

MPES Colloquium Series

Examining Trajectories of Behavior Problems in Low-Income Children: Impacts of the Chicago School Readiness Project

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12:30-1:30 PM

Annenberg 303

This presentation will highlight new findings from the Chicago School Readiness Project (CSR), an early intervention program targeting classroom quality and child social-emotional development in Head Start settings. In particular, we use person- and variable-centered approaches to describe low-income children's profiles of behavior problem development from preschool through the end of elementary school. We also consider the ways that random assignment to the CSR intervention may impact children's probability of ending up in each of these different trajectory profiles. Implications of this work for research on intervention "fade out" and early educational policy will be discussed.

Dana Charles McCoy is an assistant professor at the Harvard Graduate School of Education (HGSE). Her work focuses on understanding the ways that poverty-related risk factors in children's home, school, and neighborhood environments affect the development of their cognitive and socioemotional skills in early childhood. She is also interested in the development, refinement, and evaluation of early intervention programs designed to promote positive development and resilience in young children, particularly in terms of their self-regulation and executive function. McCoy's work is centered in both domestic and international contexts, including Ghana, Tanzania, Zambia, and Jordan. She has a particular interest in interdisciplinary theory, causal methodology, and ecologically valid measurement. Before joining the HGSE faculty, McCoy served as an NICHD National Research Service Award post-doctoral fellow at the Harvard Center on the Developing Child, where she studied differential effectiveness of early childhood education programs (e.g., Head Start) across diverse communities in the United States. She graduated with an A.B. in Psychological and Brain Sciences from Dartmouth College and received her Ph.D. in Applied Psychology from New York University.