Transition Time! Using Early Childhood **Readiness Assessment for Success**

Juli Pool, Ph.D., Boise State University Ching-I Chen, Ph.D., Kent State University Marisa Macy, Ph.D., University of Nebraska Kearney

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

Ready-	Set		-			
Date(s) completed:						
Child's name:						T
Child's date of birth:	Ready-Set					
Child's ID:	20000 000					
	Name:		Test dates			г
Person completing form:	Score Key Mostery Emerging performance No	Note Key C = Conduct				
Program:	2 11 = Incomplete 0	I = Modification = Quality R = Report	Exeminer:			ſ
vate testing/administration completed:,			Target	Score	Notes	t
DIRECTIONS:	1. Manipulates object with two hands, each performin different action	9 P FM.03			C M Q R	Γ
REVIEW the administration information oles, and notes beginning on page x of	2. Holds writing tool using three-finger grasp to write	Princi			СМ	t
nance data and scoring procedures bef	or drew 3. Jumps forward	P FM.C1			G R C M	ł
ECORD the administration date and e	-	OM.86			QR	ļ
sing the stated criteria will invalidate th	4. Skipe	OM.87			C M Q R	
NTER all item scores in the Score colur sults:	5. Uses hands to hang on play equipment with bars	OM.C2			C M Q R	
Assign only scores of 2, 1, or 0.	6. Uses culturally appropriate social dining skills	AD.A5			C M Q R	Γ
 If you assess and score a goal 1, o Use A if the child requires so 	7. Recognizes and reports information regarding safet	ly .			CM	t
o Use I if the child's performan	Maintains cooperative activity	AD.D4			Q R C M	╀
 Use Notes to assist in qualifying (M = Modification; Q = Quality; R 		SE.C3			QR	ļ
 Target column refers to identified 	 Interacts appropriately with others during small-group activities 	E.D1			C M Q R	
ECORD the child's results at the end (F	10. Interacts appropriately with others during large-group activities	SE.D2			C M Q R	Γ
	11. Initiates and completes independent activities	_			СМ	t
	12. Resolves conflicts using negotiation	SE.D3			Q R C M	╀
		SE.D4			QR	ļ
sessment, Evaluation, and Programming System fi ickar, Dionno, Grisham, Johnson, Macy, Sientz, an	 Meets observable physical needs in socially appropriate ways 	SE.E1			C M Q R	ļ
	14. Follows context specific rules	SE.E3			C M Q R	l
	15. Reletes identifying information about self	SE.84			C M Q R	Ī
	16. Uses language to initiate and sustain social interact				СМ	t
	17. Provides and seeks information while conversing wi	th			Q R C M	ł
	others using words, phrases, or sentences	SC.D2			QR	ł
	 Uses conversational rules when communicating with others 	SC.D3			C M Q R	ļ
	19. Solves problems using multiple strategies	D co.ps			C M Q R	
	20. Draws plausible conclusions about events beyond personal experience	CO.D4			C M Q R	Γ

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

	ae	OS3
Notes C M	Score	Notes C M
Q R		Q R
C M Q R		C M Q R
C M Q R		C M Q R
СМ		см
G R C M		G R C M
QR		G R
C M Q R		C M Q R
C M Q R		C M Q R
C M Q R		C M Q R
C M Q R		C M Q R
C M Q R		C M Q R
C M Q R		C M Q R
C M Q R		C M Q R
C M Q R		C O O R
C M Q R		C M Q R
C M Q R		C M Q R
C M Q R		C M Q R
C M Q R		C M Q R
C M Q R		C M Q R
C M Q R		C M Q R
C M Q R		C M Q R

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								
	FM	GM	AD	SE	SC	CG	LIT	MA	Total
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?

Thank you to EMRG BOD for support of this study! Thank you to Brookes Publishing for providing books per teacher!





If interested in learning more, please contact: julipool@boisestate.edu