Values for Life Early Childhood Initiative[1]

Jerome Taylor, PhD[2]
Center for Family Excellence, Inc[3]
409 Dinwiddie, Pittsburgh, PA 15219 USA

Abstract

FOR MORE THAN 20 YEARS, we have provided early childhood services to children whose parents or parent surrogates tended to be unemployed or underemployed and quite often besieged by a wide range of personal, social, and mental health challenges. On this population our Values for Life Early Childhood Initiative was designed, evaluated, and refined. These parents as had other parents affirmed the importance of seven values in their children's lives: (1) Love & Respect, (2) Interpersonal Skills, (3) Learning Orientation, (4) Self-Confidence, (5) Self-Persistence, (6) Self-Esteem, and (7) Self-Reliance. By infusing these Values for Life into daycare and Head Start curriculum, we become active partners with parents in achieving their vision of their children's future. Our Values for Life Childhood Initiative is thus structured more around the vision of parents than the vision of experts (although there is overlapping interest as we shall see).

But there may be unexpected problems in launching such a positive initiative structured around values of intrinsic interest to parents. In particular, we show that each value could promote culturally and spiritually disintegrative as well as integrative ways of being. After examining particulars of this argument, we propose that normalizing values in a manner that promotes spiritually and culturally integrative ways of being would also have salutary effects on cognitive skills, basic motivation, and socioemotional skills that promote academic readiness and achievement. We then review studies that provide broad corroboration of this expectation for preschool through the early adulthood years.

We conclude that results of studies reviewed are sufficiently consistent over several fields of application to warrant a decision to disseminate our Values for Life Early Childhood Initiative nationally. We discuss seven challenges to dissemination and offer seven corresponding solutions to these challenges which feature a web-based application. We end with a note of comparison and contrast between our model and conventional models of early childhood education.

---

[1] Invited presentation to the Oxford Round Table on *Addressing the Needs of at-Risk Children*, March 23, 2004, Oxford University, England.

[2] Executive Director, Center for Family Excellence; Associate Professor, Department of Africana Studies, University of Pittsburgh. A clinical psychologist (Indiana University, Bloomington IND) with postdoctoral training in child and adolescent psychology (Menninger Clinic, Topeka KS), he is recipient of The Distinguished Psychologist Award—the highest honor conferred by the national Association of Black Psychologists.

[3] The Center has been recognized as one of the best managed nonprofit organizations in Allegheny County (annual competition for the Alfred W. Wishart Jr. Award administered by the William J. Copeland Fund).

Values for Life Early Childhood Initiative

Goal

W E EXPECT to make our Values for Life Early Childhood Initiative nationally accessible to childcare, preschool, and Head Start centers serving minority and majority children between 12 and 72 months of age. Because early as well as later educational motivation and attainment are linked with better occupational outcomes, higher lifetime incomes, better mental health, higher marital satisfaction, longer life span, and lower risks of teenage pregnancy, juvenile delinquency, school dropout, gang involvement, welfare participation, and drug and alcohol abuse (Hoge & Andrews, 1996; Vazsonyi & Flannery, 1997), we believe our early childhood initiative that accelerates academic readiness and socioemotional development by promoting cultural and spiritual integration offers a positive first step toward meeting an urgent national priority.

Background

When black and white parents and grandparents of low and middle income are asked to envision what they want their children or grandchildren to be like as adolescents and young adults, they reliably affirm one or more of seven aspirations we refer to as Values for Life[4]: *I want my child or grandchild to excel in Love and Respect, Interpersonal Skills, Learning Orientation, Self-Confidence, Self-Persistence, Self-Persistence, and Self-Reliance* (Taylor, 1999; Taylor & Turner, 1999; Taylor, Turner, Underwood, Franklin, *et al.,* 1994; Wilson, 1974). These aspirations of heart that cross racial, intergenerational, socioeconomic, and gender lines are shared also by clergy and preschool and elementary school teachers. As such, these values offer a promising approach to building healthy community among primary socializing agents responsible for our children's future—families, schools, and faith-based institutions. In moving from identification of values to design of interventions that achieve these values, we confronted two major challenges—each reflecting the nettlesome possibility that values could be implemented in ways harmful to individual and communal viability. The first challenge we characterize as spiritual, the second as cultural.

Is it possible that a gang member's trying time and again until he completes his assignment to kill is a reflection of Self-Persistence? Although the answer must be 'yes,' by what standard can we reject this application of Self-Persistence? We start out by noticing that communal exposure to this expression of persistence could well diminish neighbors' hope for a peaceful future (despair), undermine their sense of belonging (disconnection), and derail their search for deeper causation (unreflective—'that's just the way things are around here'). For the young shooter, there are negative implications as well—pessimism

---

[4] Conceptually these values would appear to be axiological in nature—subjective truths reflecting what parents, teachers, and clergy believe children and youths need for triumphant living. Here and elsewhere we've provided preliminary evidence supporting the external validity of these subjective claims.

about the future (despair), isolation from community (disconnection), and aversion to probing explorations of self (unreflective). To avoid spiritually disintegrative implications of this kind (Rogers, 1994a, 1994b; Jackson-Lowman, Rogers *et al.,* 1996; Rogers & Taylor, in preparation), we have normalized our values set to promote spiritually integrative ways of being—the primary objective of Exhibit 1. In the left-hand column are positive value expressions that promote spiritually integrative ways of being—a sense of optimism (*hope:* Self-Confidence, Self-Persistence), attachment to community (*connection:* Love & Respect, Interpersonal Skills), and openness to depthful self-discovery (*reflective:* Learning Orientation, Self-Esteem, Self-Reliance), and in the right-hand column are negative value expressions that promote spiritually disintegrative ways of being— feelings of pessimism (*despair:* Self-Confidence, Self-Persistence), detachment from community (*disconnection:* Love & Respect, Interpersonal Skills), and avoidance of self-exploration (*unreflective:* Learning Orientation, Self-Esteem, Self-Reliance).

Is it possible that championing Self-Confidence in sports only could have ruinous implications for the future of inner-city children? In addressing our second challenge, we note results of previous research that indicates minority and poor children share a common stereotype (Cherulnik & Souder, 1984; Taylor & Kouyaté, 2003)—each group often perceived as mentally defective intellectually, morally, and emotionally. Additionally, blacks are often perceived as physically gifted athletically, sexually, and in every field of entertainment. Because identification with these stereotypes may have negative implications for a wide range of mental, social, and physical health outcomes (Taylor & Obiechina, in press), we choose to normalize each value in a manner that prevents or corrects identification with these culturally disintegrative ways of being. Exhibit 2 articulates our expectation of how positive expressions of Values for Life prevent or diminish identification with these stereotypes by minority or poor students. The stereotype *intellectually impaired* is contravened by Learning Orientation, Self-Confidence, Self-Persistence, Self-Esteem, and Self-Reliance (Column 1: Intellectual Competence); the stereotype *morally defective* by Love and Respect, Interpersonal Skills, Self-Persistence, Self-Esteem, and Self-Reliance (Column 2: Moral Rectitude); the stereotype *emotionally immature* by all seven values (Column 3: Emotional Resilience); the stereotype *athletically singular* by Interpersonal Skills, Learning Orientation, Self-Confidence, Self-Persistence, and Self-Esteem (Column 4: Adaptive Athleticism); the stereotype *sexually exotic* by Love and Respect, Interpersonal Skills, Self-Persistence, Self-Esteem, and Self-Reliance (Column 5: Adaptive Intimacy); and the stereotype *artistic singularity* by Interpersonal Skills, Learning Orientation, Self-Confidence, Self-Persistence, and Self-Esteem (Column 6: Artistic Sensibility).

Following Exhibits 1 and 2, it is clear that academic talent is not the same as Intellectual Competence. Nor is musical talent the same as Artistic Sensibility, athletic skill the same as Adaptive Athleticism, or self-regulation the same as Moral Rectitude. For reasons to be developed elsewhere, we believe our normalizing standard of spiritual and cultural integration may have deep theoretical implications for the human sciences in general and broad practical implications for the design of prevention and intervention activities in minority and poor as well as majority communities.

Categories	Positive (Integrative SO)	Negative (Disintegrative SO)
Love & Respect	Respects differences; avoids racist, classist, or sexist teasing or joking; displays special regard for those older and carries sense of responsibility for those younger; goes to aid of those in distress; expresses and receives constructive love.	Disrespects others; shows intolerance for differences; ridicules or makes fun of others; initiates racist, classist, or sexist jokes or pranks; low regard for older persons; little sense of responsibility for those younger; ignores those in distress; antisocial.
Interpersonal Skills	Sensitive to feelings of others; accurately reads feelings and moods of others; expresses thoughts and feelings constructively; exercises self-discipline, patience, and control in managing conflict; is capable of leading others constructively; seeks and considers constructive counsel; takes constructive criticism without crumbling or withdrawing.	Insensitivity to feelings of others; misreads feelings and moods of others; unable to express thoughts and feelings constructively; unable to control own behavior in conflict situations; unable to lead others constructively; difficulty asking for help; unable to take constructive criticism; crumbles in face of constructive criticism.
Learning Orientation	Is savvy, creative, inventive; asks questions, wants to know how things work; remembers, identifies, compares, contrasts, generalizes; sees connections between different areas of learning; enjoys helping others learn.	Shows little creativity, bored easily, asks and answers few questions; fails to seek or express relationships between different areas of learning; poor memory for stories or events read or heard; unwilling to help others learn.
Self-Confidence	Explores, probes, investigates; attentive and enthusiastic when new challenges are introduced; eager to explore new places, meet new people, or examine new ideas, daring in constructive ways; excited and upbeat about living.	Is inattentive, withdrawn, apathetic, unenthusiastic, shy, reclusive, doubtful, uninterested, unsure of oneself, unexpressive; unwilling to try things new and different; unmotivated; daring in destructive ways.
Self-Persistence	Sticks with task until it's finished, even when the going is frustrating or rough; maintains focus in face of distractions; patient in figuring things out; seeks out challenging or difficult tasks; overcomes obstacles in solving problems; bounces back from frustrations; has surprisingly long and sustained attention span.	Gives up, easily distracted, avoids challenges, readily frustrated, impatient during problem solving; unwilling to try after frustrated, unable to see alternatives; unable to move forward—gets stuck; refuses to complete project started; moves to another activity when frustrated..
Self-Esteem	Expresses pleasure over own accomplishments; shares accomplishments with others; expresses positive interest in others' accomplishments; maintains cool in face of teasing; feels good about who s/he is; deals with negative as well as positive aspects of self and others.	Apathetic about accomplishments, unwilling to share accomplishments with others; jealous or angry over others' accomplishments; negative attitudes toward self and others; unable to see negative as well as positive aspects of self; loses cool when teased.
Self-Reliance	Able to think and act alone when necessary; resists temptations to mischief; avoids physically and emotionally hazardous situations; thinks before acting; stands up for what's fair; responds appropriately to racist, classist, or sexist stereotypes.	Follows more than leads, easily tempted to do wrong, gets into dangerous or potentially harmful situations, acts without thought, doesn't speak up for what's right, goes along with others expressing racist, classist, or sexual stereotypes.

Taylor & Kouyaté (2003). The VAL-O Inventory is used to measure these behavioral expressions of values in children between 12 and 60 months of age, VAL-OE Inventory for elementary and middle-school children, and VAL-R for adolescents and adults. These inventories were used in studies reported under Preliminary Studies.

Exhibit 2: Theoretical Relationships between Values for Life and Cultural Orientation (I=Integrative, D=Disintegrative)

Positive (+) and Negative (-) Expressions of Values for Life	(1) Intellectual Competence	(2) Moral Rectitude	(3) Emotional Resilience	(4) Balanced Athleticism	(5) Mature Intimacy	(6) Artistic Sensibility
LR						
+		I	I	I	I	
-		D	D	D	D	
IS						
+		I	I		I	I
-		D	D		D	D
LO						
+	I		I	I		I
-	D		D	D		D
SC						
+	I		I	I		I
-	D		D	D		D
SP						
+	I	I	I	I	I	I
-	D	D	D	D	D	D
SE						
+	I	I	I	I	I	I
-	D	D	D	D	D	D
SR						
+	I	I	I		I	I
-	D	D	D		D	D

Taylor (2003).

In summary, Values for Life…

- derive from community aspirations that transcend racial, intergenerational, gender, and socioeconomic differences;
- enhance prospects of creating healthy community among primary socializing agents—parents, teachers, and clergy—whose collaboration we believe is vital to the future well-being of our children and this nation;
- promote spiritually integrative ways of being—a sense of hope, connection to community, and commitment to self-discovery; and
- promote culturally integrative ways of being—intellectual competence, moral rectitude, emotional resilience, adaptive athleticism, adaptive intimacy, and artistic sensibility.

These four distinctives are built into the design and implementation of our Values for Life Early Childhood Initiative which entails four products and three services:

- *Products:* Administrative forms, monitoring forms, assessment inventories, and training manuals that support our methodology expressed by the acronym **SAVE**:

    1. **S**ocialization—enabling and supporting parental implementation of 11 critical behaviors research has shown promote positive expressions of Values for Life (identified in next section);
    2. **E**ducation—enabling and supporting teacher implementation of 11 critical behaviors research has shown promote positive expressions of Values for Life (identified in next section);
    3. **V**aluation—using developmentally appropriate oral and written narratives and photographic and poster materials that introduce cultural heroes, heroines, sayings, allegories, or icons that exemplify one or more of our seven values (illustrated in next section); and
    4. **A**daptation—enabling and supporting teacher implementation of the 11 critical behaviors in the 4-6 activity centers and during outdoor activities and field trips (illustrated in next section).

- *Services:* Computer generated reports of process quality, changes in positive expressions of values from pre- to post-intervention, and ongoing training in Values for Life methods and curriculum.

Under Preliminary Studies, we first profile the demographics of families we have served and then examine results of earlier studies that were formative in the development of our Values for Life Early Childhood Initiative. After identifying three major challenges confronting all early childhood education initiatives, we then examine the extent to which our products and services that incorporate identified distinctives provide at least one promising remedy to these challenges.

Preliminary Studies

For more than 20 years, we have provided early childhood services to poor, minority, and majority children whose adolescent or adult parents or parent surrogates were on welfare, in drug or alcohol recovery programs, at risk of child abuse or neglect, in treatment or rehabilitation programs for the mentally or cognitively challenged, or employed part-time or fulltime in low-paying and occasionally middle-income jobs. Of the 60% of our nation's children currently enrolled in some form of early child service, we have served the segment within this percentage that would be considered at highest risk of subsequent social and academic failure. It is on this population that our Values for Life Early Childhood Initiative was designed, evaluated, and refined. The empirical centerpiece of our SAVE methodology was drawn from field and laboratory studies of parent and child interactions.

In field studies conducted in black and white households, we developed and refined instruments to provide global estimates of Love and Respect,…,Self-Reliance in children between 12 and 36 months and global estimates of parenting behaviors most closely associated with each outcome. Based on results of hierarchical regression and structural equation modeling applied to these data (Denton, 1978; Taylor, Turner, Underwood, *et al.,* 1994), we discovered that there were 11 critical parenting behaviors associated with the set of six valued outcomes (Interpersonal Skills and Love & Respect were so highly correlated that they were combined into one scale we refer to as Love & Respect).

Based on results of field studies, we launched laboratory observations of 120 mother child pairs by developing behavioral assessments of the 11 critical caregiving behaviors and the 6 valued outcomes (Taylor, Chesler, Skolnick*, et al.,* 1985; Taylor & Turner, 1992). Using our behavioral assessment manual, we trained raters to a high standard of reliability in the application of identified codes to parent and child behaviors in the following temporal sequence—parent was observed for 5 seconds and a behavioral code recorded for parent, child was observed in adjacent 5 second period and a behavioral code recorded for child. This cycle of parent-child recordings—parent first, child second—was repeated for a period of 30 minutes in either our university or community parenting lab. From these 180 behavioral sequences across 120 mother-child pairs, we hoped to discover whether the 11 critical behaviors identified as associated with 6 valued outcomes in field studies could be interpreted as antecedent to these outcomes. Exhibit 3 which is central to our SAVE methodology is a summary of what we found.

In the first column of Exhibit 3 on the next page, we found that one or more of four caregiving behaviors (Provides Learning Opportunity, Stimulates Inquisitiveness, Stimulates Language, and Gives Reinforcement) just preceded the expression of Learning Orientation (LO) in 71 percent of the parent-child observations. By following each column in an analogous manner, it is possible to determine which of the 11 critical caregiving behaviors is most closely aligned with each outcome. Moreover, it is apparent as well from Exhibit 3 that (a) Provides Learning, Stimulates Inquisitiveness, and Stimulates Language are core behaviors common to each valued outcome and (b) Socialization, Education, and Adaptation components of SAVE draw directly from these tabularized results.

Exhibit 3: Empirical Relationships between Parenting Behaviors and Valued Child Outcomes

Parenting Behaviors	Outcomes					
	LO	LR+[5]	SC	SE	SP	SR
PL	X	X	X	X	X	X
SI	X	X	X	X	X	X
SL	X	X	X	X	X	X
EA		X				
CW		X		X		
UI		X				
GR	X		X	X		
SO					X	X
RO					X	X
SA						X
SRP						X
Proportion	.71	.70	.79	.79	.77.	.85

Valued Child Outcomes: LO=Learning Orientation, LR+=Love & Respect (Includes Interpersonal Skills), SC=Self-Confidence, SE=Self-Esteem, and SR=Self-Reliance.

Parenting Behaviors: PL=Provides Learning Opportunity; SI=Stimulates Inquisitiveness, SL=Stimulates Language, EA=Expresses Affection, CW=Communicates Warmth, UI=Uses Induction Techniques, GR=Gives Reinforcement, SO=Stimulates On-Task Behavior, SO=Reverses Off-Task Behavior, SA=Stimulates Autonomy; SRP=Stimulates Role Play.

See our assessment manual for behavioral codes used in estimating *Valued Child Outcomes* and *Parenting Behaviors* (Taylor, Chesler, Skolnik, *et al.,* 1985).

Based on results from field and laboratory studies, we sought answers to four questions:

- Could we develop interventions based on Exhibit 3 that would help parents promote the achievement of Values for Life in their 12-36 month old children? The answer here would appear to be 'yes' (Taylor, 1999; Taylor & Turner, 1992).
- Could we develop interventions based on Exhibit 3 that would help childcare, Head Start, and kindergarten teachers and teacher assistants promote the achievement of Values for Life in their 12-60 month old children? Again the answer would appear to be 'yes' (Taylor, Turner, Underwood, *et al.,* 1994).
- Could we develop interventions based on Exhibit 3 that would help elementary school teachers promote the achievement of Values for Life in their K-5 students? Based on a recently published study, our answer would appear to be 'yes' (Taylor & Kouyaté, 2003).
- Could we make the case that Values for Life have salutary consequences beyond the early childhood and elementary school period? It would appear the preliminary answer is 'yes' (Baxter, 1999; Johnson, 1999; Lawrence, 1999; Strothers, Joell, & Day, 1997; Williams, 1999).

---

[5] In our preschool inventory of values (VAL-O), Love & Respect and Interpersonal Skills were so entwined statistically that both scales were combined into one which we here refer to as 'Love & Respect+'.

Shortly we will elaborate on the empirical basis for these answers, but from theoretical perspectives summarized in Exhibits 1 and 2 it would appear that our products and services that enhance Values for Life in ways that promote spiritually and culturally integrative ways of being may have salutary effects from early childhood through the elementary school years—perhaps even through late adolescence[6]. But what relevance do these achievements have for reducing social and academic risks facing high risk populations we have served? In answering this essential question let us evaluate our Values for Life Early Childhood Initiative in relation to three qualities that young children need to be ready for school (National Education Goals Panel, 1997; National Research Council, 2000).

- *Cognitive Skills*—emergent literacy achievement that includes recognition of letters, knowledge that letters relate to sounds, and simple number concepts;
- *Basic Motivation*—cognitive regulatory process and curiosity, excitement about learning, and confidence in one's ability to learn; and
- *Socioemotional Skills*—capacity to understand others' feelings and viewpoints, cooperation with teachers and peers, self-regulation and control, and ability to resolve conflicts constructively.

Against this standard, let us examine (a) what high-risk children bring to early childhood services and (b) what Values for Life can do to prevent, attenuate, or reverse negative effects associated with these risk conditions.

1. *Development of Cognitive Skills*

- Only 19% of children whose parents receive public assistance have acquired pre-literacy skills by the time they enter kindergarten (NCES, 2000).
- Poor children receive about 25 hours of one-on-one picture book reading by school entry relative to 1000 to 1700 hours for middle-class children (Adams, 1990).
- The number of letters recognized at kindergarten entry correlates quite strongly with reading achievement in high school (Stevenson & Newman, 1986).
- Only 38% of poor children entering kindergarten recognized letters relative to 86% of middle-class children (NCES survey, 2000).

An early childhood center located in an economically depressed community invited us to train their staff in our Values for Life model. We provided initial training and monitoring over a period of 7.5 months. Pre-testing using the Battelle Developmental Inventory revealed that the average score on each of the six scales was below average: 90.36 for Personal-Social, 95.22 on Adaptive, 96.19 on Gross Motor, 88.60 on Communications, 92.58 on Cognitive, and 99.84 on Fine Motor. Post-testing using the Battelle 7.5 months later revealed significant increases on each scale except Fine Motor. Moreover, scores on three of the scales had shifted from below to above average—Personal-Social, Adaptive,

---

[6] In a pilot study, we found that the five parenting behaviors causally antecedent to Self-Esteem during early childhood (Exhibit 3) were similar to five professorial behaviors associated with Self-Esteem in college students.

and Gross Motor. Scores on the remaining scales had moved to within less than 4 points of the norm (Taylor, Turner, Underwood, *et al.,* 1994). Although unable to follow these children beyond Y01 or obtain specific information of emergent literacy skills, the pattern of findings on the Battelle would suggest participating children were moving in the right direction. Of relevance may be results of a recent study exploring relationships between Values for Life and academic achievement in 72 black and poor elementary school children.

Using the VAL-OE Inventory, 2nd and 3rd teachers rated their students on each Values for Life category (Taylor & Kouyaté, 2003). We found that students at or above the median on one or more values were a minimum of two and one-half times more likely than students below the median to score at or above the 50th percentile on a standardized measure of math (Iowa Test of Basic Skills). Students at or above the median on Self-Persistence or Self-Reliance were eight times more likely to exceed the 50th percentile.

We found also that students at or above the median on one or more values were a minimum of two and one-half times more likely to score at or above the 50th percentile on a standardized measure of reading (SAT 9). Students at or above the median on Love and Respect, Interpersonal Skills, or Self-Esteem were a minimum of seven times more likely. Together these findings suggest that Values for Life may be relevant to our interest in preventing or reversing impairments in cognitive and intellectual development in high-risk children.

2. Development of Basic Motivation

- Motivation as a cognitive regulatory processes—being able to marshal internal and external information and resources to plan and execute goal-directed activities—is alarmingly underdeveloped in our nation's kindergarten classrooms (Rimm-Kaufman, Pianta, & Cox, 2000); and
- Motivation as curiosity, excitement about learning, and confidence in ability to succeed is often underdeveloped and problematic by point of entry into kindergarten (Thompson, 2001).

In two Values for Life Early Childhood centers, identified products and services were implemented primarily on samples of poor or black children between the ages of 12 and 72 months. Based on our analysis of motivation as cognitive regulation and motivation as curiosity, we identified three values that would appear to provide a defensible mapping of the construct basic motivation—Learning Orientation, Self-Confidence, and Self-Persistence (see left hand column of Exhibit 1), each estimated from teacher ratings on the VAL-O Inventory. During the Learning Orientation cycle, caregivers received weekly training in how to implement the four critical caregiver behaviors we discovered were antecedent to this outcome (see column 1 of Exhibit 3). These caregiver behaviors were implemented during morning circle time by teachers (**E** of SAVE), in each of 4-to-6 six activity centers during the day by teachers (**A** of SAVE), and were demonstrated physically or illustrated photographically for parents by teachers when children were picked up in the afternoon or evening (**S** of SAVE). To excite the interest of older children's in the

value Learning Orientation (**V** of SAVE), we posted in various activity areas internet pictures of persons such as Imhotep of Egypt (circa 2600 BC)—the world's first named architect and doctor who also was a scribe, sage, poet, and astrologer. On a daily basis, teachers of the older children linked some aspect of Imhotep's accomplishments to (a) their daily lives (*e.g.,* What is your doctor's name? What's this doctor's name? Where was this first doctor from?) and (b) the target value (*e.g.,* Did Imhotep like to learn? Who wants to learn around here? Who'd like to be like Imhotep?). Parallel valuation procedures were used for Self-Confidence (*e.g.,* Astronaut Mae Jemison's 1987 flight into space) and Self-Persistence (*e.g.,* Wilma Rudolph, born with a crooked leg and crippled foot, won three gold medals in the World Olympics) in conjunction with critical caregiving behaviors reflected in columns 3 and 5 of Exhibit 3. Likewise each target value is differently motivated using a complementary set of cultural images.

In Exhibit 4, we provide a summary of pre-to-post changes on these values utilizing our communal intervention methodology—SAVE interventions applied in small groups of age homogeneous enrollees in participating centers over a period of approximately 30 workdays (Taylor, Thomas, & Bagley, 1999). We acknowledge the intrinsic weakness of the one-group pre-post quasi-experimental design used in these field evaluations (Exhibits 4-7), but the consistency of these findings over cycles of interventions using different raters in two childcare centers would seem to offer partial compensation.

Exhibit 4: Changes in Basic Motivation–Communal Interventions

Value	Pre-Intervention	Post-Intervention	p-level
Learning Orient (N=55)	69	78	.01
Self-Confidence (N=84)	106	113	.01
Self-Persistence (N=64)	87	93	.03

t-tests based on the difference of correlated means.

From Exhibit 4, we find statistically significant increases in the values reflecting basic motivation over a relatively short period of time—30 days. In Exhibit 5, pre-to-post changes on these values are reported utilizing our individualized methodology—SAVE interventions applied to individual enrollees whose behavior would seem to call for correction or enhancement on identified values. Typically these interventions are applied just prior or subsequent to afternoon nap time.

Exhibit 5: Changes in Basic Motivation–Individualized Interventions

Value	Pre-Intervention	Post-Intervention	p-level
Learning Orient (N=54)	55	62	.01
Self-Confidence (N=53)	101	116	.0001
Self-Persistence (N=33)	82	94	.0007

t-tests based on the difference of correlated means.

Here again we find evidence of statistically significant increases in the positive expression of values reflecting basic motivation over a relatively short period of time—30 days. It is important to note as specified in our training manuals that communal and individualized interventions are implemented coterminously.

Finally, we report results of a comparative study of Values for Life on more than 300 Head Start children in two counties of Western Pennsylvania. These classes were randomly assigned to Regular and Values for Life Head Start. At the end of one year, Values for Life Head Start classes significantly outrivaled Regular Head Start classes on two of three values identified as reflecting basic motivation (Taylor, Turner, *et al.,* 1994).

3. *Development of Socioemotional Skills*

- Poor children are at higher risk of social and emotional problems that undermine academic achievement (Wentzel & Asher, 1995).
- Student aggression, inattention, and impulsivity undermine academic readiness during preschool years (Hinshaw, 1992) and academic achievement during elementary years (McLelland, *et al.,* 2000).
- Student anxiety, depression, withdrawal, and somatic concerns expressed during first grade predict academic underachievement at age 14 (Ialongo, *et al.,* 2001).
- Large numbers of Head Start children are exposed to economic or familial risk factors that subsequently are associated with emotional and behavioral disorders, antisocial behavior, and juvenile delinquency (Yoshikawa, 1994).

Defining socioemotional competence as *the capacity to understand others' feelings and viewpoints, cooperation with teachers and peers, self-regulation and control, and ability to resolve conflicts constructively,* the values Love and Respect, Interpersonal Skills, Self-Esteem, and Self-Reliance would appear to be reasonable proxies for this construct (see left-hand column of Exhibit 1), each estimated from teacher ratings on the VAL-O Inventory. On the same sample of children identified in the preceding section (*2. Development of Basic Motivation*), we summarize the impact of our package of products and services on these values. Exhibit 6 summarizes results for communal interventions implemented over approximately 30 days.

Exhibit 6: Changes in Socioemotional Skills–Communal Interventions

Value	Pre-Intervention	Post-Intervention	p-level
Love & Respect+[7] (N=15)	114	139	.0001
Self-Esteem (N=82)	71	77	.0001
Self-Reliance (N=17)	66	89	.0001

t-tests based on the difference of correlated means.

These results for communal interventions indicate statistically significant increases in positive expressions of values we've associated with socioemotional competence. Likewise we find in Exhibit 7 evidence of statistically significant enhancements in individualized interventions over 30 days.

---

[7] From footnote 4 the reader will recall that Love & Respect and Interpersonal Skills items were combined into a single scale referred to as 'Love & Respect+'.

Exhibit 7: Changes in Socioemotional Skills–Individualized Interventions

Value	Pre-Intervention	Post-Intervention	p-level
Love & Respect[8] (N=83)	62	67	.0001
Self-Esteem (N=29)	94	107	.003
Self-Reliance (N=48)	68	81	.0001

t-tests based on the difference of correlated means.

We note two additional findings of relevance:

- We evaluated the socioemotional competence of children at risk of abuse but not neglect vs. children at risk of neglect but not abuse vs. children at risk of neither abuse nor neglect vs. children enrolled in a Values for Life Early Childhood Center. The Separation-Individuation Inventory (Taylor & Bartolomucci, 1996) was used to estimate socioemotional competence over the first three years of life and beyond. On this measure, the average separation-individuation score for children at risk of abuse was 64.92 relative to those at risk of neglect which was 84.86. The average score of children at risk of neither abuse nor neglect was 102.97, those enrolled in a Values for Life Early Childhood Center 120.42 (Bartolomucci & Taylor 1991). Given a normal score of 100, it would appear that Values for Life had an accelerative effect on socioemotional competence.
- In the Head Start study described in the preceding section, children exposed to Values for Life were significantly advanced over Regular Head Start on Love & Respect, Self-Esteem, and Self-Reliance (Taylor, Turner, *et al.,* 1994).

In summary, it appears that products and services associated with our Values for Life Early Childhood Initiative offer promising remedies to cognitive, motivational, and socioemotional challenges confronting poor or minority as well as majority children. Thus the developmental wisdom of these values projected by parents, teachers, and clerics for adolescence through early adulthood would appear to extend as well to early childhood through elementary school years.

But does this developmental wisdom extend as well to the original claim of parents, teachers, and clerics—Values for Life are important in the lives of adolescents and young adults? We conclude this section by presenting results of exploratory studies that provide preliminary answers to this question. In these studies we administered the adolescent and adult version of our measure of values (VAL-R Inventory) on samples of African American undergraduates attending a large urban university. In each study the 20 students or so scoring at or above the median on a given subscale of the VAL-R were referred to as 'High' on that value, the 20 students or so scoring below the median being referred to as 'Low'. In these investigations conducted by my undergraduate students, they examined how select values (not all values were investigated in these studies) pattern with the same cluster of competencies identified by experts as important to the early childhood years:

---

[8] See footnote 4.

- *Cognitive Skills:* African American undergraduates high in <u>Self-Persistence</u> reported an overall grade point average of +.3 points above average, those low in Self-Persistence -.9 points below average (Williams, 1999). Students high in <u>Self-Esteem</u> reported an overall grade point average of +.2 points above average, those low in Self-Esteem -.8 points below average (Baxter, 1999). In these studies, approximately one full grade-point average separated students high and low in Self-Persistence or Self-Esteem.
- *Basic Motivation:* We found that students high in <u>Self Confidence</u> reported significantly better study skills; higher occupational and economic aspirations, greater utilization of academic resources, and superior achievement motivation (Johnson, 1999). Students high in <u>Self Persistence</u> reported significantly better study skills and superior achievement motivation (Williams, 1999). African American students high in <u>Learning Orientation</u> reported more favorable attitudes toward taking technically demanding courses—calculus, chemistry, and biology (Strothers, Joell, & Day, 1997).
- *Socioemotional Skills:* African American students high in <u>Self-Esteem</u> reported significantly better study skills and higher utilization of academic resources (Baxter, 1999). On this sample we also found that students high in <u>Self Reliance</u> reported significantly better study skills and superior achievement motivation than students low in Self-Reliance (Lawrence, 1999).

Moreover, it would appear that beyond the promotion of cognitive, motivational, and socioemotional excellence, Values for Life also carry implications for civic excellence. My students and I (Taylor & students, 2000) analyzed biographies and autobiographies of a large number of great African American leaders over the last 150 years. These male and female movers and shakers typically possessed one or more of six attributes that I subsequently examined in relation to Values-for-Life categories (see left column of Exhibit 1):

1. *Persuasive:* Capable of influencing others (<u>Interpersonal Skills</u>);
2. *Organizer:* Capable of pulling people together for collective action (<u>Interpersonal Skills</u>, <u>Love & Respect</u>);
3. *Activist:* Capable of taking and maintaining unpopular positions (<u>Self-Reliance</u>; <u>Self-Persistence</u>);
4. *Learner:* Well read and informed and concerned equally with informing and instructing others (<u>Learning Orientation</u>; <u>Self-Confidence</u>);
5. *Spiritual:* Anchored by scriptural text, meditative life, a sense of the sacred and holy (all value categories are normalized to promote a spiritually integrated way of being (see left column of Exhibit 1); and
6. *Inclusive*: A vital sense of connection to community, one's own and that of others (<u>Love and Respect</u>).

While these attributes were abstracted from a study of exemplary African American leaders, we believe the case can be made that their expression through Values for Life have positive implications for well-being of black *and* white children and youth as well as the nation as a whole.

We conclude with an analysis of how our early childhood and complementary Values for Life initiatives might be evaluated by the Collaborative for Academic, Social, and Emotional Learning (CASEL)—one of our nation's premier organizations committed to quality programs and policies that promote social and emotional learning in children and youth. Five evaluative dimensions have been identified (CASEL, 2002):

- *Provides Social and Emotional Learning Instruction.* Values for Life as expressed in the left column of Exhibit 1 encompasses self-awareness, social-awareness, self-management, relationship skills, and responsible decision making standards identified as critical in any program promoting social and emotional learning (SEL).
- *Reflects Adequate Program Design.* Our Values for Life initiatives fully embrace academic integration strategies that include the promotion of change in teaching strategies along with the application of SEL to academic content and the application of academic content to SEL.
- *Documents Program Effectiveness.* Multiple studies document positive behavioral outcomes at post-test, next to highest effectiveness standard articulated by the collaborative.
- *Provides Implementation Supports.* Values for Life initiatives entail professional development, student assessment measures, and classroom implementation tools at the highest levels identified by the collaborative.
- *Promotes Safe and Sound Learning Environments.* Our involvement of partnerships within schools and between schools and parents as well as community have been pivotal in the development, design, implementation, and maintenance of Values for Life initiatives[9].

Our findings alone would suggest that Values for Life may have wide-ranging benefits—cognitive, motivational, socioemotional, and civic—that stretch across the developmental continuum of early childhood to young adulthood. These findings in conjunction with the preceding application of CASEL standards strengthens our belief that Values for Life provides a promising approach to early childhood education. Indeed, we are pleased to offer our childcare model as the first installment in a series of complementary interventions designed to enhance individual and communal viability across the lifespan.[10]

Dissemination through Training

In this section we start out with a review of key challenges that often subvert quality dissemination of human service programs. We then introduce a corresponding set of strate-

---

[9] The reader might be interested in knowing that former Governor Tom Ridge identified our elementary after-school Values for Life initiative as one of the top three violence prevention programs in the Commonwealth of Pennsylvania (Turner, *et al.,* 2001). For our in-school Values for Life initiative, suspensions and verbal aggression toward teachers decreased, attendance improved, and tardiness decreased within the first year of implementation (see Taylor & Kouyaté (2003) for partial summary.

[10] These include in-home programs; parenting groups; elementary, middle, and secondary school interventions; and cultural policy initiatives involving libraries, churches, businesses, and human service organizations—all designed in the aggregate to promote Values for Life in neighborhoods and communities.

gies intended to maximize the likelihood that our model will be implemented in the manner designed with effects intended. We conclude with an outline of tasks that need to be addressed immediately to launch this dissemination-through-training initiative.

Dissemination Challenges

The following dissemination-though-training design is based on two years of ongoing discussion by members of our leadership team at the Center for Family Excellence. It was intended to address seven shortfalls we identified from our practice as well as from the literature:

- Failure to structure curriculum in a pedagogically acceptable manner—the challenge of *protocol development*;
- Failure to train teachers and instructional assistants to prespecified criteria—the challenge of *initial training;*
- Failure to hold teachers and instructional assistants accountable for implementing the intervention protocol as prespecified—the challenge of *mastery training;*
- Failure to acknowledge teacher or instructional assistant's mastery of the intervention protocol—the challenge of *individual certification*;
- Failure to incentivize and reinforce mastery of the intervention protocol by the majority of teachers and instructional assistants in the center—the challenge of *organizational certification*;
- Failure to create a sense of community among practitioners and organizations whose involvement and successes are acknowledged and celebrated—the challenge of *communal networking*; and
- Failure to offer ongoing opportunities to reinforce or upgrade ones skills in understanding and implementing the intervention protocol—the challenge of *online access*.
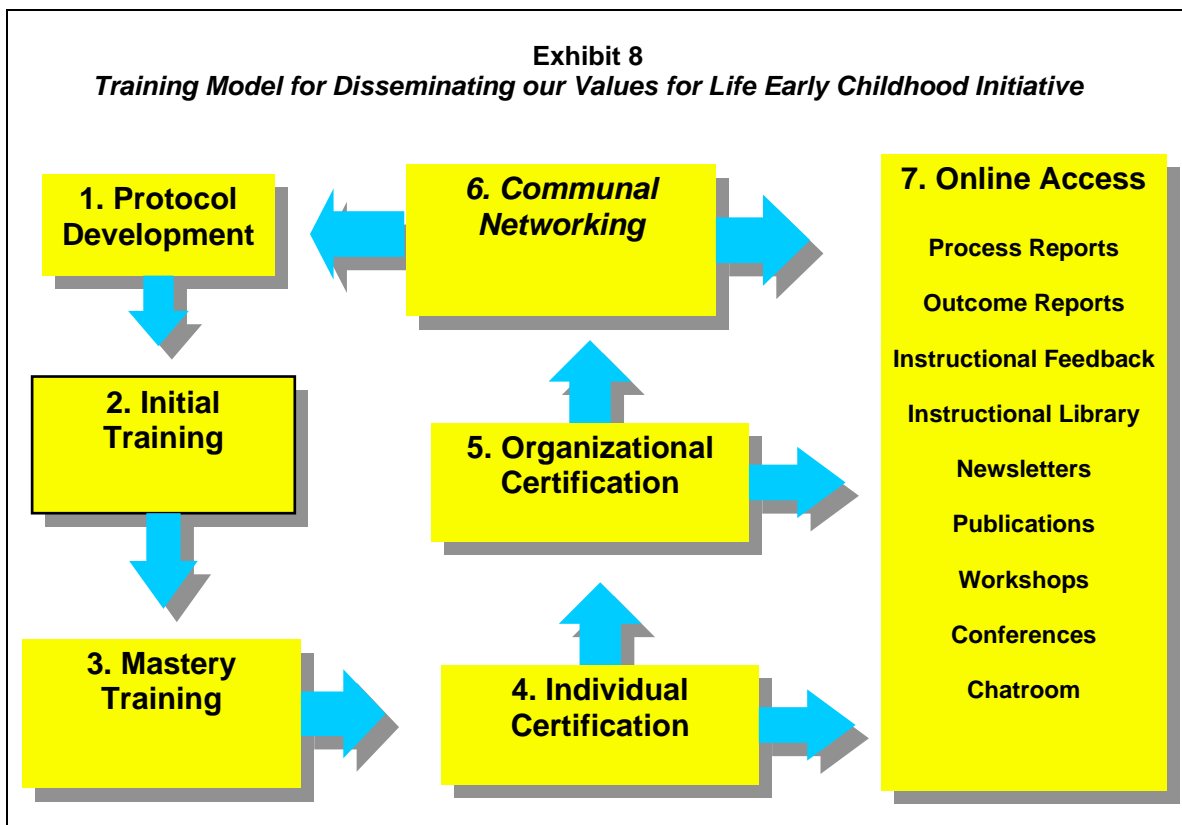
It is our view that the presence of one or more of these failures will lead to inefficiencies in implementation as well as impairments in outcomes. Further, we believe that very few early childhood programs meet these standards consistently.

Meeting the Challenges

In Exhibit 8 we identify seven strategies that we believe provide remedy to the seven dissemination challenges identified in the preceding section. Together they are designed to improve the likelihood that our model shared with others will be implemented in the manner designed with effects intended—a matter of program fidelity and accountability.

1. *Protocol Development:* Intervention objectives, strategies, and tactics are specified and illustrated. Procedures for process and outcome evaluation are identified along with management strategies for enhancing intervention process and outcomes. This step has been accomplished. Updating will be required with editing and formatting to accommodate our web-based application.

2. *Initial Training:* Participants receive 15 hours of initial training structured around the intervention protocol. Those achieving prespecified competency standards will receive a letter indicating successful *Completion of Initial Training.*
3. *Mastery Training:* Participants implement the intervention protocol and submit process and outcome evaluations to the Center. The Center provides evaluative feedback which is used to guide individual supervision and inservice training directed toward improving intervention process and outcomes.
4. *Individual Certification:* Participants meeting all standards identified in Mastery Training are awarded a *Certificate of Individual Competence* which is renewable every three years if standards identified under Mastery Training are maintained.
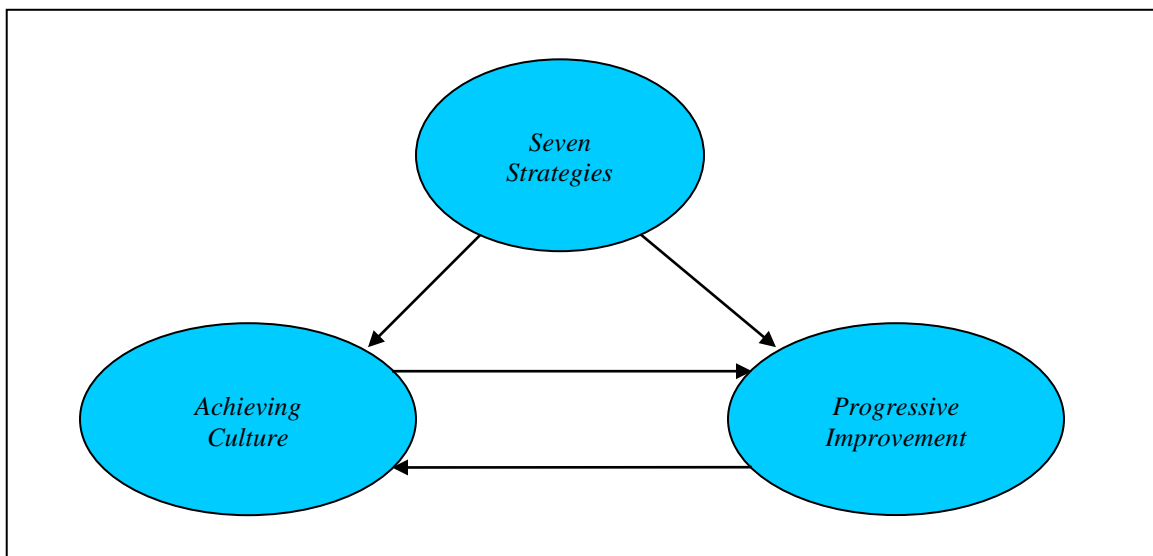

Exhibit 8
Training Model for Disseminating our Values for Life Early Childhood Initiative

5. *Organizational Certification:* When 75% or more of an agency's staff within a particular unit have received Certificates of Individual Competence, a *Certificate of Organizational Competence* will be awarded—renewable every three years if this standard is maintained.
6. *Values for Life Network:* All agencies receiving Individual and Organizational Certification are networked and promoted to enhance broad public recognition and celebration of their individual and collective achievements.
7. *Continuing Education:* State-of-the-art updates in intervention protocols, implementation procedures, or evaluation routines will be made available through online newsletters, websites, publications, workshops, and conferences. Opportunities to share information or seek consultation will be made available through an online chatroom.

In Exhibit 9 we examine how these seven strategies are expected to lead to ongoing improvements in the cognitive, motivational, and socioemotional excellence of all children enrolled in our Values for Life Early Childhood Initiative.

Following Exhibit 9, we identify three hypotheses that underlie our dissemination-through-training model:

1. *Seven Strategies* are expected to activate and energize an *Achieving Culture* that (a) values the attainment of cognitive, motivational, and socioemotional excellence for all children, (b) learns instructional practices and routines that achieve cognitive, motivational, and socioeconomic excellence for all children, (c) opens itself to instructional feedback and materials that progressively improves its achievement of cognitive, motivational, and socioemotional excellence for all children, and (d) acknowledges and celebrates the role of teachers and centers in attaining cognitive, motivational, and socioemotional excellence for all children.
2. *Seven Strategies* are expected to bring about *Progressive Improvements* in curriculum and practices that promote cognitive, motivational, and socioemotional excellence in ways that reduce subsequent risks of academic underachievement, juvenile delinquency, school violence, drug and alcohol addiction, and premature sexual experimentation.
3. *Achieving Culture* and *Progressive Improvements* covary, each synergizing the other in a process of reciprocal causation that nurtures and undergirds an upward spiraling of expectations and results—excellence in cognitive, motivational, and socioemotional outcomes for all children.

Exhibit 9
Linking Seven Strategies to Expected Outcomes

Dissemination Tasks[11]

- Design a Values for Life web-based application that includes:
    - Q & A about our early childhood model—its goals, objectives, outcomes, and distinctives;
    - Services and products used in the implementation of our model—this including the updating, editing, and reformatting of all products and services to accommodates this web-based application;
    - Educational and training opportunities for learning our model;
    - Publications, reports, and newsletters describing our model; and
    - Proprietary access[12] to participating early childhood centers for exchanging information with other centers, entering performance data and receiving corresponding process and outcome evaluation reports, downloading instructional protocols, audiotapes, and videoclips, and enrolling and participating in online conferences and workshops on general or specialized topics that enhance the positive impact of our products and services.
    - Ongoing record of who accesses the site for what types of products and services, for what period of time, and with what frequency (including instructional access to audiotapes, videoclips, and so on). This information is important in terms of linking field utilization of our products and services with measurable outcomes.
- Provide basic maintenance of our Values for Life web-based application that will facilitate use of our website by guests as well as participating centers. This objective which will entail application hosting by an external contractor to include:
    - *Database Maintenance.* Scheduled back-up, archiving, and data recovery.
    - *System Management.* Maximizing the security of the web-based application information by installing unique IDs on the local computers of participating childcare centers, establishing communication links between participating centers and the web browser, creating firewall protection which will deny all unauthorized access to the server site, and establishing virus protection which will be updated monthly.
- *Provide System Support for Our Values for Life Web-based Application which will include:*
    - Technical manuals
    - Initial and ongoing training
    - Toll-free technical support
    - Technical support website
- *System Customization.* Additional services per consumer request.

---

[11] This section is an abstract of a proposal by Dr. Xiaoyan Zhang whose organization KIT Solutions, Inc. will be contracted to host our web-based application.

[12] This will require development and maintenance of an intranet application—Virtual Private Network—that will include the community of individuals and centers implementing our early childhood initiative.

Conclusions

O UR VALUES-BASED INITIATIVE may be the only early childhood program intentionally structured around what parents, teachers, and clergy believe children and youths need for triumphant living—high levels of Love and Respect, Interpersonal Skills, Learning Orientation, Self-Confidence, Self-Persistence, Self-Esteem, and Self-Reliance. These medial values represent a 'folk' theory of sorts—the people's declaration of cultivatable qualities considered important to their children's future. In contrast, most early childhood initiatives are based on 'expert' theories that issue from developmental inquiries (*e.g.,* Jean Piaget, Lev Vygotsky, Maria Montessori, Erik Erikson) or instructional research (*e.g.,* Siegfried Engelmann, Carl Bereiter, Wesley Becker)—each source projecting a vision of our children's future that only adventitiously overlaps with what 'folk' say. Although billions of dollars have been spent in implementing and evaluating 'best practice' models based on these 'expert' theories, none has been successful in closing achievement gaps associated with race and class.

We believe that the failure of 'best practices' models to close these achievement gaps is related to their relative inattention to spiritual, cultural, and axiological[13] factors that underlie cognitive, emotional, social, and motivational constructs associated with academic readiness and achievement. Although we have presented the case for Values for Life as a promising 'folk' theory alternative that addresses spiritual, cultural, and axiological factors, the quasi-experimental designs used in these evaluations do not match the statistical power of experimental designs used in the evaluation of 'expert' models. Notwithstanding this shortcoming, we have argued that our dissemination interest is more than justified because of (a) the consistency of our findings in different centers over different periods of time; (b) the potential applicability of our values construct to early childhood through young adulthood; (c) the potential to build a community of interest around values of intrinsic interest to parents, teachers, and clergy; (d) the plan to remedy implementation failures that in part to large measure characterize most 'best practices' models; and (e) the plan for promoting the progressive achievement of program fidelity and accountability by creating a virtual learning community accessible any time and anywhere for each participating childcare center.

In the final analysis, we hope to answer the question of whether 'folk' theory is a promising alternative or complement to 'expert' theory in eliminating racial and class achievement gaps. Anything less than elimination of these gaps we find totally and irrevocable unacceptable—a challenge we extend equally to childcare models based on 'folk' or 'expert' theories.

References

Adams, M.J. (1990). *Beginning to Read: Thinking and Learning about Print.* Cambridge, MA: MIT Press.

---

[13] See footnote 4.

Baxter, C. (1999). Self-Esteem and academic excellence. *Research Seminar on the African American Community*, Department of Africana Studies, University of Pittsburgh.

Bartolomucci, E., & Taylor, J., (1991). Preliminary reliability and validity of an instrument measuring separation-individuation outcomes *Psychological Reports, 69, 391-398.*

Cherulnik, P.D., & Souders, S.B. The social contents of place schema: People are judged by the places where they live and work. *Population and Environment, 7*, 211-233.

Collaborative for Academic, Social, and Emotional Learning (CASEL, July, 2002). *A. Guidelines for social and emotional learning. Quality programs for school and life success.* University of Illinois at Chicago, Chicago, Illinois.

Denton, S. (1978). *A systems analysis of parenting behaviors related to valued child outcomes. Unpublished master's thesis.* University of Pittsburgh.

Hinshaw, S.P. (1992). Externalizing behavior problems and academic underachievement in childhood and adolescence: causal relationships and underlying mechanisms. *Psychological Bulletin, 111,* 127-155.

Hoge, D., & Andrews, D.A. (1996). An investigation of risk and protective factors in a sample of youth offenders. *Journal of Child Psychology, 37,* 419-424.

Ialongo, N.S., Edelsohn, G., & Kellum, S.G. (2001). A further look at the prognostic power of young children's reports of depressed mood and feelings. *Child Development, 72*, 36-47.

Jackson-Lowman, H., Rogers, J., Zhang, X., Zhao, Y., & Brathwaite-Tull, M. (1996). Life attitude inventory: Preliminary evaluation of a measure of spiritual orientation. In R.L. Jones (Ed.), *Handbook of tests and measurements for black populations, (1),* 87-103, Hampton, VA: Cobb & Henry.

Johnson, M.E. (1999). Self-Confidence and academic excellence. *Research Seminar on the African American Community*, Department of Africana Studies, University of Pittsburgh.

Lawrence, L. (1999). Self-Reliance and academic excellence. *Research Seminar on the African American Community*, Department of Africana Studies, University of Pittsburgh.

McLelland, M.M., Morrison, F.J., & Holmes, D.L. (2000). Children at risk for early academic skills. *Early Child Research Quarterly, 15,* 307-329.

National Center Education Statistics (2000). *America's Kindergartners: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999. Fall, 1998.* Washington, D.C.: U.S. Department of Education.

National Educational Goals Panel (1997). *Getting a good start in school.* Washington, DC.

National Research Council (2000). *From Neurons to Neighborhoods: The Science of Early Child Development.* Committee Integrating Science Early Childhood Development. (Eds.) J.P. Shonkoff, & D.A. Phillips, Board Children Youth, Fam., Committee on Behavior Social Science Education, Washington DC: National Academy Press.

Rimm-Kaufman, S.E., Pianta, R.B., & Cox, M.J. (2000). Teachers' judgments of problems in the transition to kindergarten. *Early Childhood Research Quarterly, 15,* 147-166.

Rogers, J.A. (1994a). *Spirituality and liberation.* Unpublished doctoral dissertation. Duquesne University, Pittsburgh, PA.

Rogers, J.A. (1994b). Spirituality: Questing for well-being. In R.L. Jones (Ed.), *Advances in black psychology,* Hampton, VA: Cobb & Henry.

Rogers, A. & Taylor, J. (in preparation). *Refining a measure of spiritual orientation.* Center for Family Excellence, Pittsburgh, PA.

Stevenson, H.W., & Newman, R.S. (1986). Long-term prediction of achievement and attitudes in mathematics and reading. *Child Development, 57*, 646-659.

Strothers, P., Joell, B., & Day, K.M. (1997). Learning Orientation and attitude toward taking technical courses. *Research Seminar on the African American Community*, Department of Africana Studies, University of Pittsburgh.

Taylor, J. (1999). Toward a purposeful systems approach to parenting. In R.L. Jones (Ed.), *African American children, youth, and parenting.* Hampton, VA: Cobb & Henry, 261-281.

Taylor, J. (2003*). How Values for Life Promote Spiritual and Cultural Well-Being.* Presentation made to the National Black Child Development Institute Pittsburgh Chapter, June 12, 2003, Center for Family Excellence, Pittsburgh, PA.

Taylor, J., & students (2000). *Research Seminar on the African American Community*, Department of Africana Studies, University of Pittsburgh.

Taylor, J., & Bartolomucci, E. (1996). Measuring separation-individuation processes. In R.L. Jones (Ed.), *Handbook of tests and measurements for black populations, 2,* 71-86, Hampton, VA: Cobb & Henry.

Taylor, J., Chesler, B., Skolnick, M., Smith-Jones, J. & Wingfield, C. (1985). *Assessing parent-child interactions: A values-based approach for children between 12 to 60 months.* Pittsburgh, PA: Institute for the Black Family, University of Pittsburgh.

Taylor, J. & Kouyaté, M. (2003). Achievement gap between black and white students: Theoretical analysis with recommendations for remedy. In B. Guillermo, J.E. Trimble, A. K. Burlew, & F.L. Leong (Eds.), *Handbook of racial & ethnic minority psychology.* Thousand Oaks, CA: Sage Publications.

Taylor, J. & Obiechina, C. (in press). Cultural alienation: Analytical and empirical implications. *Journal of Black Studies.*

Taylor, J., Thomas, L., & Bagley, E. (1999). *Introducing Values for Life Childcare,* Center for Family Excellence, Pittsburgh, PA.

Taylor, J., & Turner, S. (1999). Valuation: Definition, theory, and methods. In R.L. Jones (Ed.), *Advances in African American Psychology.* Hampton, VA: Cobb & Henry, 51-80.

Taylor, J., & Turner, S. (1992, August). *Changing parent behaviors: Extending the theory of reasoned action.* Paper presented at the annual meeting of the Association of Black Psychologists, Denver, CO.

Taylor, J., Turner, S., Underwood, C., Franklin, A., Jackson, E., & Stagg, V. (1994). Values for Life: Preliminary evaluation of the educational component. *Journal of Black Psychology, 20,* 210-233.

Thompson, R.A. (2001). The Roots of School Readiness in Social and Emotional Development. *Set for Success: Building a Strong Foundation for School Readiness Based on the social-Emotional Development of Young Children.* The Kauffman Early Education Exchange.

Turner, S., Lyons, P., Smith, K., & Collins, M. (2001). *Values for Life Peer Support Groups Manual: Goals, Objectives, Strategies, and Curriculum Materials for Elementary, Middle, & Secondary Schools.* Center for Family Excellence, Pittsburgh, PA.

Vazsonyi, A.T. & Flannery, D.J. (1997). Early adolescent delinquent behaviors: Associations with family and school domains. *Journal of Early Adolescence, 17,* 271-293.

Wentzel, K.R., & Asher, S.R.(1995). The academic lives of neglected, rejected, popular, and controversial children. *Child Development, 66,* 754-763.

Williams, A. (1999). Self-Persistence and academic excellence. *Research Seminar on the African American Community*, Department of Africana Studies, University of Pittsburgh.

Wilson, M.T. (1974). *Clarifying values caregivers have for their children and the relationship between those values and caregiving behaviors.* Unpublished doctoral dissertation, University of Pittsburgh.

Yoshikawa, H. (1994). Prevention as cumulative protection: Effects of early family support and education on chronic delinquency and its risks. *Psychological Bulletin, 115,* 28-54.

❀❀❀