



# Agenda

- Importance of kindergarten readiness
  - Conceptual frameworks
  - Application activity
- READY?
  - Supporting readiness
- Targets for change
  - Coaching Adults
  - Engagement with families
  - Increasing knowledge of interventions for children at risk
    - Relationships
    - Academic
    - Social behavioral

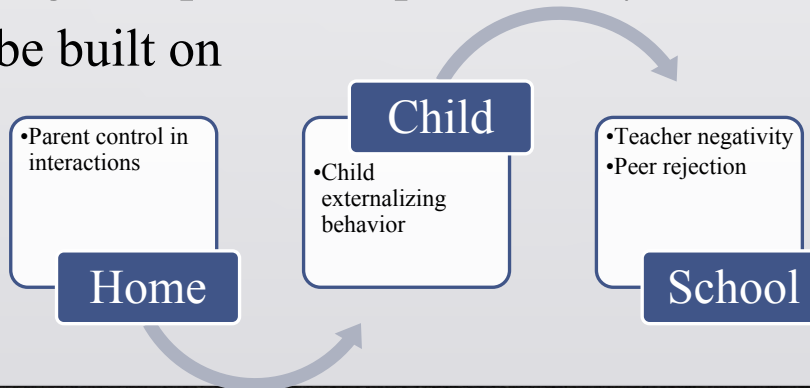


# Introductions

- My background
- Personal-Taylor
- Professional-systems needs, family, teacher then child

# Conceptual Framework for Kindergarten Readiness

- Acknowledge interrelated systems (ecological theory)
- Investigate important extensions to knowledge (effective interventions, etc.) Use theories of learning, including motivation to support variables.
- Important junctures-time (life course theory)
- Add to knowledge in specific important ways that can build on literature and be built on





## Building Stronger Systems for Supporting Social, Emotional and Mental Health needs

### Current Focus:

- Including characteristics associated with support needs for adults and children
  - Intervention feasibility or uptake
  - Children's needs for support, teaching, coaching, self-regulation, etc.
  - Teachers's needs for support, teaching, coaching, self-regulation, etc.
  - Parent's needs for support, teaching, coaching, self-regulation, etc.



# Needs Assessment

- Objectives for today
- Your desired outcome-connect to your PD goals and schools



# Application

- What is a specific problem your school or district has with supporting children, teachers, and families in the transition to K.
  - Children \_\_\_\_\_
  - Teachers \_\_\_\_\_
  - Families \_\_\_\_\_

***Break out groups***



# READY?

- How is school readiness defined?
  - Is that reflective of what children look like in Kindergarten?
- Who fails when children aren't ready?
- Social ecological approach can frame the complex needs of increasing readiness
- Specific teachable skills associated with school readiness



# Things to Consider

## **Guiding Understanding:**

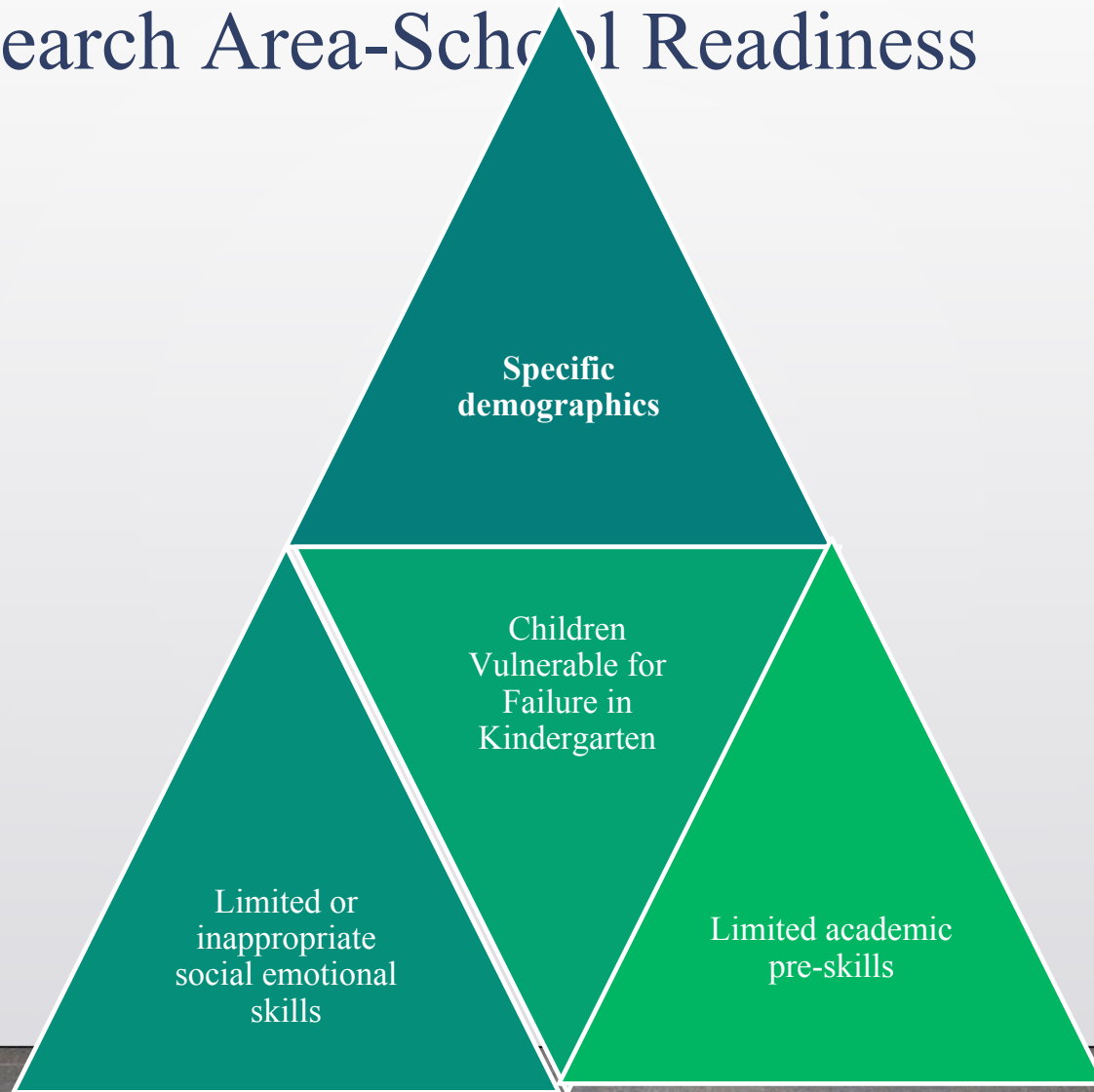
- Teaching is challenging.
- Children are different.

## **Consider Approaches Rather than Isolated Skills**

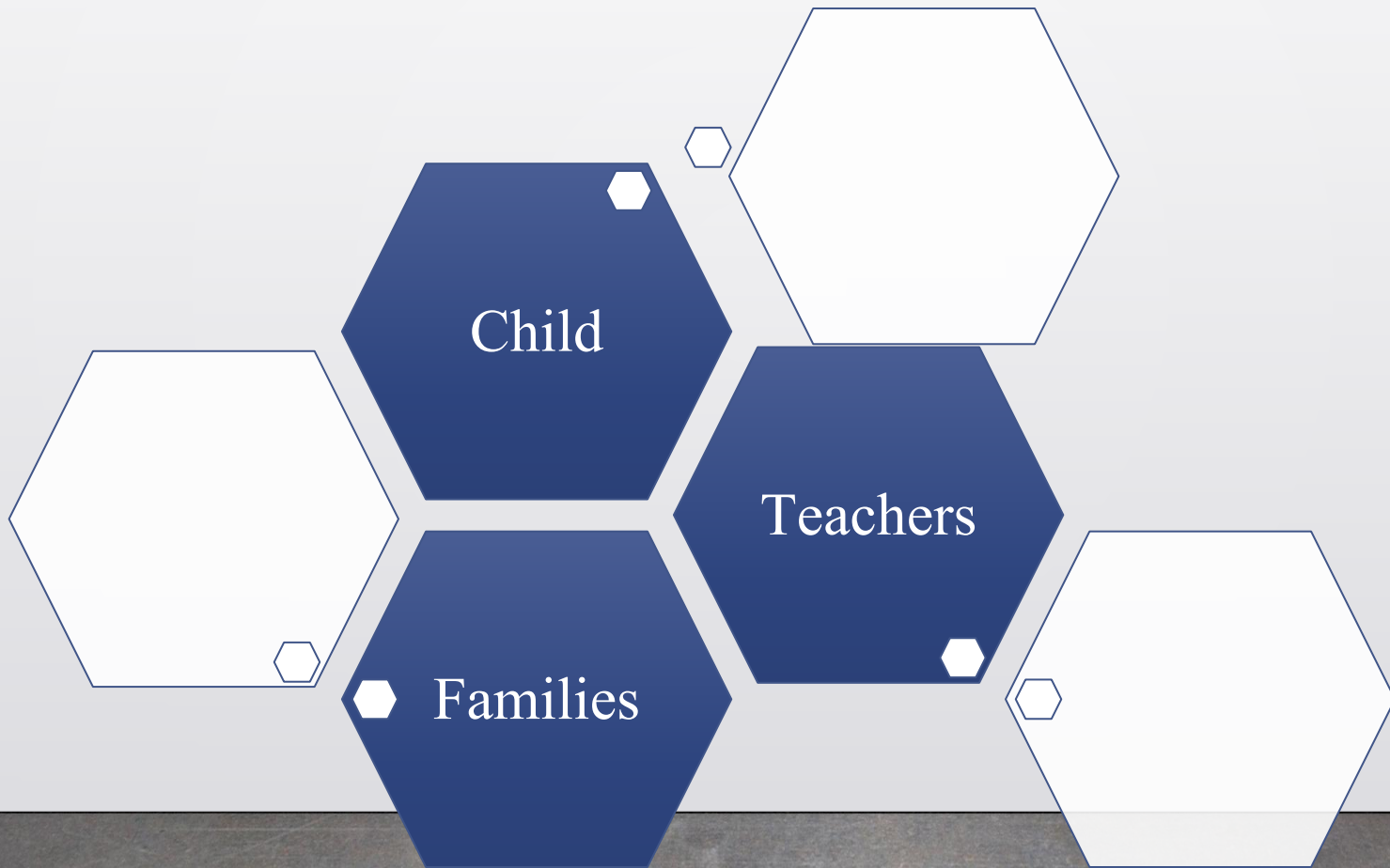
- Use frameworks, goals, strategies to grow.
- Foster community where everyone supports each other in learning in the classroom.
- Each child has needs and things they are “experts” in.
- We have to be more scientific and playful.



# Research Area-School Readiness



# Research focus-risk social ecological model



# ////////////////////

## Why do so many children have these problems?

- ◆ Basic needs not being met-poverty and homelessness-hunger, worried, tired
- ◆ Underlying brain differences-attention (ADHD, LD, cognitive delays)
- ◆ Language differences (ELL)
- ◆ Lack of prior knowledge or experience
- ◆ Lack of instruction and models
- ◆ Executive functioning differences



# Consider What over Why

Why from a teacher and child perspective:

- First, they don't want to have these problems
- Second, it is not their fault

What leads to more success as a teacher

- Shift focus on teachers doing what they do best-TEACH
  - Assess where they are
  - Teach
  - Monitor growth and responsiveness



## *A Framework for **READY** ness for Children*

- Relationships-ensuring that teachers build relationships with children, their families, and other individuals within schools and the community to support the success of all children.
- Every child is supported and met where they are developmentally.
- A data based and systematic approach is used to support readiness and provide additional supports.
- Determine children who need extra support
- Year long support and progress monitoring-children need ongoing monitoring of progress in this entry year to the public school system.



# Relationships

- **Relationships**-ensuring that teachers build relationships with children, their families, and other individuals within schools and the community to support the success of all children.
- Positive communication is key—need to track it.
- Build relationships among children and with children



# Every child

- Every child is supported and met where they are
- In the absence of instruction and support, we can't assume children have the knowledge to be successful (making a choice to do poorly).
- Through better screening and support we can link children, teachers, families early in the window of primary prevention



# Interventions that are Most effective

- Meet children where they are
  - Where are they across multiple domains?
  - What teachable skills are present?
- Where teachers are:
  - Need foundation of strong relationships and strong universals
  - Effective classroom management includes strong universal supports
- Focus on both academic and social behavior skills needs





# K-ABRS

Screeners

3 items

Academic

Social  
Behavior

Overall

Poor-Excell  
ent



# A Data-based...

- A data based and systematic approach



# D

- **Determine children who need extra support**



# Year long support and progress monitoring

- Year long support and progress monitoring-children need ongoing monitoring of progress in this entry year to the public school system



# NEED BETTER SYSTEMS TO SCREEN AND SUPPORT CHILDREN





# Have good general and individual strategies

For example:

- ☐ Graphic Organizers
- ☐ Use time wisely
  - ☐ Planned lessons
- ☐ CHECKLISTS-Organization and Attention Support
  - ☐ Day charts/posted for activities throughout the day

What about children with a lot of needs?



# Individualize

- Filling Stations for prior knowledge
- Provide support for different needs

Latisha has trouble following directions. She will move from one thing to another and does not seem to have structure to what she is doing. She also doesn't attend to one thing for very long. It is difficult to tell what problem is contributing the most to her challenges-attention, memory, knowledge of rules, or impulsivity. She is kind and friendly but often gets frustrated and once she threw her book in the air and knocked off another child's glasses. She struggles in academics as well, especially reading.

**Table 1**

**Simple support planning form**



**What problems are present in my students?**

--

**Which supports should I use?**

--

**How can I plan to use these systematically?**

--

**Who can I be accountable to for implementing my plan?**

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# SUPPORTS

- Plan to address specific needs according to child
- Determine social skills lessons for all children-add supports for those who need more support. For example:
  - Following directions
  - Play alone
  - Play with others
  - Persistence
  - Problem solving

# Use High Leverage Behavioral Strategies

## Precorrections/Prompts

Interview-use with post its or highlighters

- What are you going to do first?
- Second?
- Third?

## Premack Principle/Momentum

- If you do [] this then []

## Behavior Specific Praise/Peer Recognition-strengthen relationships



# Positive Peer Reporting

**Positive Peer Reporting** has been referred to as peer tootling, which is a contrast from tattling. When using this strategy peers watch other classmates looking for appropriate behavior (specific or general—entire class or specific children) and report on the behavior they observed.

Teachers can assign specific peer tootling times or specific behaviors to report.

Examples include:

- *Your job is to find friends using kind words to ask for what they need.*
- *Your job is to look for friends who take turns at recess.*
- *Your job is to look for peers being safe at lunch or in the hall*



# ***The Kindergarten Check Up: Coaching Across Contexts***

**Melissa Stormont, Wendy Reinke, and Keith  
Herman**

**Contributions by Andy Frey**

**Missouri Prevention Science Institute**

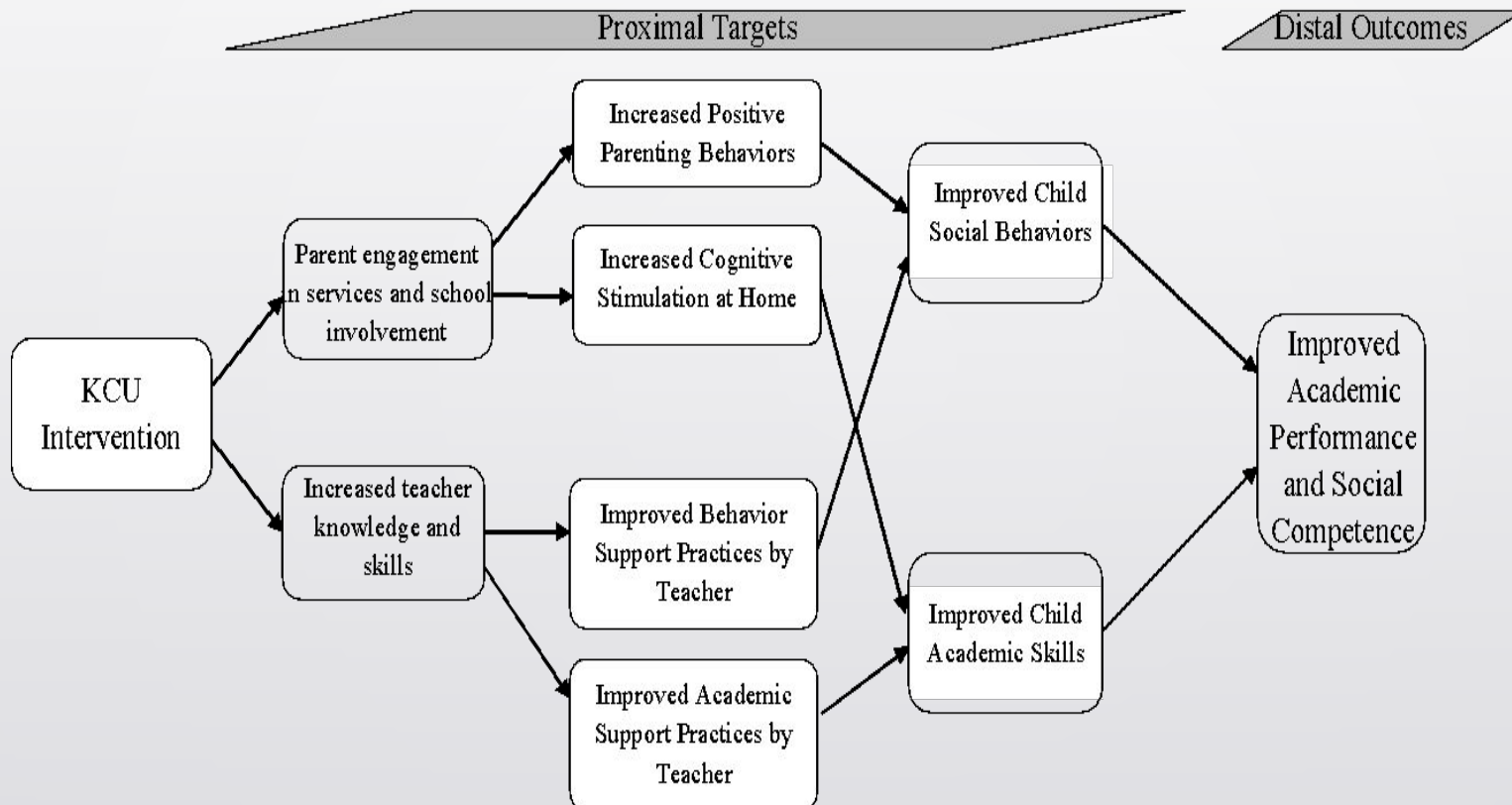
**University of Missouri**

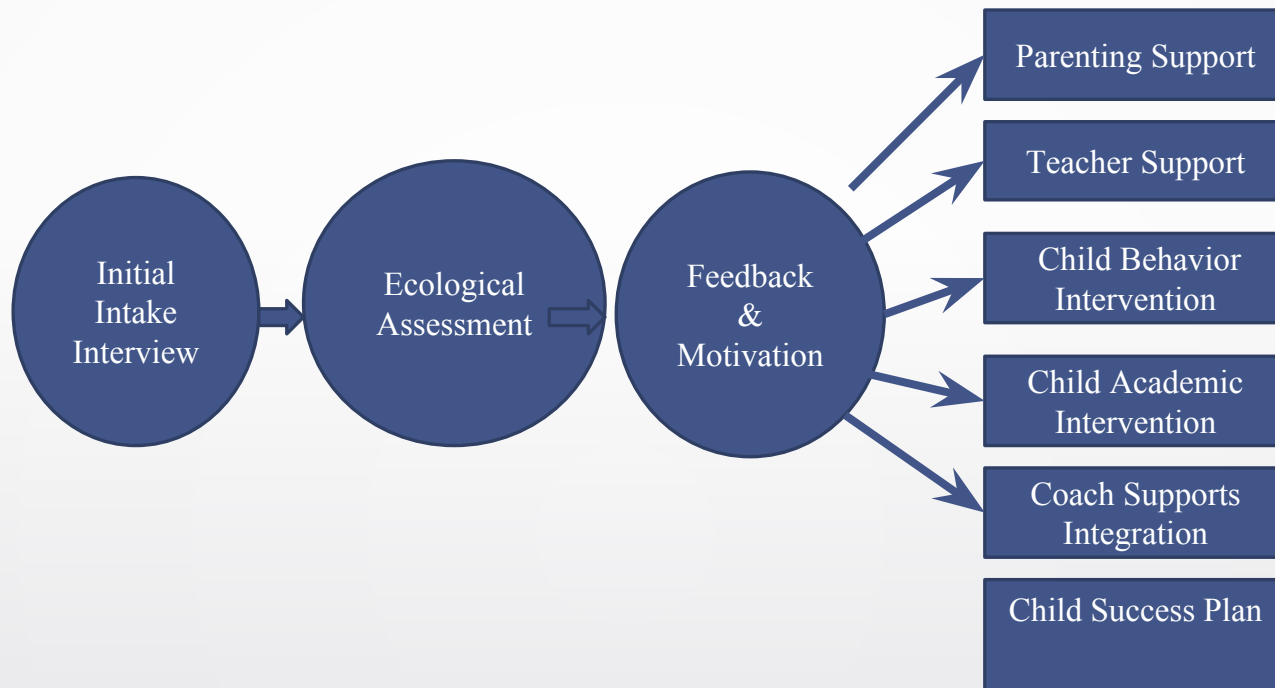
**Funding from IES**

## Kindergarten Check-Up

- An ecological, assessment-based brief intervention, within schools and home settings to support children, families, and teachers in need of supports.
- Grounded in Motivational Interviewing
  - Coaching model
    - Dishion & Kavanaugh, 2003; Dishion & Stormshak, 2007
- Coaching caregivers and teachers
- Feedback

# Need Comprehensive Interventions





Dishion & Stormshak, 2007

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## Ecological Approach



# Ecological Assessment to Inform Intervention

- Collect information from multiple sources across the following domains:
  - Child social skills
  - Child academic skills
  - Family Context
  - Caregiver cognitive stimulation and behavior management
  - School Context
  - Teacher behavior and academic management
  - Parent-teacher engagement and communication



# Feedback Session

- Personalized Assessment Feedback
- Support Self-Assessment
- Provide Clarification and Support
- Explore a Menu of Intervention Options
- Choice

Profile for: \_\_\_\_\_ Child's Age: \_\_\_\_\_ Date: \_\_\_\_\_

### Youth Adjustment

Problem Behavior: Defiance	
Problem Behavior: Conduct	
Problem Behavior: Attention	
Emotional Adjust-Anxiety	
Emotional Adjust-Depression	
Coping Skills	
Interpersonal Relationships	
Other: _____	



### Family Adjustment

Relationship Quality	
Use of Encouragement	
Clear Expectations	
Limit Setting	
Supervision	
Involvement with Schooling	
Stress Management	
Other: _____	



### School Adjustment

Attendance	
Academic Performance	
Completes Assignments	
Attitude about School	
Home-School Communication	
Problem Behavior: Rule Violation	
Problem Behavior: Aggressive	
Problem Behavior: Disruptive	
Other: _____	





# Action Plan

- Menu of Options
- Action Planning Form
- Choice



# What about Coach Needs?

What are the conversational skills coaches need to successfully influence teacher classroom behavior management practices?

- Within the coaching relationship, that the quality of conversational skills utilized is essential to assess as it can affect
  - coach-teacher relationships
  - teacher use of effective classroom management strategies
  - social-behavioral competencies associated with learning and achievement



# Innovative coaching work

Researchers at MIZZOU (led by Andy Frey) developed a training model for coaches

*Motivational Interviewing Training and Assessment System (MITAS) for Coaches*

- Data indicate that the most important element of an effective coach in terms of communication skills is.
  - Baseline empathy



# Communication skills to avoid

- Confront
- Persuade
- Give unsolicited advice



# Intervention Tools

- Escape maintained
- Attention maintained
- Reading
- Math



# Planning for Children

	Math Skills	Reading Skills	Behavior-Function A or E
Child 1 needs	+ All	+ Lesson 2-6	Attention Teacher Choice: Tool 3 Point System
Child 2 needs	-	+ All	Escape Teacher Choice: Tool 1 Take a Break





## Take Aways

- Children need support for learning new skills.
- Teachers need support, including time and resources, for preparing for diversity of learners in classroom.



# Check up

PD

- How are you doing compared to others?
- Any needs for change/improvement/support?
- Feedback loop-intervene-monitor-understand.
- When we assess something we attend to it!