

Transition Time! Using Early Childhood Readiness Assessment for Success

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INTRODUCTION

Foundational to a successful school transition is 'readiness'.

- School readiness means children are ready for school, schools are ready for children, and families are ready to support their child's transition to school (Pan et al., 2019).
- Successful transition requires programs to gather information about children's skill levels in all areas of development, including adaptive, motor, cognitive, communication, social emotional, and emergent literacy and math.

AEPS-3 READY-SET

- Readiness assessment and progress monitoring measure
- Appropriate for children 4-6 years old
- 40 developmentally appropriate goals from the AEPS-3 test in 8 domains



AEPS-3 READY-SET FACS

- Form for family to complete
- Questions from 8 domains, plus open-ended questions
- information useful for



STUDY PURPOSES

1. Examine the agreement of child skill levels across developmental areas as measured by AEPS-3 Ready-Set and FACS.
2. Obtain teacher's evaluation of the utility of Ready-Set.

PROCEDURES

Participants

- 32 Montessori teachers from 5 schools in Florida ($n = 17$) and Idaho ($n = 15$) completed the Ready-Set on 37 children and a utility survey.
- 37 parents completed the FACS on their child.
- Average age of child was 60.2 months.
- Majority of children did not have a diagnosis of delay.
- Majority of children in sample are Caucasian (91% in Idaho, 54% in Florida).

Method

- A 2-hour training session was provided to participating teachers.
- Teachers completed the Ready-Set on participating children and sent home a FACS for the parent to complete.
- Teachers completed a utility survey (22 questions).
- Descriptive statistics and correlation coefficients were calculated.

RESULTS

The agreement of child skill levels across 8 developmental areas between the teacher-completed Ready-Set and the parent-completed FACS

Read set	FACS								Total
	FM	GM	AD	SE	SC	CG	LIT	MA	
FM	0.55*	0.40*	0.05	0.28	0.24	0.27	0.45*	0.31	0.50*
GM	0.00	0.46*	0.00	0.19	- 0.12	0.32	0.43*	0.39*	0.43*
AD	0.15	0.21	0.21	0.20	0.09	0.21	- 0.05	- 0.04	0.16
SE	0.13	0.22	- 0.10	0.03	0.00	0.39*	0.16	- 0.01	0.28
SC	0.18	0.36*	- 0.08	0.23	0.21*	0.35*	0.61*	0.52*	0.58*
CG	0.06	0.48*	- 0.11	0.42*	0.23	0.83*	0.67*	0.43*	0.75*
LIT	0.15	0.50*	- 0.18	0.45*	0.23	0.62*	0.73*	0.53*	0.75*
MA	0.13	0.57*	- 0.19	0.39*	0.16	0.43*	0.69*	0.60*	0.66*
Total	- 0.04	0.19	- 0.17	0.14	0.02	0.20	0.44*	0.44*	0.76*

FM fine motor; GM gross motor; AD adaptive; SE social emotional; SC social communication; CG cognitive; LIT literacy; MA math

* $P < 0.05$

Utility Results:

1. Average completion time: 20.9 minutes
2. All teachers indicated the Ready-Set results provided information for summarizing individual child strengths in regards to the child's "readiness skills" for kindergarten
3. Majority of teachers (97%) reported that Ready-Set results provided meaningful information for Parent Teacher conferences.
4. Majority (97%) said they would use the Ready-Set again.
5. All teachers indicated they would likely recommend the Ready-Set to a friend or colleague

DISCUSSION

1. How can Ready-Set be used for transition planning?
2. How can these measures (Ready-Set and FACS) be used for supporting parents in their decision-making process regarding kindergarten entry?
3. How does Ready-Set differ from traditional kindergarten readiness assessments?

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