board, and Ready 4 K. She worked at local, state, and national levels in special education policy and program improvement, and in related areas of social justice and child development. Her research focused on social interaction and inclusion for young children with disabilities, prevention and early intervention for problem behaviors, environmental factors affecting development of children exposed prenatally to drugs and alcohol, and most recently development of efficient tools for describing preschoolers’ development, particularly in early literacy. She also was the first Chair of the Conference on Research Innovations in Early Intervention. She was a gifted teacher, and an effective mentor and colleague to many. We will miss Mary for her many skills, but we will also miss her for incredible energy, great humor, enthusiasm, and love. She was quick-witted, quick-tempered, adoring, committed, and devoted. She had a spirit and style that was all her own, and that drew so many to her. CEED, the University of Minnesota, our state and region, the field of early intervention, and many professionals, parents, and children have indeed lost a good friend.

March 13, 1953 ~ October 25, 2002

To site at http://education.umn.edu/ceed
Minnesota Round Table on Early Childhood Education

National Experts to Discuss Linking Research and Public Policy: Local, State and National Perspectives

Tuesday, April 8
Radisson Hotel Metrodome
Minneapolis

Child care, preschool, Head Start and other programs for young children have been the focus of a great deal of attention in recent years. Researchers in our institutions of higher education have been studying early childhood programs to evaluate the quality and effectiveness of these programs. Current budget deficits at both the national and state level have heightened policymakers’ sense of urgency in deciding what to support and how to allocate funding for early childhood programs. Yet, there is no consensus regarding the government’s responsibility for the care and education of young children. Seven nationally recognized experts on children’s issues will discuss these challenges in the 2003 Minnesota Round Table sponsored by CEED at the University of Minnesota.

Sitting at the Round Table
- Carol R. Johnson, Superintendent, Minneapolis Public Schools, Minneapolis, MN
- Nancy Johnson, Finance Circle Project Director, The Greater Minneapolis Day Care Association, Minneapolis, MN
- Jane Kratzmann, Senior Program Officer, Bush Foundation, St Paul, MN
- Sam Odom, Ph.D., Otting Professor of Special Education, School of Education, Indiana University, Bloomington, IN
- Todd Otis, Executive Director, Ready 4 K, Saint Paul, MN
- Barb Sykora, Assistant Majority Leader, Minnesota House of Representatives, Saint Paul, MN
- Scott McConnell, Ph.D., Moderator, Director, CEED, and Professor, Department of Educational Psychology, University of Minnesota, Minneapolis

For more information, visit http://education.umn.edu/CEED or contact Sophia Herrera at 612.625.3058 or herre012@umn.edu.
Registration is Now Available for Two Online Courses Presented by the Center for Early Education and Development (CEED), University of Minnesota

Both of these graduate level courses are offered via the internet. Students participate online only, not in a classroom. Most instruction will take place on each student’s individual schedule, although students must periodically participate in “live chats” with the instructors, other students and guest speakers. In addition, the instructors will hold specific “online office hours” for interaction with students via the internet. For further information, contact the individual instructors.

**Relationship-Based Teaching With Young Children**
The foundation of this class is the premise that young children need and use relationships with caring adults as a primary pathway to both cognitive and social emotional development. Hence, early childhood educators can best provide intervention when they are aware of and use their understanding of a child and their relationship with that specific child to guide their work. This course will expand on the functional behavioral analysis by looking at children’s interactions and actions to point to what might trigger and sustain maladaptive behavioral patterns. Relationship-based practice embodies both reflective teaching and reflective collaboration with other staff.

- March 31 – May 9, 2003
- Instructor: Christopher Watson
- 1 credit

**Addressing the Needs of Children Who Engage in Challenging Behavior**
This course will provide the student with specific information that will allow the student to select, apply and evaluate behavior change programs that are appropriate for use with young children engaging in challenging behavior. The primary focus of the course will be functional assessment procedures and a range of antecedent-based interventions.

- Dates to be announced
- Instructor: Shelley Neilsen
- 1 credit

Registration is available on-line at —
http://onestop.umn.edu/registrar/registration/index.html
CEED-Affiliated Projects

Early Childhood Behavior Project
The Early Childhood Behavior Project has created a web site that blends technology with technical assistance to help educators and families meet the needs of children engaging in challenging behavior. Positive Approaches to Challenging Behavior (http://id2.umn.edu/preschoolbehavior) is designed to be used by and assist parents, regular and special education classrooms, Head Start programs, childcare centers, and other community-based programs. Information about challenging behavior and proactive ways to assess both the form and function of behavior provides guidance in developing proactive behavior plans. The important role of relationship-based practice will be included as the web site expands its resources. Project personnel regularly monitor a discussion board, providing an opportunity for online interaction. In addition, scheduled live chats provide an opportunity to interact directly with experts in early childhood.

For those desiring more in-depth information on meeting the needs of young children, the project is developing two on-line University courses, (1) Proactive Approaches to Challenging Behavior in Young Children and (2) Relationship-based Teaching with Young Children. Information on these courses are on the CEED Web site at education.umn.edu/ceed.

This project is funded by the Minnesota Department of Children, Families and Learning.

Contacts
Christopher Watson, 612-625-2898, watso012@tc.umn.edu; Judy K. Swanson, 612-626-9528, swans114@tc.umn.edu.

Early Literacy Training Project
“The seeds of literacy are planted before children enter school. Important literacy skills do not develop spontaneously, instruction shapes them” (Snow, Burns and Griffin, 1998). With these wise words guiding its actions, the Minnesota Early Literacy Training Project (MN ELTP) is now fully operating. As both a research and a service project, the MN ELTP is a complex variety of activities carried out by a multicultural staff of six graduate research assistants and four training specialists, led by co-coordinators Kate Horst and Angèle Passe.

The overall direction is provided by Mary McEvoy and Scott
McConnell, with Paul Van den Broek and Michael Rodriguez as co-investigators. This work is being done in Minneapolis and on the White Earth Reservation, White Earth, Minnesota. There are the requisite discipline and rigor of a scientific study as well as those of a high quality professional development program, serving educators in a large urban area and in a remote rural community. The study involves assessing three- and four-year-olds with five early literacy measures, the Individual Growth and Development Indicators (IGDIs) to measure verbal language development and emerging literacy skills, a comprehension task to measure children’s ability to comprehend and communicate and Concepts About Print (CAP) to assess children’s understanding of print and books.

The project’s service goal is to implement an early literacy training and coaching curriculum for early childhood staff working in community childcare centers. The training includes a series of seven sessions which invite pre-K educators to reflect on the impact of their practices and on their role in promoting early literacy as teachers of young children. The coaching provides a safe and supportive environment for teachers to examine their work and make changes based on data and observation. Its hallmarks are effective communication and a clear results orientation. This project is expected to contribute to increasing our knowledge base regarding effective practices in addressing preschoolers’ language and emerging literacy skills. It will also generate empirical evidence supporting instructional practices and classroom environments conducive to better long-term language and literacy outcomes for young children.

In December 2002, the first report was made available as a baseline for the study and also as a critical tool for coaches to specifically address the instructional strategies most successful in teaching early literacy to young children in a developmentally appropriate way.

Get It, Got It, Go!
Tools for Improving Children’s Developmental Outcomes

Get It, Got It, Go! is a comprehensive Web site with informational materials and database-driven systems to help educators and researchers select measurement tools to monitor children’s development, manage the data acquired, and collaborate with parents and peers.

Get It — Obtain informational materials and assessment tools for measuring the developmental growth of children from birth to age eight.
Got It — Enter individual child data and generate graphical reports to monitor the developmental growth of individual children and groups of children, and determine if intervention is necessary.

Go! — Communicate and collaborate about a child’s progress over time and about intervention plans to improve child outcomes.

**Current Project Status**

We are refining the basic functionality for teacher-level users administering Picture Naming, Rhyming, and/or Alliteration (all for preschool-aged children).

**Get It! is online.**

Got It! — The registration system and data management tools are online for teacher-level users administering Picture Naming, Rhyming, and/or Alliteration (all for preschool age children). Users can enter individual child data and generate simple reports (displayed in graphical and tabular form) to monitor the developmental growth of individual children and groups of children and determine if intervention is necessary.

Go! is not available for use yet.

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**Head Start QNET Project Update**

QNet (the Great Lakes Head Start Quality Network) provides training and technical assistance to Head Start Grantees in Minnesota and throughout Region V (Minnesota, Wisconsin, Michigan, Illinois, Indiana and Ohio). Region V joins with 23 other regional Quality Improvement Centers across the United States to form a national training and technical assistance system to support the Federal Head Start Initiative for families meeting poverty income guidelines and families whose children have disabilities. Our funding comes out of the 1% of Federal Head Start budget dollars set aside for training and technical assistance. Independent contractors are awarded funds via an RFP submittal/award process.

Our direction of work is guided by priorities from both the federal government and regional officers who oversee grantee adherence to federal standards; the Head Start Performance Standards. We work closely with grantees to assist with planning, partnering and ongoing staff training in accordance with the overarching priorities of Head Start which are —

- Fatherhood and 21st century parenting
- Early literacy/family literacy
- Outcomes and curriculum
UPDATE • CEED-Affiliated Projects

- Technology
- Oral health
- Head Start/childcare partnership development
- Professional development/leadership
- Early Head Start
- Prevention and early intervention
- Health care tracking and follow-up
- Disabilities
- Program governance
- Planning and ongoing monitoring
- Fiscal management/financial capability
- Eligibility, recruitment, selection, enrollment, attendance
- Locally identified issues and successes

I’PROMICE

Improving Preschoolers’ Reading Outcomes Through Measurement and Intervention in Classroom Environments

The I’PROMICE project examines relations between the growth of preschoolers’ expressive language/pre-literacy skills and their later performance in becoming proficient readers. These preschoolers include children with disabilities, children whose primary language is Spanish, and children attending Head Start Programs.

I’PROMICE is continuing to follow two cohorts of children recruited in each of the first two years of the project. Administration of preschool Individual Growth and Development Indicators (IGDI) and kindergarten/first grade Dynamic Indicators of Basic Early Literacy Skills (Dibels) general outcome measures are conducted seasonally, as are ecobehavioral classroom observations. An additional cohort of children will be recruited this year to participate in an intervention study, which is scheduled to begin Winter 2003. Project staff will recruit teachers to assist in developing a classroom intervention program, which will be designed using information from the early stages of the study and from the relations between child performance on language and early literacy measures and classroom ecological variables.
New CEED Publications

Talking Reasonably and Responsibly About Brain Development — Trainer Edition

This guide has been developed to assist in training child care providers, families, parent educators, and others about myths and misunderstandings on the subject of early brain development. It is also intended for use by those who would like to incorporate early brain development information into their trainings on other topics.

The guide is divided into four modules —
1. Overview of early brain development.
2. How to be a savvy consumer of research about brain development (or any topic).
3. Analysis of public messages about early brain development.
4. How to blend brain development information with child development information.

The guide is complete with ready-to-use diagrams and overheads, active learning exercises, glossary of terms, and resource list. Cost is $25, to order, visit http://education.umn.edu/ceed and click on “publications,” or call 612-625-3058.

Questions About Kids?

If you’re a parent or professional with questions about children’s development, Questions About Kids is for you! Questions About Kids are flyers that provide answers to important questions parents have about their children’s development.

We’re introducing a new series of eight Questions About Kids focused on infants and toddlers. They include a range of topics that address contemporary concerns and highlight the unique delights and challenges of the first years of life. They were written by experts at the University of Minnesota and in the Twin Cities community and were reviewed by experts at the University of Minnesota. For the first time, some of the Questions About Kids are available in Spanish, Somali, and Hmong. They are being distributed via the Web and through community health, social service, and parent education programs. We encourage you to use them as you see fit. The new topics are —

• How can parents and caregivers support a baby’s healthy development?
• What’s going on in my baby’s brain?
- How do I get to know my newborn?
- How can trauma affect my young child?
- Am I spoiling my baby?
- What does it mean when my young child is “assessed”?
- Do dads really make a difference?
- How can I help my young child to become a reader?


Harris Forum

Dr. Samuel Meisels, President of the Erikson Institute and Zero to Three, will be the Harris Visiting Scholar May 13-15, 2003. He will be the featured speaker at the Harris Forum, where he will be discussing issues around early childhood assessment. The Harris Forum will be held at the Minnesota History Center on Thursday, May 15, from one to three p.m. There is no charge, but registration is required. The Harris Forum is co-sponsored by CEED.

For more information, contact Kelley at the Harris Center at 612.624.4510 or lbharris@umn.edu

Deb Ceglowski Moves On...

Dr. Deborah Ceglowski, a key member of the CEED faculty and staff, has left the University of Minnesota for a new position as Associate Professor of Counseling, Special Education and Child Development at the University of North Carolina, Charlotte. Deb has joined a thriving early childhood program there, but will be missed here. This summer, Deb told some of us, “I leave the U with many fond memories of my colleagues and am grateful for the opportunities made available to me during my six years here.” Deb will continue her involvement in the study of child care quality currently underway, and Scott McConnell will assume Deb’s responsibilities on the Head Start technical assistance projects.

We thank Deb for her many contributions, here on campus and in the early childhood community of Minnesota, and wish her all the best in her new position!
Recent Faculty Publications

Scott McConnell


Anthony Pellegrini
Pellegrini, A. (2002). Bullying, victimization, and sexual harassment during the transition to middle school. Educational Psychologist, 37, 151-163.


Joe Reichle


CEED-Affiliated Projects

Early Childhood Behavior Project
Contact: Judy Swanson, (612) 626-9528, swans114@umn.edu
http://ici2.umn.edu/preschoolbehavior

Early Childhood Research Institute on Measuring Growth and Development (Get It, Got It, Go! and l’PROMICE)
Contact: Scott McConnell, (612) 624-6365, smcconne@tc.umn.edu
http://ici2.umn.edu/ecri/

Early Literacy Training Project
Contacts: Kate Horst, horst011@umn.edu; Angele Passe, passe008@umn.edu, (612) 626-8723
http://education.umn.edu/ceed/projects/literacy

Minnesota Infant Mental Health Project
Contact: Christopher Watson, (612) 625-2898, watso012@tc.umn.edu
http://education.umn.edu/ceed/projects/infantmentalhealth

Head Start Project
Contact: Scott McConnell, (612) 624-6365, smcconne@tc.umn.edu
If you like to make things out of wood, or sew, or dance, or style people's hair, or dream up stories and act them out, or play the trumpet, or jump rope, or whatever you really love to do, and you love that in front of your children, that's going to be a far more important gift than anything you could ever give them wrapped up in a box with ribbons.

Fred McFeely Rogers
“Mister Rogers”
1928 ~ 2003

“That Which Is Essential Is Invisible to the Eye,”
Young Children (July 1994).