Academic and Self-Regulatory Aspects of School Readiness

GLORIA MACCOW, PH.D.
Agenda

- Describe factors that enable children to make a smooth transition to Kindergarten.
- Discuss how we use instruction, assessment, progress monitoring, and targeted intervention to ensure all children are developing academic, behavioral, and social competence.
Kindergarten Readiness Checklist

Peggy Gisler, Ed.S., and Marge Eberts, Ed.S.

http://school.familyeducation.com/kindergarten/school-readiness/38491.html#ixzz1cmusvl1G

- **Separate from parents** without being upset
- Begin to control oneself
- Start to **follow rules**
- Be able to recognize authority
- Begin to share with others
- Understand actions have both causes and effects

- Pay attention for short periods of time to adult-directed tasks
- Listen to stories without interrupting
- Manage **bathroom needs**
- Button shirts, pants, coats, and zip up zippers
- Bounce a ball
- Cut with scissors
- Trace basic shapes
Kindergarten Readiness Checklist

Peggy Gisler, Ed.S., and Marge Eberts, Ed.S.


- Speak understandably
- Talk in complete sentences of five to six words
- Look at pictures and then tell stories
- Recognize rhyming words
- Identify rhyming words
- Identify the beginning sound of some words
- Identify some alphabet letters
- Recognize some common sight words like "stop"
- Show understanding of general times of day
- Sort similar objects by color, size, and shape
- Recognize groups of one, two, three, four, and five objects
- Count to ten
Kindergarten Readiness

Achievement Gap as Children Begin Kindergarten


(Klein & Knitzer, 2007)
Why Gaps in School Readiness Matter

Children who enter school not yet ready to learn, whether because of academic or social and emotional deficits, continue to have difficulties later in life.

Rouse, C., Brooks-Gunn, C., & McLanahan, C., Spring 2005
Essential Foundational Skills

Success in Kindergarten requires

– Social-emotional competencies,
– Behavioral competencies,
– Pre-academic skills.
Social, Emotional, and Behavioral Competencies

Young children are more likely to succeed in the transition to school if they can:

- Accurately identify emotions in themselves and others
- Relate to teachers and peers in positive ways
- Manage feelings of anger, frustration, and distress
- Enjoy academic learning and approach it enthusiastically
- Work attentively, independently, and cooperatively in a structured classroom environment
Social, Emotional, and Behavioral Competencies

Young children are less likely to succeed in the transition to school if they:

- Engage in frequent fighting, hitting, shouting, or other aggressive behaviors
- Are unable to control impulsive behavior
- Are unable to pay attention to tasks or follow directions
- Engage in oppositional, noncompliant, or even defiant behavior
- Are unable to cooperate with others
- Constantly seek attention from peers or teachers
- Ignore peers or teachers  (Raver, & Knitzer, 2002)
Across a range of studies, the emotional, social, and behavioral competence of young children (such as higher levels of self-control and lower levels of acting out) predict their academic performance in first grade, over and above their cognitive skills and family backgrounds. (Raver & Knitzer, 2002)
Self-Regulation

• The internal mechanism that enables mindful, intentional, and thoughtful behaviors.

• Self-regulation involves:
  – the ability to control one’s impulses and to *stop* doing something
  – the capacity to *do* something (e.g., awaiting one’s turn)

Bodrova & Leong, 2008
Pre-academic Skills

Pre-literacy

- vocabulary size,
- complexity of spoken language,
- understanding of language concepts,
- familiarity with alphabet and books,
- recognizing and naming letters.
Language and Literacy

early development of reading depends critically on whether the receptive phonological component of the aural system and the expressive phonological component of the oral system are developing in an age-appropriate manner (Berninger, V., 2007).
Pre-literacy Skills

Children are ready to read when they can

– hear the way words sound,
– identify rhyme and alliteration,
– blend sounds,
– recognize onset and rime,
– identify sound units in words.
Vocabulary = Critical to Reading

Children learn word meanings through conversations with other people.

- They often hear adults repeat words and use new and interesting words.
- The more words they hear, the more word meanings they learn.

(National Reading Panel Report, 2000)
Importance of Oral Language

If children have been offered fewer opportunities to hold conversation they may:

– have limitations in the grammar they control
– have difficulties with comprehending oral and written language
– have limited control of some of the most common sentence structures used in storybook English
– be unable to anticipate what may happen next in sentences

Gentile, 2003
## Language and Test Scores by SES
(Hart and Risley, 2002)

### Averages for measures of parent and child language and test scores

<table>
<thead>
<tr>
<th>Measures and scores</th>
<th>13 professional</th>
<th>23 Working-class</th>
<th>6 Welfare</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent</td>
<td>Child</td>
<td>Parent</td>
</tr>
<tr>
<td>Pretest score</td>
<td>41</td>
<td>31</td>
<td>14</td>
</tr>
<tr>
<td>IQ score at age 3</td>
<td>117</td>
<td>107</td>
<td>79</td>
</tr>
<tr>
<td>Recorded vocabulary size</td>
<td>2,176</td>
<td>1,116</td>
<td>1,498</td>
</tr>
<tr>
<td>Average utterances per hour</td>
<td>487</td>
<td>310</td>
<td>301</td>
</tr>
<tr>
<td>Average different words per hour</td>
<td>382</td>
<td>297</td>
<td>251</td>
</tr>
</tbody>
</table>
Pre-academic Skills

Pre-numeracy

- rote counting,
- number recognition (1-5 then 6-9),
- count to 10 with one-to-one correspondence,
- basic concepts (sizes, comparisons, shapes).
Pre-academic Skills
The Importance of Basic Concepts

- Basic concepts represent the foundational language terms used to describe the world that young children experience on a daily basis (Bracken, 1984; 1998; 2007).
- Not all children begin school with the same conceptual knowledge.
Strategies to Develop Students’ Competence

- Provide effective instruction.
- Assess and monitor students’ achievement of objectives.
- Provide targeted intervention.
Effective Instruction

- Provide explicit instruction in social, emotional, and behavioral skills.
- Provide language-enrichment.
  - Talk with children
  - Engage children in conversation
- Provide explicit instruction in phonological awareness.
- Provide instruction in basic concepts.
Social, Emotional, and Behavioral Skills

Teach expected behaviors.

- Use procedures to encourage expected behaviors.
- Use procedures to discourage competing (problem) behaviors.

Teach socially acceptable learned behaviors that will enable students to interact effectively with others (Gresham & Elliott, 1990).
Top 10 Social Skills

1. Listen to others
2. Follow the Steps
3. Follow the Rules
4. Pay Attention to Your Work
5. Ask for Help
6. Take Turns When You Talk
7. Get Along With Others
8. Stay Calm With Others
9. Do the Right Thing
10. Do Nice Things for Others

(Elliott and Gresham, 2007)
Self-Regulation

- Teach self-regulation to ALL children.
- Allow children to practice and apply rules of a certain behavior.
- Offer children visual and tangible reminders about self-regulation.
- Incorporate play and games.

Bodrova & Leong, 2008
Language Enrichment

- Reading and writing instruction alone is not enough to equalize the language gaps of many children struggling to acquire language.
- Effective, targeted intervention can create a direct connection and explicit curriculum that links language and literacy development.

Gentile, 2003
Proficiency in Literacy

Figure 5.1  Interactions in Traditional Literacy Instruction

EXPLICIT CURRICULUM
- Reading
- Writing

ASSUMED/IMPLIED CURRICULUM
- Oral Language
- Discourse
- Learning Behavior

TEXT

BASIC SKILLS

Teacher-Student Interactions

Figure 5.2  Interactions in Oracy Instructional Curriculum

EXPLICIT CURRICULUM
- Reading Skills
- Writing Skills

TEXT

TALK

EXPLICIT CURRICULUM
- Oral Language
- Discourse
- Learning Behavior

Teacher-Student Interactions

Gentile, 2011
Figure 2.2  Oracy Instructional Curriculum

Language

OIC

Discourse

Learning Behavior
Phonological Awareness

Sound Games
Say (designated word). Now say it again, but don’t say (designated phoneme or sound).

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Word</th>
<th>Delete</th>
<th># of chips</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>bed</td>
<td>/b/</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>mud</td>
<td>/d/</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>lip</td>
<td>/l/</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>fed</td>
<td>/f/</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>wet</td>
<td>/t/</td>
<td>3</td>
</tr>
</tbody>
</table>

Berninger, 2007
Basic Concept Development

Objectives

- Students will identify letters of the alphabet.
- Students will name letters of the alphabet.

Bracken Concept Development Program
Identifying and Naming Letters

Targeted Concepts

Aa  Bb  Cc  Dd
Identifying and Naming Letters

Name: ____________________
## Universal Screening

### AIMSweb - Test of Early Literacy

<table>
<thead>
<tr>
<th>LNF Score</th>
<th>Percentile Rank / Comparison</th>
<th>Instructional Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.0</td>
<td>96.0 / 96.0</td>
<td>Well Above Average - Consider Need for Individualized Instruction</td>
</tr>
<tr>
<td>30.0</td>
<td>75.0 / 75.0</td>
<td>Above Average - Consider Need for Individualized Instruction</td>
</tr>
<tr>
<td>30.0</td>
<td>75.0 / 75.0</td>
<td>Above Average - Consider Need for Individualized Instruction</td>
</tr>
<tr>
<td>28.0</td>
<td>69.0 / 69.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>28.0</td>
<td>69.0 / 69.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>19.0</td>
<td>51.0 / 51.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>17.0</td>
<td>49.0 / 49.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>15.0</td>
<td>46.0 / 46.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>14.0</td>
<td>43.0 / 43.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>11.0</td>
<td>38.0 / 38.0</td>
<td>Average - Continue Current Program</td>
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<tr>
<td>8.0</td>
<td>33.0 / 33.0</td>
<td>Average - Continue Current Program</td>
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<td>7.0</td>
<td>29.0 / 29.0</td>
<td>Average - Continue Current Program</td>
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<tr>
<td>6.0</td>
<td>25.0 / 25.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>4.0</td>
<td>20.0 / 20.0</td>
<td>Below Average - Further Assess and Consider Individualizing Program</td>
</tr>
<tr>
<td>4.0</td>
<td>20.0 / 20.0</td>
<td>Below Average - Further Assess and Consider Individualizing Program</td>
</tr>
<tr>
<td>3.0</td>
<td>16.0 / 16.0</td>
<td>Below Average - Further Assess and Consider Individualizing Program</td>
</tr>
<tr>
<td>2.0</td>
<td>11.0 / 11.0</td>
<td>Below Average - Further Assess and Consider Individualizing Program</td>
</tr>
<tr>
<td>2.0</td>
<td>11.0 / 11.0</td>
<td>Below Average - Further Assess and Consider Individualizing Program</td>
</tr>
<tr>
<td>1.0</td>
<td>4.0 / 4.0</td>
<td>Well Below Average - Begin Immediate Problem Solving</td>
</tr>
</tbody>
</table>
Assess and Monitor

- Assess school readiness concepts.
- Assess pre-literacy skills.
- Assess pre-numeracy skills.
- Assess behavior and social-emotional competencies.
- Monitor progress and provide targeted interventions for students not achieving objectives.
School Readiness

- Colors
- Letters
- Numbers/Counting
- Sizes/Comparisons
- Shapes

Bracken School Readiness Assessment-Third Edition
Assessment/Instruction

Objectives

- Students will know color words.
- Students will use color vocabulary.
Colors

Targeted Concepts
Review of all colors previously introduced:
red, yellow, green, orange, white, blue,
purple, gray, pink, black, brown
## Early Reading Diagnostic Assessment Second Edition
### Student Profile

**Teacher:** A. Miller  
**School:** Taylor Elementary  
**Student:** Jermaine A.  
**Date of Testing:** 11-19-02

### Skill Clusters by Subtest

<table>
<thead>
<tr>
<th>Skill Cluster</th>
<th>Raw Score</th>
<th>Percentile Range</th>
<th>Percentile</th>
<th>Emerging</th>
<th>Basic</th>
<th>Proficient</th>
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</thead>
<tbody>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite</td>
<td>(\frac{28}{60})</td>
<td>60-64</td>
<td>60-64</td>
<td>(\times)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhyming</td>
<td>(\frac{28}{30})</td>
<td>95-99</td>
<td>95-99</td>
<td></td>
<td>(\times)</td>
<td></td>
</tr>
<tr>
<td>Phonemes</td>
<td>(\frac{0}{20})</td>
<td>10-14</td>
<td>10-14</td>
<td>(\times)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllables</td>
<td>(\frac{0}{10})</td>
<td>10-14</td>
<td>10-14</td>
<td>(\times)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter Recognition</td>
<td>(\frac{2}{29})</td>
<td>0-4</td>
<td>0-4</td>
<td>(\times)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target Words in Context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passage Fluency Composite (Spring only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite (Receptive &amp; Expressive)</td>
<td>(\frac{4}{17})</td>
<td>5-9</td>
<td>5-9</td>
<td>(\times)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story Retell</td>
<td>(\frac{5}{28})</td>
<td>5-9</td>
<td>5-9</td>
<td>(\times)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Note

Targeted instructional intervention is recommended for students whose scores fall in the shaded areas. See chapter 3 of the Administration Manual for an explanation.

**Concept of Print: Description of skills**

*Does not exhibit basic concepts of print.*
## Targeted Instruction Plan

<table>
<thead>
<tr>
<th>Skill Clusters</th>
<th>Qualitative Information and Observations</th>
<th>Instructional Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness</td>
<td>Able to supply multiple rhyming words. Unable to provide deleted or remaining sounds or syllables in spoken words.</td>
<td>Read patterned texts with rhyming and alliteration to and with student. Match words with same beginning sound, using procedures such as singing games.</td>
</tr>
<tr>
<td>Phonics</td>
<td>Recognized two lower case letters of the alphabet. Unable to pick out a letter from his name.</td>
<td>Use magnetic letters or letter tiles for letter recognition work, beginning with student’s name.</td>
</tr>
<tr>
<td>Fluency</td>
<td>No fluency measures administered. Student is unable to read words and has not established basic concepts of print.</td>
<td>Use repeated shared readings of simple patterned stories to model fluent reading and build print awareness. Model fluent reading of read-aloud books.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Expressive vocabulary appears less developed than receptive.</td>
<td>Discuss, illustrate, and use concept words from read-aloud books and shared reading (dictate/illustrate stories, make/illustrate picture dictionary).</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Unable to retell a story sequentially or accurately answer questions about a story he had just heard.</td>
<td>Read stories to student. Engage in discussions. Model strategies for answering questions. Practice supported retellings.</td>
</tr>
</tbody>
</table>
### Pre-Numeracy

<table>
<thead>
<tr>
<th>EMDA Test</th>
<th>Skills Measured</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>Math Reasoning</td>
<td>- Counting</td>
<td>PreK-3</td>
</tr>
<tr>
<td></td>
<td>- Ordering Numbers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identifying and comparing shapes, solids, lines, and angles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Creating and solving (addition, subtraction, multiplication, and division)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>problems using whole numbers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Using patterns to solve problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Telling time and using time to compare and order events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Solving problems using or related to money</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Using grids and graphs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Using non-standard and standard units of measure</td>
<td></td>
</tr>
<tr>
<td>Numerical Operations</td>
<td>- Counting with one-to-one correspondence</td>
<td>K-3</td>
</tr>
<tr>
<td></td>
<td>- Number identification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Number writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Calculation (addition, subtraction, multiplication, division)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Fractions, decimals, percents</td>
<td></td>
</tr>
</tbody>
</table>
Assess Prosocial Behaviors

Socially acceptable learned behaviors that enable an individual to interact effectively with others and to avoid or escape negative social interactions with others (Gresham & Elliott, 1990).

Major categories of social skills (CCAREES)

- Communication
- Cooperation
- Assertion
- Responsibility
- Empathy
- Engagement
- Self-Control

Elliott & Gresham, 2007
Monitor Progress
Summary

• Not all children enter Kindergarten ready to learn.
• To ensure all children develop academic, behavioral, and social competence,
  – provide instruction in behavioral expectations, social skills, self-regulation, basic concepts, pre-literacy, and pre-numeracy,
  – assess to identify children struggling to master curriculum objectives,
  – provide targeted intervention based on children’s strengths and needs,
  – monitor their progress.
References


References


References


References


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