



## *Early Head Start*

# *School Readiness for Infants and Toddlers*





# What is School Readiness?

*School Readiness (SR) means:*

*“.... that children are ready for school, families are ready to support their children’s learning, and schools are ready for children.”*



*“...that children develop skill , knowledge, and attitudes necessary for success in school and later in life.”*



# School Readiness and Early Head Start

*Early Head Start helps children become ready for school by supporting:*

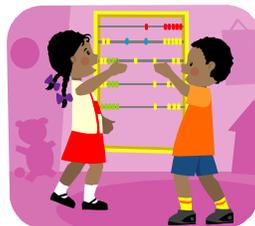
*Social and Emotional Development*

*Language Development*

*Cognitive Development*

*Motor and Perceptual Development*

*Approaches to Learning*



# **Social and Emotional Development**

## **...how we feel and interact with others...**

*This includes children's growing ability to:*

- *Interact with adults and children*
- *Express and manage emotions*
- *Understand others' emotions*
- *Develop a sense of who they are*
- *Recognize their accomplishments*

## **Social & Emotional Development SR Goals:**

### Center-Based:

1. Children will develop trusting relationship with their teachers.
2. Children will develop an increased capacity to understand, express and regulate their emotions.
3. Children will develop an increased capacity to be aware of and respond to emotions of others.
4. Children will interact with peers with increasing frequency and, as is age appropriate, begin to develop relationships with specific peers.

### Home-Based:

1. Children will develop an increased ability to make their actions, emotions and desires known in social situations.
2. Children will develop an increased capacity to understand the actions and emotions of others.
3. Children will develop an increased capacity to understand, express, and regulate their emotions.

# Language Development

*...how we learn to speak and understand...*

*This includes children's growing ability to:*

- *understand and respond to language*
- *communicate their needs and feelings verbally and nonverbally*
- *engage in back-and-forth communication*
- *develop interest in books and print*

## Language Development SR Goals:

### Center-Based:

1. Children will progress in their ability to verbally and non-verbally communicate their feelings, ideas and needs.
2. Children will show increasing ability to understand comprehend and respond to language, and engage in reciprocal communication.

### Home-Based

1. Children will progress in their ability to verbally and non-verbally communicate their feelings and ideas.
2. Children will develop in increased ability to engage in reciprocal communication.
3. Children will show an increasing interest in exploring books and develop their understanding of symbols and pictures as representations of objects.

# Cognitive Development

*... how we learn to think about the world....*

*This includes children's growing ability to:*

- *solve problems*
- *maintain attention*
- *participate in personal care routines*
- *develop imitation and memory skills*
- *understand numbers and categories*
- *understand cause-and-effect*
- *explore pretend play*

## Cognitive Development SR Goals:

### Center-Based:

1. Children's ability to understand and participate in personal care routines will increase.
2. Children will demonstrate increased understanding of classification, matching, and number sense.
3. Children will demonstrate and growing capacity to imitate increasingly complex actions of others, both during interactions as well as those observed at an earlier time.

### Home-Based:

1. Children will develop increasingly complex problem solving skills.
2. Children will demonstrate increased understanding of classification, matching, and numbers.
3. Children will progress in their understanding of the function of objects and use of objects. As is age appropriate, children will progress in their capacity to use objects to engage in pretend play.

# Motor and Perceptual Development

*... how we move and stay healthy...*

*This includes children's growing ability to:*

- move their bodies
- use their hands
- understand health and safety guidance

## Motor and Perceptual Development SR Goals:

Center-Based:

1. Children will progress in their fine motor skills and demonstrate increasingly complex capacity to grasp and manipulate objects.
2. Children will demonstrate an increasing capacity to move their body, maintain their balance, and control their movements.

Home-Based:

1. Children will progress in their fine motor skills and demonstrate an increasingly complex capacity to grasp and manipulate objects.
2. Children will demonstrate an increasing capacity to move their body, maintain their balance, and control their movements.

*... how children learn and how we can support their learning process....*

*This includes children's growing ability to:*

- Explore and be curious
- Gather information
- Maintain attention
- Remember things
- Solve problems
- Manage emotions
- Keep trying when something is hard

Approaches to Learning SR Goals:

Center-Based:

1. Children will demonstrate initiative and curiosity while engaging in play.

Home-Based:

1. Children will develop an increased capacity to explore new things and environments.

## **What are School Readiness Goals?**

Children School Readiness Goals state how we expect children to progress across the five domains of development

Each year we develop Children School for all children in our program. These goals are based on the children's development. Three times a year we assess the children's development and update the goals when needed.

Our Children School Readiness Goals are posted at each center

Parents can participate in defining the goals by coming to Policy Council meetings that focus on School Readiness, or talking to staff.

## **School Readiness Plan**

After creating Children School Readiness Goals, we create a plan for how to support children in the classroom, how to involve parents, and how to support teacher's professional development.

Parents can participate in creating these plans by coming to Policy Council meetings that focus on School Readiness, or talking with staff.

# Parent School Readiness Goals

All Children School Readiness Goals for are connected with parent involvement.

There are also Parent School Readiness Goals. These goals focus on supporting parents in participating in “the long-term, lifelong success of their child.”

Parents can participate in defining these goals and creating a plan of action by coming to Policy Council and talking with staff.

1. **Parenting Education**  
Establish a system to assist parents in enhancing parenting skills through strength-based training and education
2. **Health & Nutrition Education**  
Promote healthy habits among families that will encourage nutritional eating and physical activity
3. **Second Language Development**  
Strengthen the parent’s ability to communicate within the English-oriented community as they move out of our program.
4. **High School Retention and Graduation**  
Provide encouragement and support for teen parents toward academic success and graduation from high school or successful transition back to a traditional school.
5. **Parent Leadership**  
Encourage parents to assume leadership roles within the community and the public school system.
6. **Family Literacy**  
Promote family literacy by encouraging attendance at school-sponsored literacy events.

# ***Progress:***

## **Center-Based:**

The DRDP data from the winter assessment period indicates that children are at age appropriate levels of development in each domain. In center-based care, 10 children are under 12 months, 9 children between 12 and 18 months, and 2 children between 18 and 20 months. As such, it is developmentally appropriate that the majority of children scored between levels two and four on all measures.

Gains were made in all domains and in all measures and the percentage of gain ways comparable across domains. Highest gains were made in Self and Social development and Language development (30%), followed by Motor and Perceptual development (27%), and lastly Cognitive development (28%). The gain/no gain reports represent 13 children who were in our care for both the first and second DRDP period.

While children are making steady progress, we have created refinements to the curriculum involvement and parent involvement sections in which the children made the least progress. Our refinements were developed based on our analysis of higher vs. lower gains, as well as analysis of the percentage of children who scored on higher vs. lower levels on DRDP-IT measures. Changes in the curriculum alignment and parent involvement are summarized below, and highlighted in Appendix B of the full report.

In Self and Social Development, the highest gains were made in Relationships with Familiar Adults, Interactions with Peers, and Impulse Control. The lowest gains were made in Self Expression and Self Comforting. Looking at the levels at which children scored, Identity of Self in Relation to Others and Impulse Control had the largest number of children scoring at the higher levels. Conversely, Empathy and Relationships with Familiar Peers had lower number of children scoring at higher levels.

Overall, his data leads to alterations in our curriculum and parent involvement practice for goals two (understand and express emotion), goal three (awareness of others' emotions), and goal four (relationships with peers). These alterations include: incorporating sign language as a support for children's expression of emotions; taking time to resolve conflicts with children; focusing on sharing information with parents about what comforts their child and what strategies are used to support conflict resolution; and asking the parents to share similar information with them

In Language and Literacy Development, the highest gains were made in Language Comprehension, and the lowest gains were made in Communication of Needs, Feelings and Interest. Similarly, the data indicated that the largest percentage of children received scores at higher levels on language comprehension, while the lowest percentage of children received high scores in Communication of Needs, Feelings, and Interest. This corresponds with goals number 5 (verbal and non-verbal communication of needs). We are altering our curriculum and parent involvement practice to place more emphasis on strategies supports children's development of Communication of Needs, Feelings, and Interests. These alterations include: engaging in parallel

talk and self-talk, expanding on children's communication; and supporting parents in engaging in reading with children during lunchtime and transitions to naptime.

In Cognitive development, the highest gains were made in Imitation, and lower gains were made in Number. Similarly, the data indicated that the largest percentage of children received scores at higher levels on Imitation, while the lowest percentage of children received high scores in Number. Children's development of number received the lowest gains as compared to all measures. This corresponds with goal number 8 (classification and number sense). In order to address this, we are providing additional training and reflective meetings to help teacher develop a better understanding of number sense. During these trainings, we will continue to on all items in alignment with discussed on curriculum alignment section presented in Appendix B. In addition, teachers will share examples with parents of how children are developing an understanding of numbers.

In Motor Development, highest gains were made in Balance, while lower Gains were made in Fine Motor and Gross Motor. Similarly, the data indicated that the largest percentage of children received scores at higher levels on Balance, while lowest percentage of children received high scores in Fine Motor. This corresponds with goal number 10 (fine motor). We are adapting our curriculum to place greater emphasis on the following: introducing new material that gives children the greater variety and more opportunity to manipulate objects; and talking with parents about allowing children to engage in fine motor exploration using common household items.

### **Home-Based:**

The Group Gains profile on ChildPlus shows the percentages of children who did or did not progress to the next rating level for each measure. By showing us how many children are progressing, we can find our strengths as well as challenges that need to be focused on most through our goals and curriculum. particular attention was placed on the portions of the School Readiness Goals and Monitoring Plan that address Cognitive and Social Development.

In self and social development, our biggest strength was self-expression; over half of the children progressed between the rating periods in their ability to express their emotions. Less than 40% of children progressed in empathy or social understanding. We also found lower gains in seeking other's help to regulate self, responsiveness to other's support, and impulse control. These are all measures used for the 2<sup>nd</sup> and 3<sup>rd</sup> School Readiness Goals (recognition of other's emotion and their regulation of their own), which shows that we will need to focus specifically on these goals in future planning. All other measures related to the social-emotional goals show children progressing at an average rate of 50% or above. To help support the children in their recognition of other's emotion and their regulation of their own, home visitors help children to name their emotions through parallel talk as well as books, songs and stories. Home visitors also offer comforting objects to children as needed to help support children in their ability to self-comfort. These strategies as well as others are highlighted in Appendix C, Goals 2 and 3.

In language development, children showed the highest gains in interest of literacy and recognition of symbols. The biggest challenges in this area for the program have communication of needs and reciprocal communication. These two indicators are related to goals 4 and 5,

communication of feelings/needs and reciprocal communication, respectively. In order to support growth in these areas, home visitors allow time for children to respond and accept, rather than correct, the responses they receive, use basic sign language in conjunction with words to facilitate children's communication and understanding, and as much as possible, speak to children in their home language. These strategies as well as others are highlighted in Appendix C, Goals 4 and 5.

In cognitive development, children progressed the most in number and classification and matching. Children progressed the least in symbolic play, curiosity and problem solving-measures that pertain to Goals 7 and 9. Curriculum practices that support our cognitive development School Readiness Goals include using parallel talk to reflect back how children are using objects in a functional or symbolic way; asking open-ended questions to facilitate continued exploration, building on children's play and scaffold their development; and using dolls, stuffed animals, and other objects to act out and tell stories with and to children. These strategies as well as others are highlighted in Appendix C, Goals 7 and 9.

In motor and perceptual development, children scored lowest in gross motor and highest in balance, though there was little difference in the respective measure gains across this domain. In the School Readiness Goals and curriculum alignment for motor and perceptual development, particular attention is paid to providing a variety of material for fine motor exploration, as well as supportive relationships and a supportive environment that supports gross motor exploration. Parent involvement strategies include working with parents to support motor development in the home environment. These strategies as well as others are highlighted in Appendix C, Goals 10 and 11.

All of the curricula described in each domain are designed to strengthen the parent-child relationship as well as recognize and support the parent's ability to support the child's development. Highlighted curriculum points will be especially emphasized in light of the winter DRDP data.

This is the first year that we are using the DRDP-IT in our home-based program, and the first year that we have an assessment tool that will clearly track children's developmental progress over the course of the year. As such, this is also the first year that we have specific school readiness goals for our home based program that are based on an assessment tool. During last school year, the goals were connected to Learning Games, our former assessment tool, but they were not clearly measurable because the tool is not structured in a way that allows for accurate data analysis that aligned with our School Readiness Goals.

In analyzing the data, we discovered that the children have progressed in their development and their needs and strengths are in similar areas. As such, our School Readiness Goals from DRDP period 1 remain the same.

Please see our Appendices A and C of the full report for additional information on DRDP scores, curriculum alignment, parent involvement, and home visitor-child interaction data.

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