



PATHWAYS TO KINDERGARTEN SUCCESS

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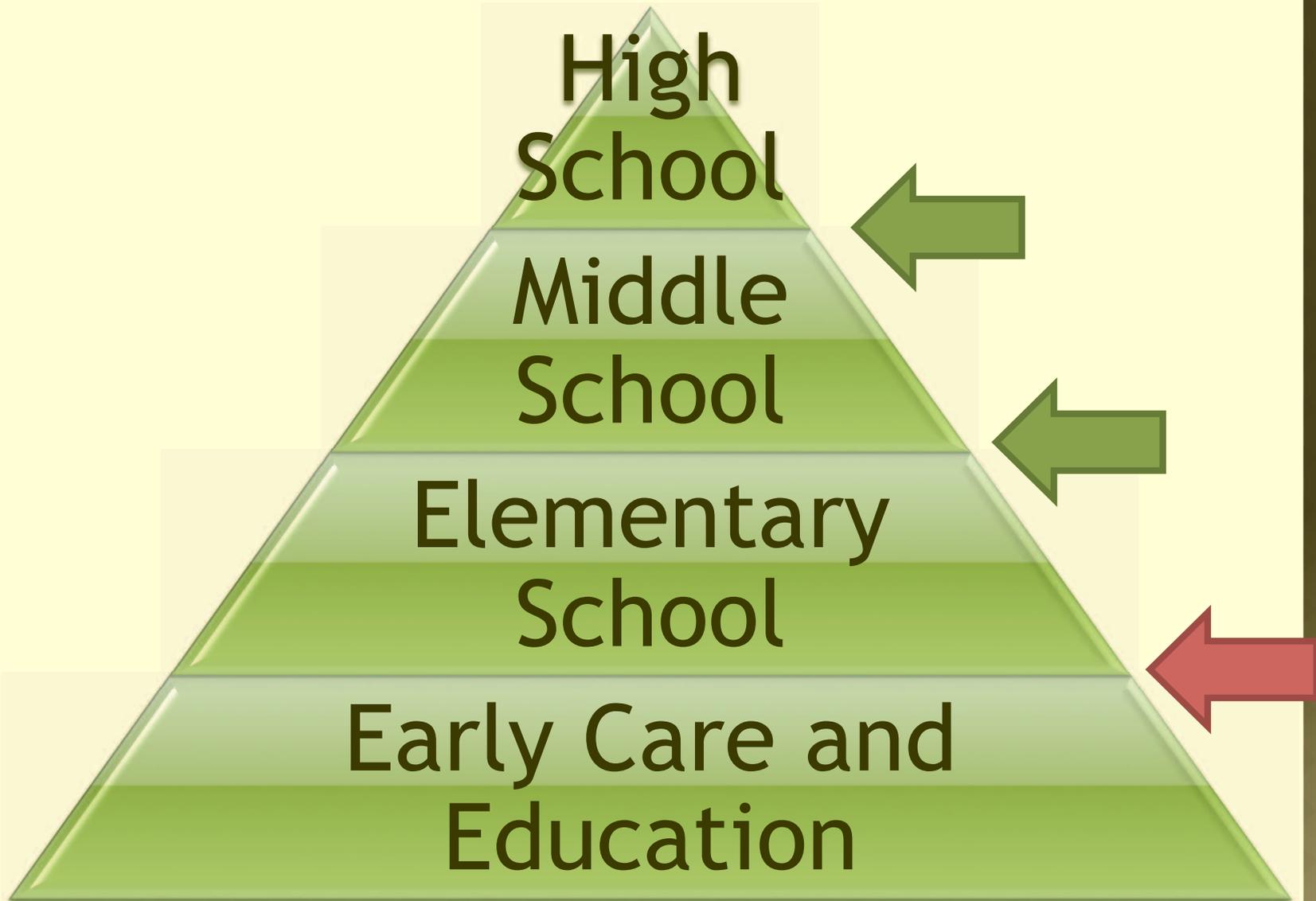
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www.readyfreddy.org

BOGS - N - FROGS

- ◉ Predicting school success
- ◉ Getting kids ready
- ◉ Transition
 - What is it and why is it so important?
 - Transition Teams
- ◉ Ready Freddy
 - Why the frog
 - Kindergarten Clubs
- ◉ Oh, Hoppy Day
 - Activities to promote healthy Kindergarten Transitions
- ◉ Why DO Parents Get Involved?



Building for a Future

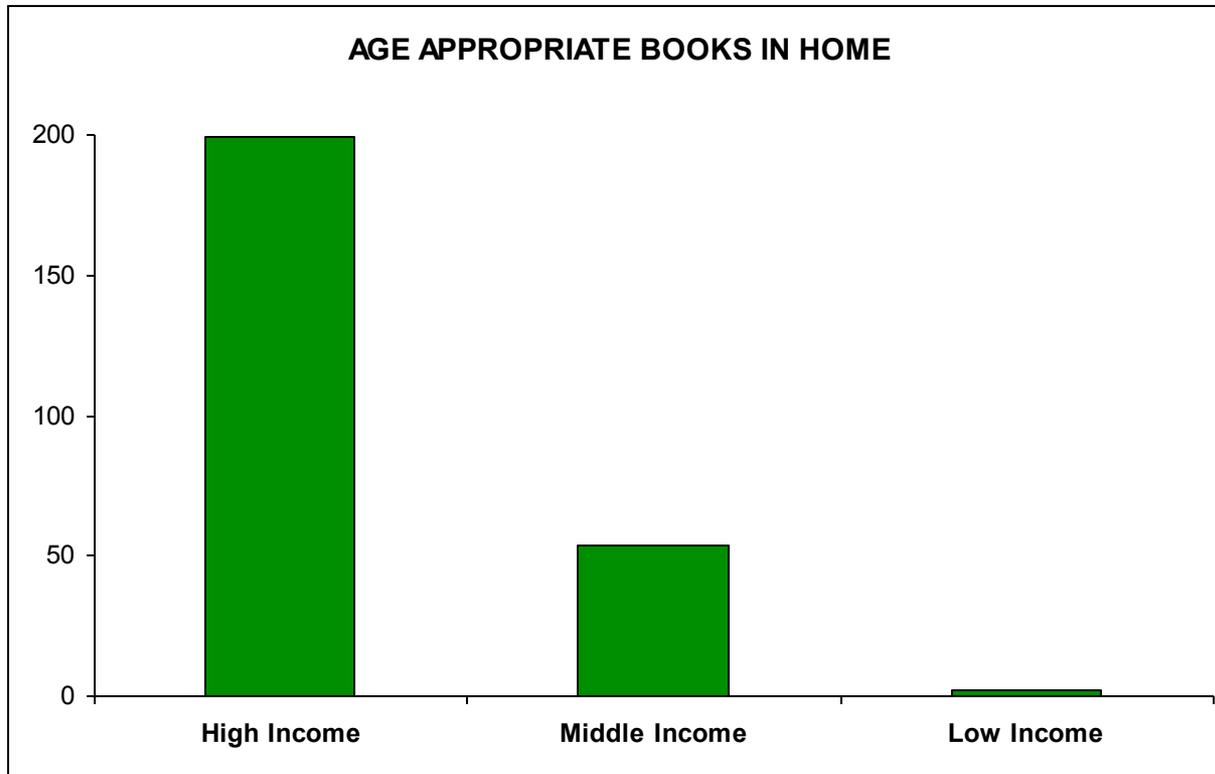


PREDICTING SCHOOL SUCCESS



- ◉ What ‘factors’ of a child’s early life would predict how well they do in Kindergarten?

Differences in Opportunities



Get Ready Freddy!

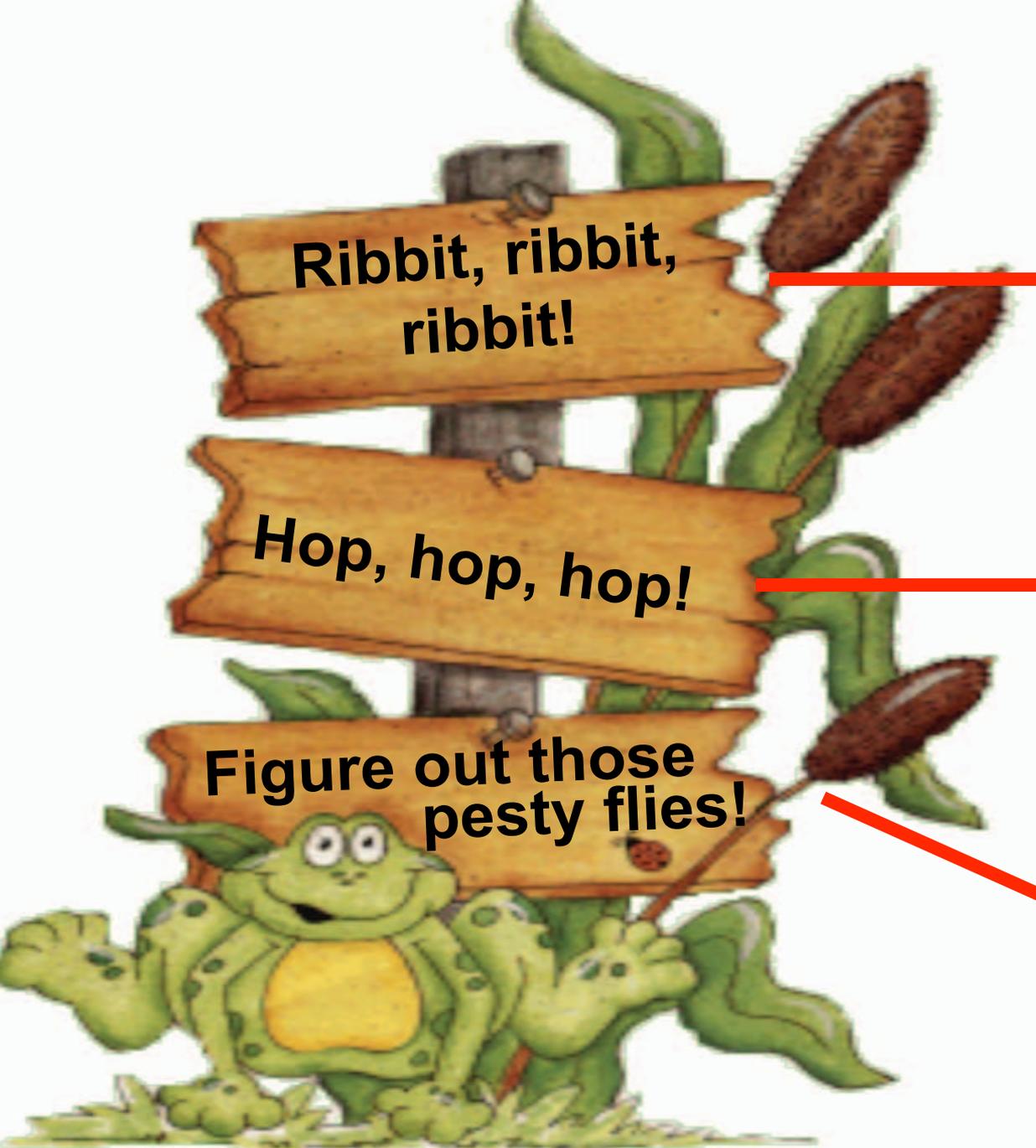
Tips to help kids **SWING** into school!



Helping parents find their role

**What's
a frog
gotta
do?**





**Ribbit, ribbit,
ribbit!**

Hop, hop, hop!

**Figure out those
pesty flies!**

**Talk, talk,
talk!**

**Do things
alone!**

**Notice,
think, and
solve!**

Talk, talk, talk!

- The more words a child knows at 3, the better his reading is later
- 3-year-olds whose parents went to college know more than twice as many words as other kids
- By the time they are 4, low-income kids have heard about 20 million words less than high-income kids

**How do you help kids
learn more words?**

Talk, talk, talk!

Let's see if it works

- 1) Break up into pairs
- 2) Choose 1 person to be the “kid” and one to be the “adult”
- 3) “Adults” come see me for secret information
- 4) “Kids” play with the blocks---pretend to be a kid!



Tips to remember!

Helping kids' vocabulary

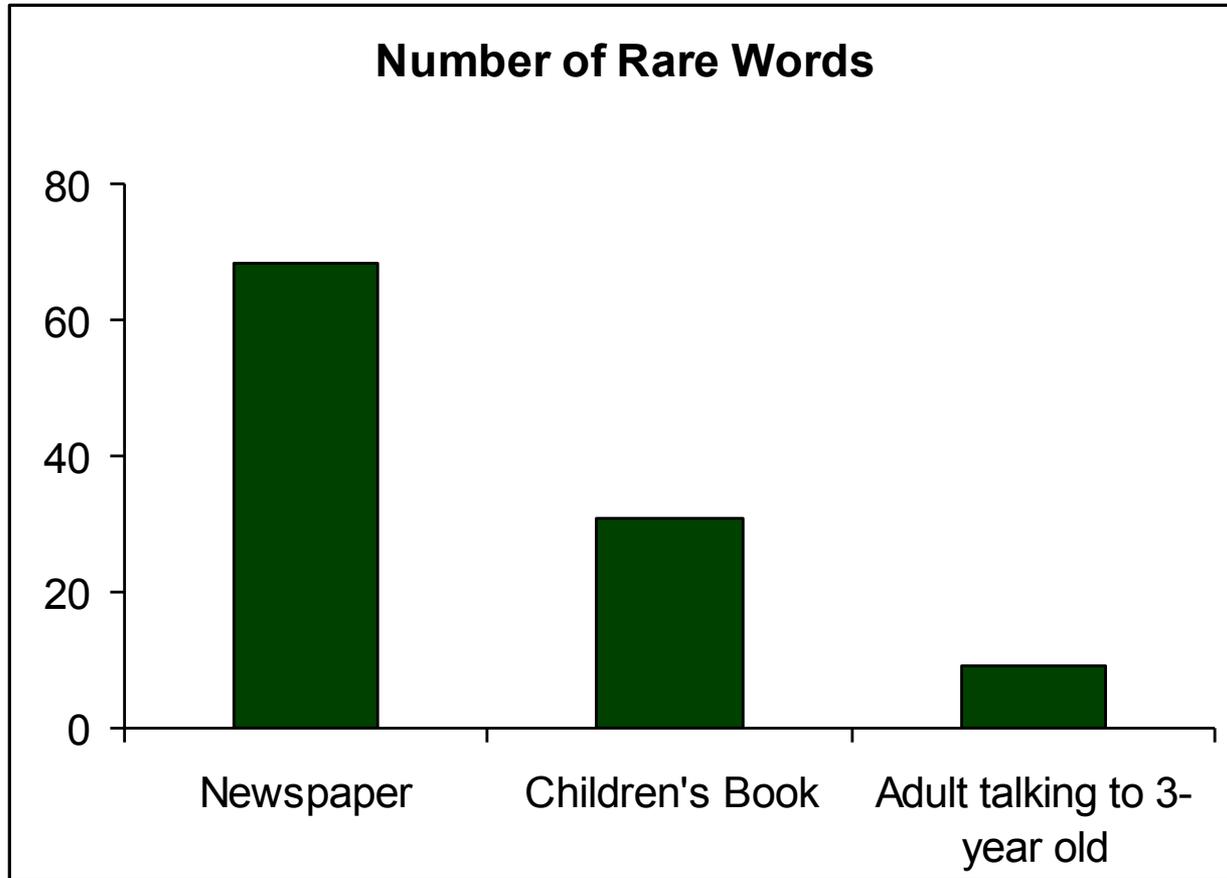
- Label and describe everything!
- Have conversations! Talk with children not to them.
- Talk to yourself!
- Add words and ideas to children's talk
- Don't drill—inquire!



**How else do you help
kids learn more words?**

Read, read, read!

Why read aloud?



Tips to remember!

Helping kids' learn words from books

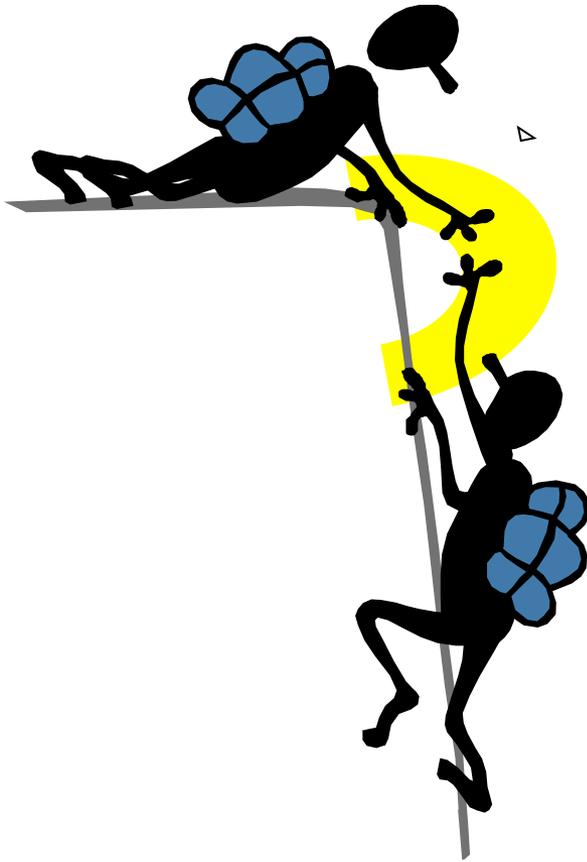
- Don't interrupt story too much
- Point to pictures
- Change your voice
- Use your face
- Quickly give the definition, another word that means the same thing, or an example
- Read the same book over and over and over again



Do things alone!

- The strange thing about independence:
Children do not learn to be independent without help
- Children who have the most *responsive* parents at 2 years old, have the highest achievement scores in elementary school
- “Responsive” means to recognize needs and support learning with help

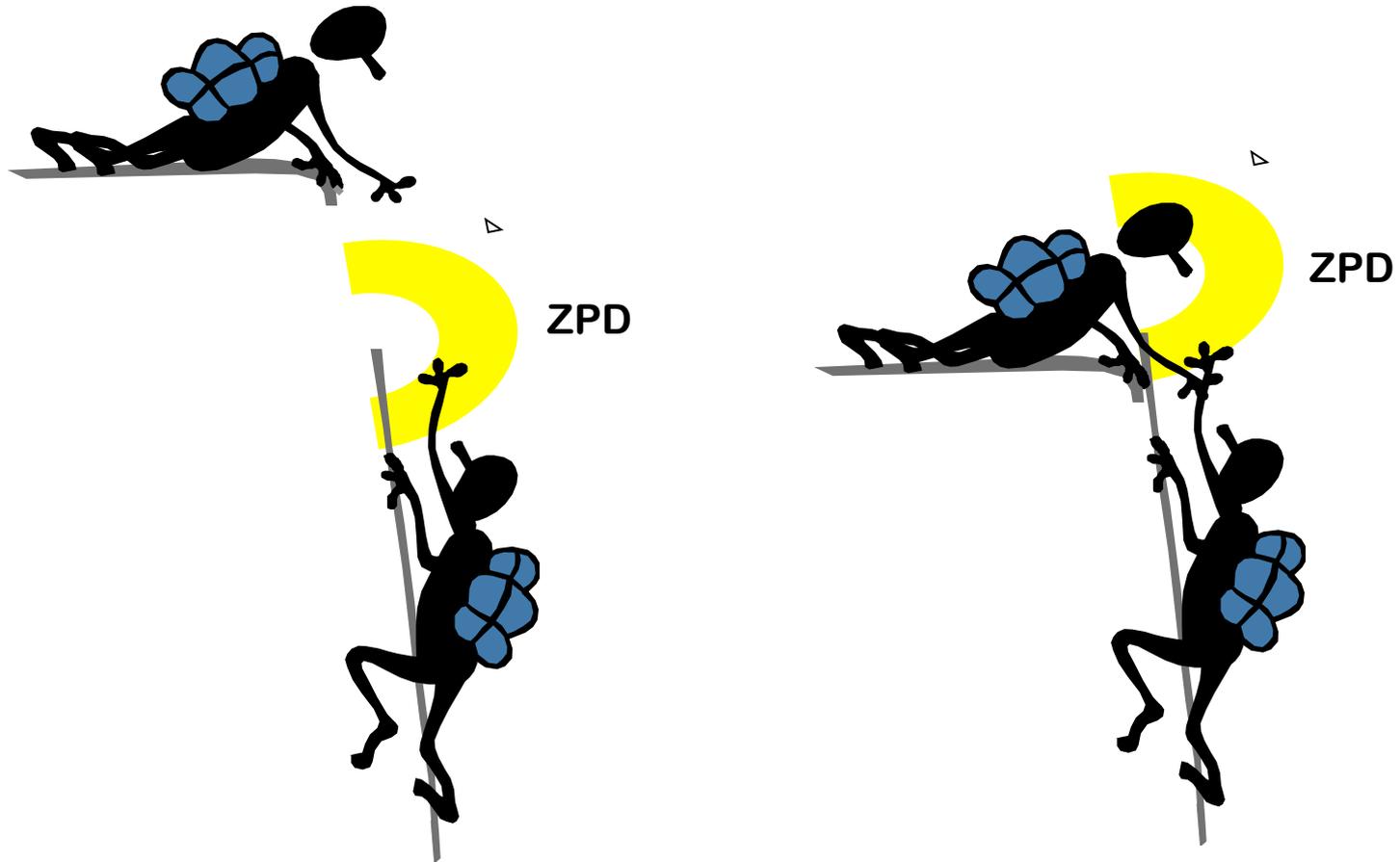
Zone of Proximal Development



Zone of proximal development

...the gap between what a child can do alone and what the child can do when helped by someone else

Too much help or too little help does NOT lead to learning!



Hands off!

Talk them through it.

- 1) Break up into pairs
- 2) Choose 1 person to be the “kid” who is going to draw and one to be the “adult” who is going to help
- 3) “Adults” help children draw the secret picture by using only your words.
 - DON'T show or tell what the picture is
 - DON'T touch their pencil
 - You CAN point if you need to



Tips to remember!

Helping kids' do things alone

- Do it with kids, NOT for kids
- Break it into easier jobs for them, talk them through one part at a time
- You can help by doing the same thing next to kids while talking about how you are doing it
- Remind kids of how it is like something else they already know how to do
- Give them the tools they need to be able to do things alone
- Remember “Help me” often means “I want to learn how to do it better.” – Don't dismiss it!



What about copying?



Write:

ᄒᆞᆫ ᄒᆞᆫ

You just wrote “spot”. Now use what you learned to write “top”.

ᄒᆞᆫ ᄒᆞᆫ

Tips to remember!

Helping kids' notice, think, and solve

- Focus on HOW to find answers, **NOT** the answers
- Let them see you thinking
- Model curiosity
- Avoid yes/no questions
- Give children time to answer (about 3 seconds)

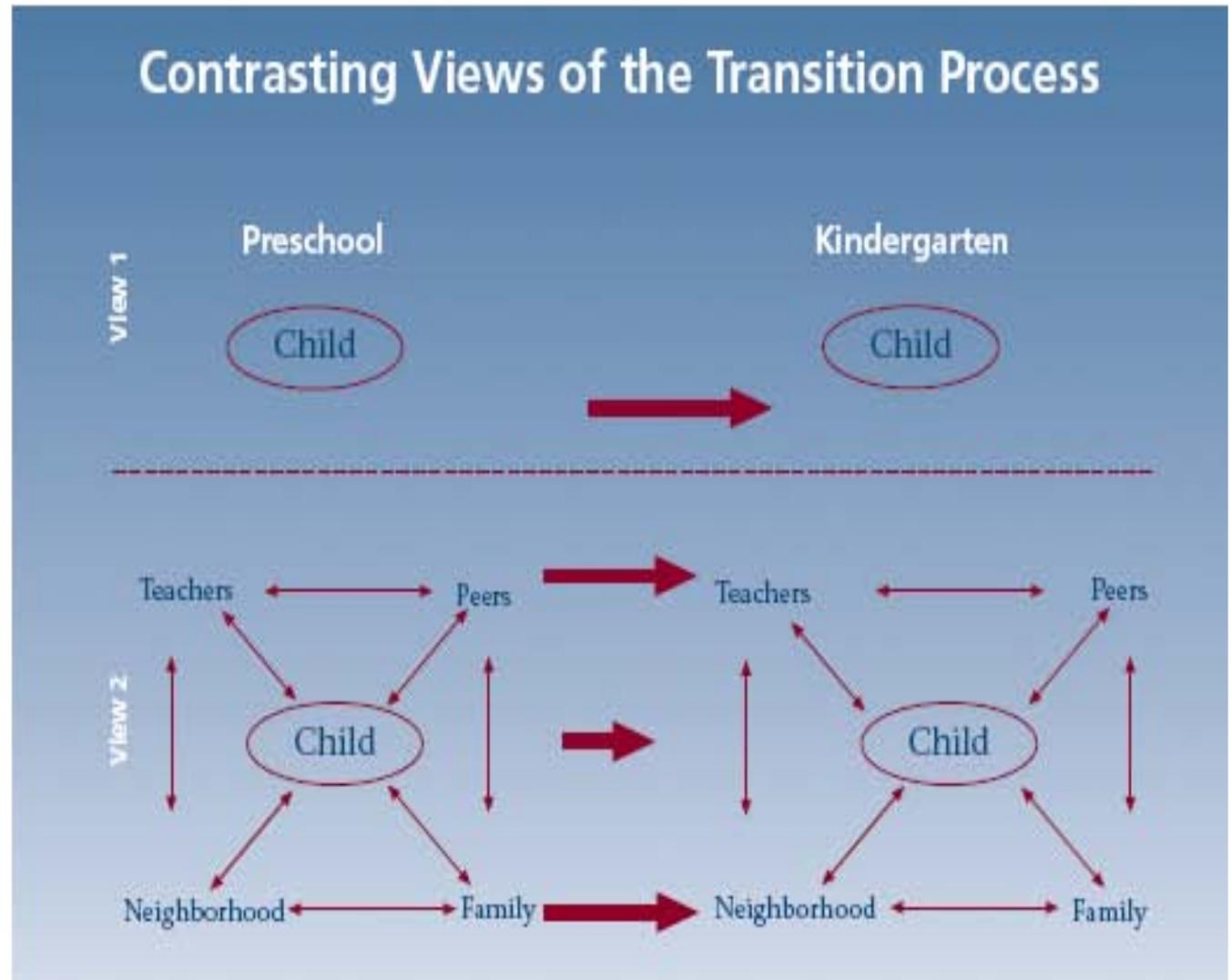




Transition

What is it and why is it so important?

Views on Transition



- National Center for Early Development and Learning

Impact of Transition

Who	What
All Kindergarteners	<ol style="list-style-type: none"> 1. Change in place 2. New expectations & student role 3. Adjusting to new peer group

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Well Transitioned and Supported Kindergarteners	<ol style="list-style-type: none"> 1. Increased self-confidence and motivation 2. Improved relations with other children 3. Openness to new experiences 4. Early school success

Community	<ol style="list-style-type: none"> 2. Children and families receiving support services faster 3. Increased amount of children ready for school 4. Increased number of students completing school
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Impact of Transition

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Well Transitioned and Supported Parents	<ol style="list-style-type: none"> 1. Increased confidence that their child will succeed 2. A sense that teachers understand their child's needs 3. A sense of pride and commitment in on-going involvement 4. Confidence in their influence on the education system
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Well Transitioned and Supported Community	<ol style="list-style-type: none"> 1. Healthier children and families 2. Children and families receiving support services faster 3. Increased amount of children ready for school 4. Increased number of students completing school
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Impact of Transition

<i>Who</i>	<i>What</i>
<i>All Kindergarteners</i>	<ol style="list-style-type: none"> 1. Change in place 2. New expectations & student role 3. Adjusting to new peer group 4. New relationships with adults and authority figures

<p>Well Transitioned and Supported Teacher/School</p>	<ol style="list-style-type: none"> 1. Increased knowledge of the children and ability to meet their individual needs 2. Increased parental and community support 3. More resources and larger network of support 4. Awareness of early childhood and family support services available in the community 5. Professionalism and pride in their efforts to reach out to young children and their families
<p>Well Transitioned and Supported Community</p>	<ol style="list-style-type: none"> 1. Healthier children and families 2. Children and families receiving support services faster 3. Increased amount of children ready for school 4. Increased number of students completing school

Path to School Success



Enrollment

- Outreach

Quality Kindergarten Transition

- Child to School
- Child to Child
- Parent to School
- Parent to Child
- Parent to Parent
- School to School
- School to Community

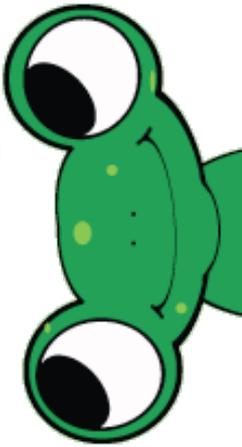
Successful Start

- 1st Day Attendance
- Teacher-family partnership

Success in School

- Engaged Parents
- Ongoing attendance
- Academic Success

Enrollment: Did you know?



- Every year, Pittsburgh Public Schools struggles to ensure Kindergarten students are enrolled and attend the first day of school.

School	K Enrollment (June) 2010-2011
Lowest PPS Schools (9 of 33)	< 30 %
District Average	49 %
Intervention Schools	65 %

PROBLEM STATEMENTS

◉ Nationally

- 48% of children struggle with the transition into Kindergarten
- Only 14 states mandate Kindergarten attendance

◉ Locally

- As many as 60% of entering Kindergarten students had not attended preschool
- 25% of Kindergarten students are enrolled and attend the first day of school
- School is NOT mandated until age 8

SUCCESSFUL START: DID YOU KNOW?

- Being present the first day seems to matter
 - Children who were PRESENT on the first day of Kindergarten missed an average of **9 days** of Kindergarten
 - Children who were ABSENT on the first day of Kindergarten missed an average of **18 days** of Kindergarten
 - Northview ALA 2009-2010

SUCCESS IN SCHOOL: DID YOU KNOW?

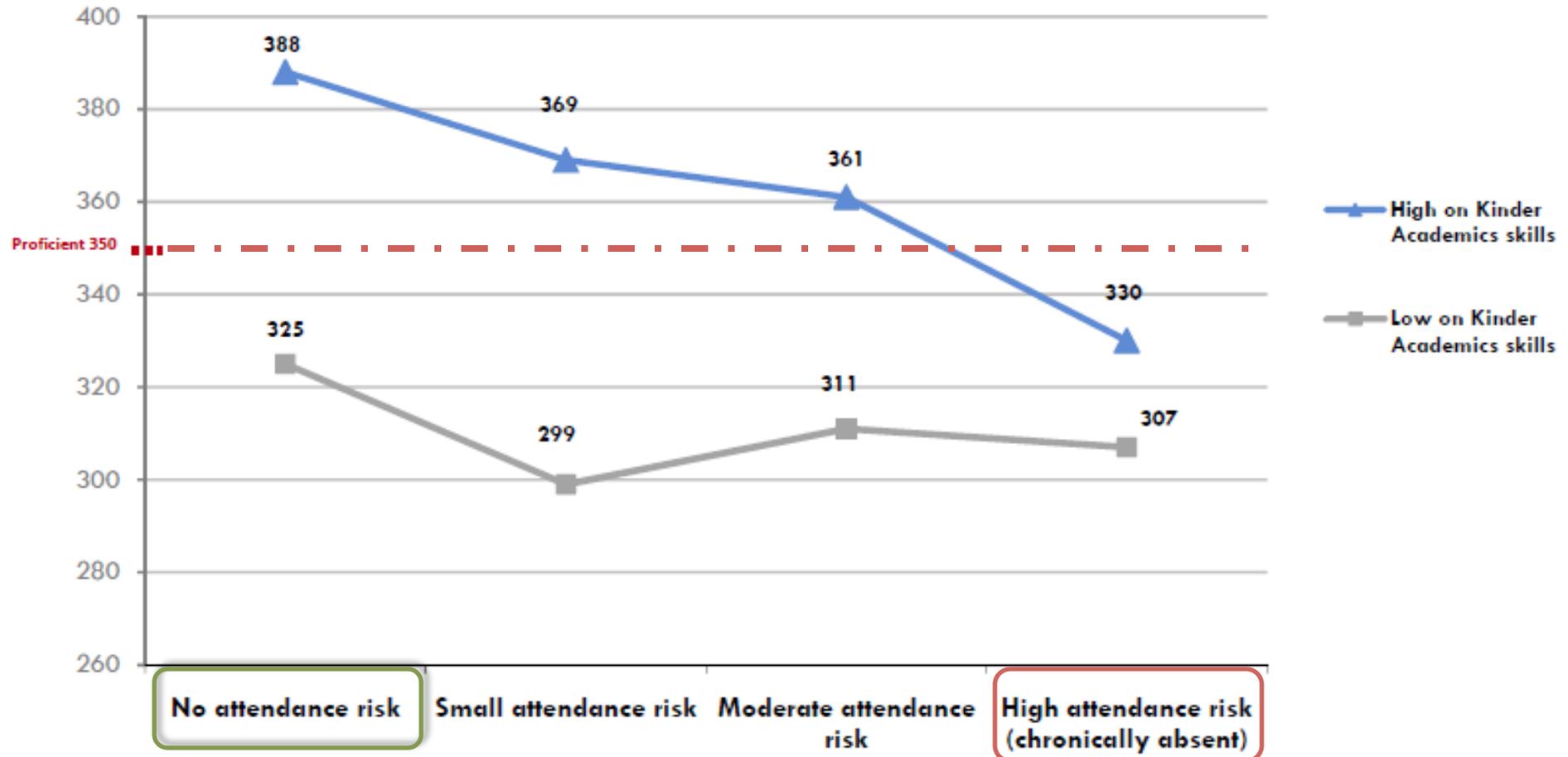
- ◉ Nationally every year, one in 10 kindergarten and 1st grade students misses a month of school with excused and unexcused absences.
- ◉ Of those chronically absent in Kindergarten, only 17% are reading at grade level in the 3rd grade.
- ◉ Even when teachers take the roll daily, the data they collect is not typically analyzed to reveal chronic absence patterns.

• www.attendanceworks.org



Use it or Lose it

Third Grade ELA Test Scores, by K/1st Combined Attendance and Readiness Levels

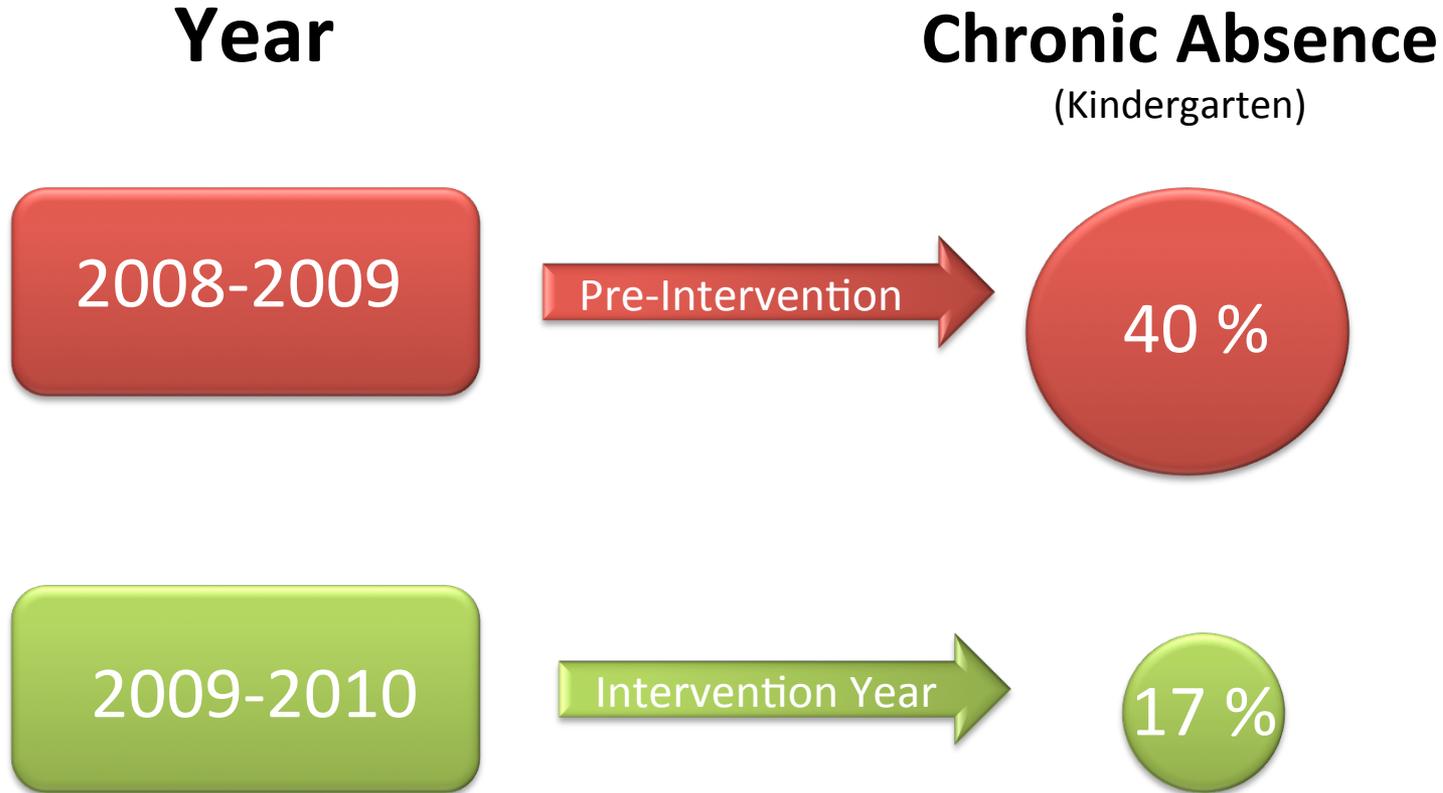


Success in School: Measuring attendance

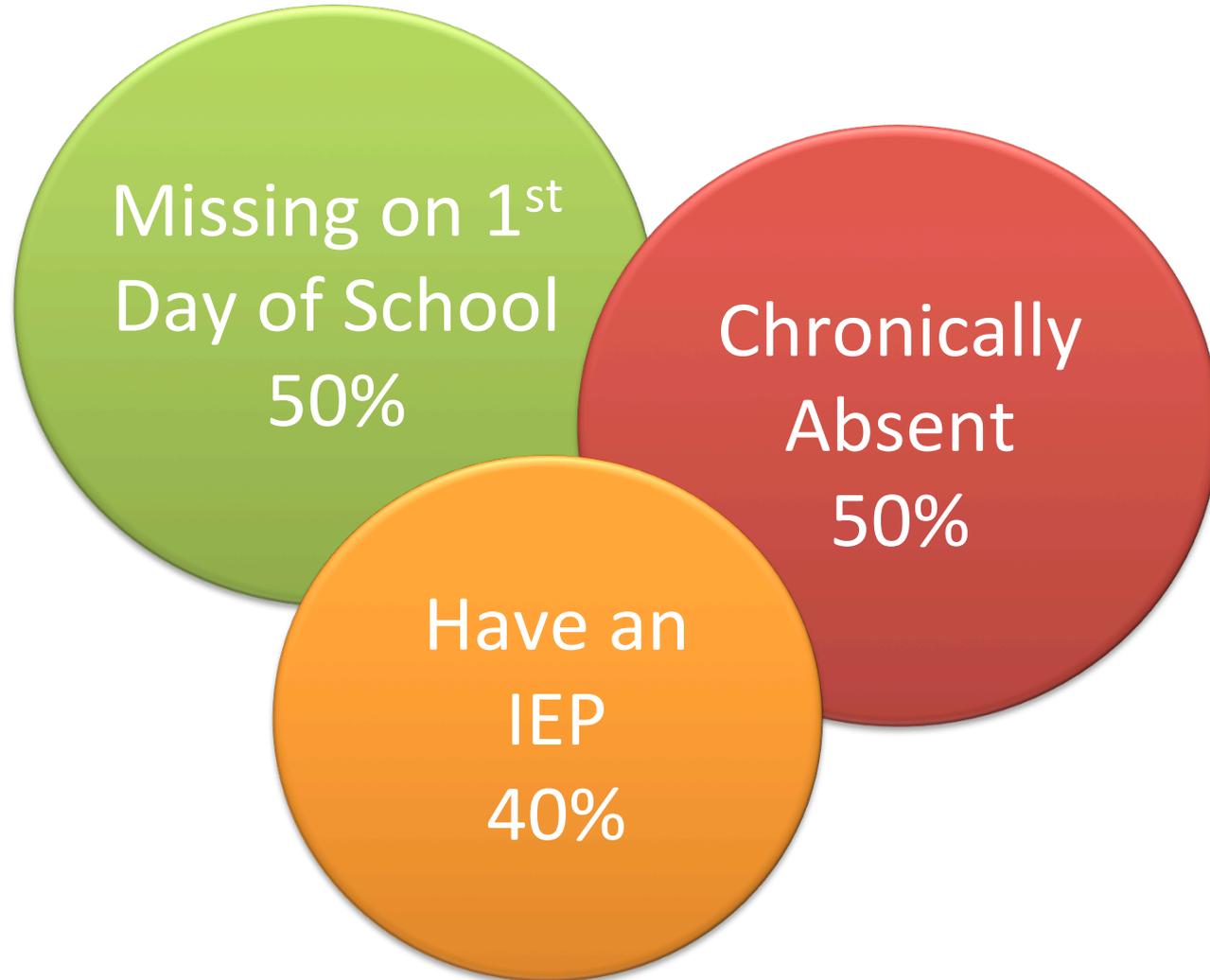
School	Student Daily Attendance	Chronic Absence (K)
5 Targeted Schools	90.6 %	40 % (14 of 35)
	92.1 %	?
	91.5 %	?
	89.5 %	?
	91.7 %	?
District	92.6 %	?

*2008-2009 School Year

Chronic Absence and PPS

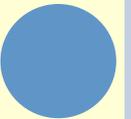


One K class... the challenges in first 2 months (2011)

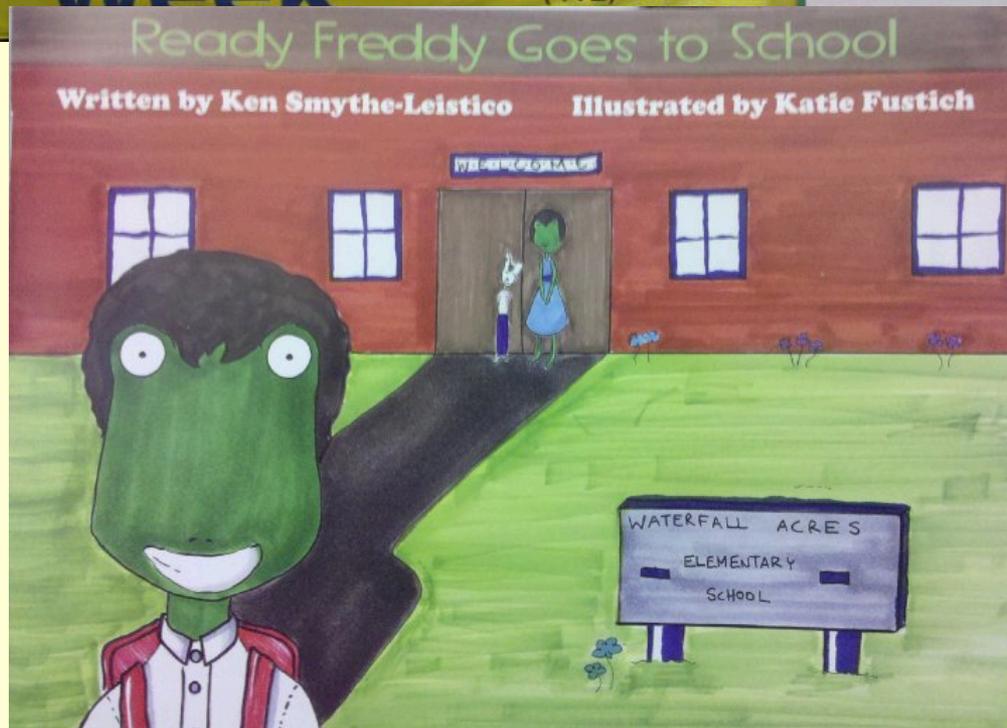
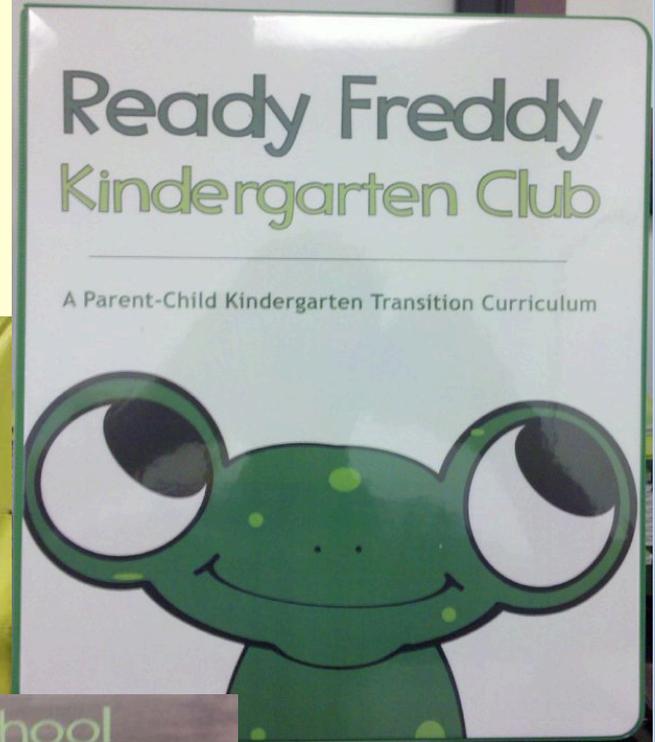


WHY A FROG???

**ARE YOU
READY
FREDDY?**



MESSAGE IS STRONGER...



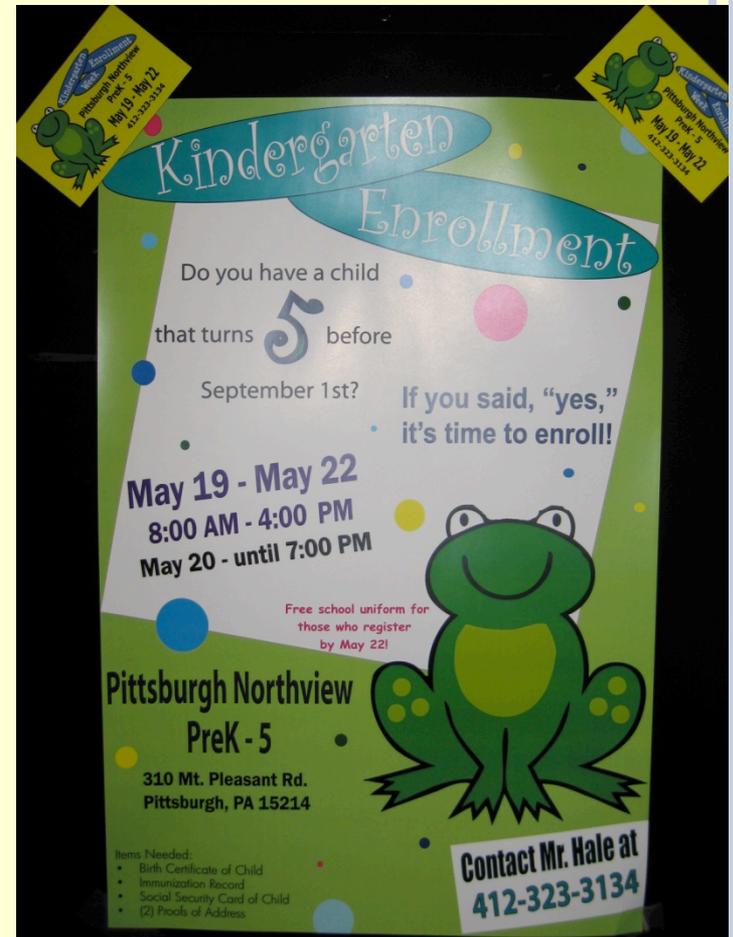


PARENT VOICE



SPREAD THE WORD THROUGH PRINT

- *Displayed giant banner announcing the week*
- *Developed posters and flyers that were displayed in businesses and community agencies*
- *Had flyers put on every pizza box delivered by one local pizza shop*



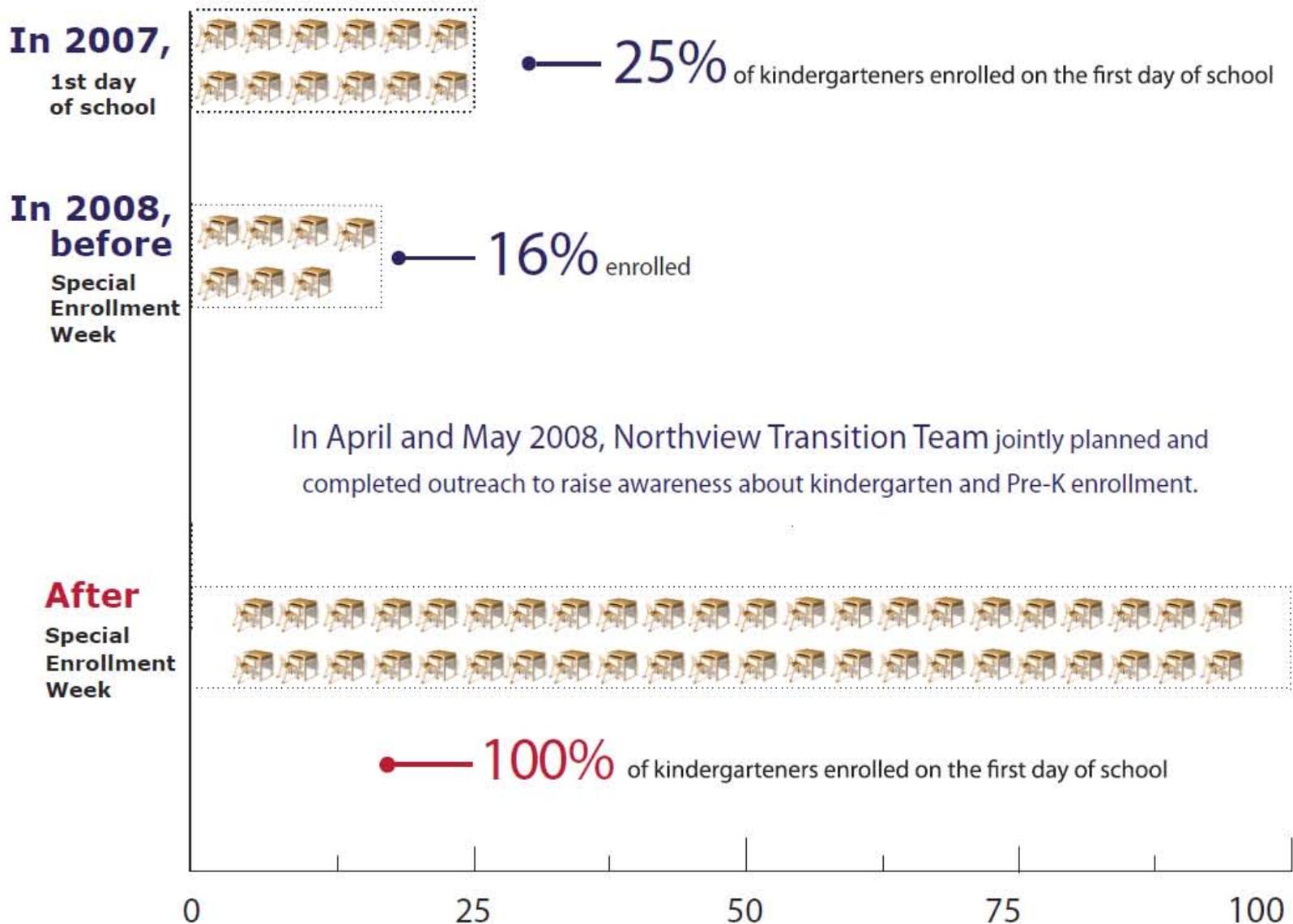
AND PREPARED FOR WELCOME



- *New Welcome Signs*
- *Frog “footprints” directing to the office*



School-Community-Parent Partnership Helped Increase School Enrollment at Northview ALA



WHAT IS K-CLUB



- 6 Sessions (x2 hours)
 - Parent & Child
 - Parent role
 - Build supports
 - Child group experience
 - Literacy
 - Homework
- Relationship development



Curriculum at a Glance

Session	1	2	3	4	5	6
Theme/Concept	Get Ready Freddy	Setting & Achieving Goals	Sharing & Friendship	Reading & Writing	Numbers	Freddy's Ready
Introduction (15 Minutes)	<i>Ready Freddy Book</i>					→
	Importance of Transition Each child is unique, parent knows best	Working together to accomplish goals	Importance of socio-emotional dev.	More than ABCs Importance of Oral Language	More than counting	You're off! Thinking about learning
Parent-Child Activity (30 Minutes)	My Self-Portrait	"Frogs on a Log" Cooking Activity	Partner Art	Little Story Tellers	Number Card Games	"My School" Junk Sculptures
Parent Activity (30 Minutes)	Parent Icebreaker * ABC's of my child	Parent Icebreaker * School Readiness Checklist * Family Ready Checklist	Parent Icebreaker *My School Success Supports Sharing and Caring	Parent Icebreaker Letter Guessing Game Writing Tips	Parent Icebreaker I'm Thinking of a Number Game Math is All Around Us	Goal Setting Questions & Answers
Child Activity (30 Minutes)	"Freddy" Frog Toss with names Frog Colors Guessing Game Five Little Frogs Wide Mouth Frog	Frog Chant Where's my lilly pad? Lilly pad Hop Frog Colors Guessing Game Five green and speckled frogs	Who made the frog jump off of the lily pad? Frog Chant Frisky Frogs Lily Pad Hop Five green and speckled frogs	"Freddy" Frog Toss with letters Wide Mouth Frog Five Little Frogs How do you spell "frog"? Original Song: "A Frog Song"	Who made the frog jump off of the lilly pad? Frisky Frogs Where's my lilly pad? Five green and speckled frogs How many frogs?	Frog Chant Five green and speckled frogs How do you spell "hop", "pad", and "bug"? Wide Mouth Frog Original Song: "Freddy Goes to School"
Ready Readers Read (15 Minutes)	<i>Finklehopper Frog</i> by Irene Livingston	<i>A Frog Thing</i> by Eric Drachman	<i>It's Mine!</i> by Leo Lionni	<i>Tuesday</i> by David Weisner	<i>Frog in the Bog</i> by Karma	<i>Miss Mingo and The First Day of School</i> by Jamie Harper
Take Home Activity	What kind of frog are you?	Look at all I can do!	Playground Trip	Imagine!	Number-Board Game	School Scavenger Hunt

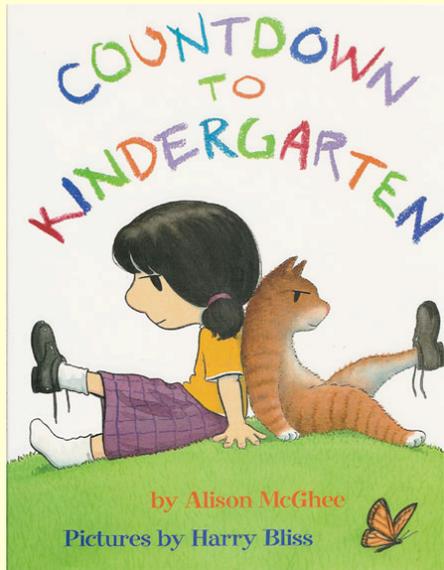
Curriculum at a Glance

Session		4	5	6
Theme/Concept				
Introduction (15 Minutes)	<ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> • Explain the focus of the session to parents and children • Parent-Child Activity <ul style="list-style-type: none"> • Encourage quality parent-child interactions and model activities that promote school readiness 			
Parent-Child Activity (30 Minutes)	<ul style="list-style-type: none"> • Parent Activity <ul style="list-style-type: none"> • Provide parents with the information they need to support children's transition to kindergarten, lay the foundation for continued involvement, and academic success 			
Parent Activity (30 Minutes)	<ul style="list-style-type: none"> • Child Activity <ul style="list-style-type: none"> • Expose children to the kinds of experiences and expectations they'll encounter in kindergarten 			
Child Activity (30 Minutes)	<ul style="list-style-type: none"> • Read Aloud <ul style="list-style-type: none"> • Demonstrate how to promote children's love for books, content knowledge and vocabulary through stories 			
Ready Readers Read (15 Minutes)	<ul style="list-style-type: none"> • Take Home Activity <ul style="list-style-type: none"> • Encourage parents to continue and practice what was discussed at home 			
Take Home Activity			Game	Letter Scavenger Hunt

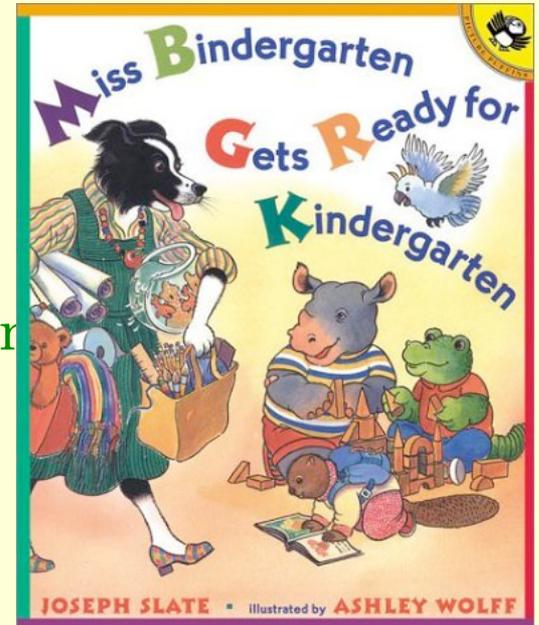
Curriculum at a Glance

Session		4	5	6
Theme/Concept				
Introduction (15 Minutes)		<ul style="list-style-type: none"> • Purpose of the session or activity and points to get across to parents and children 		
Parent-Child Activity (30 Minutes)		<ul style="list-style-type: none"> • Questions and comments that can help prompt parents' and children's thinking 		
Parent Activity (30 Minutes)		<ul style="list-style-type: none"> • Skills, attitudes, and knowledge that the activity helps to strengthen 		
Child Activity (30 Minutes)		<ul style="list-style-type: none"> • Materials to gather and the basic procedure for the activity 		
Ready Readers Read (15 Minutes)				
Take Home Activity			Game	Scissor Scavenger Hunt

WHAT IS K-ROUNDUP



- Single Event (3 options)
 - 1-1.5 Hours
 - Highlighting kindergarten book
 - Family activities
 - Intro to homework
 - Includes recruitment materials and thank you notes





FIRST IMPRESSIONS: CHANGING CRITICAL ENCOUNTERS

DUGGHN HIGH SCHOOL







Oh, Hoppity Day!!



**Activities to
promote healthy
Kindergarten
Transitions**

COMMON TRANSITION ACTIVITIES

- Letter from teacher
- Tour of school
- Meet the teacher
- Meet the principal
- Tour classroom
- Kindergarten breakfast
- Summer Program



LESS COMMON TRANSITION ACTIVITIES

- Letter from child to teacher
- Teacher home visits
- Community outreach (round up days)
- Invite ECE parents to PTO
- “All about me” books
- Newspaper listings of new K kids
- Community-wide Health-Screening/
Service Fair
- Student-to-student events



OTHER CREATIVE IDEAS

- Pen pals with Kindergarten class
- Transition folders on each child given to Kindergarten staff
- Parent Support/Transition Groups
- Create story/book about new school that parents can read with children
- Transition/Kindergarten book club
- Dramatic play activities/art projects to allow kids to explore feelings



Why Do Parents Become Involved? Research Findings and Implications



Hoover-Dempsey et al.
The Elementary School Journal

Warm-up

- Taking a Trip
 - What to take?



Parent Involvement: Why does it matter?



Parental Involvement has been linked to / associated with:

- **Indicators of student achievement**
 - **Lower rates of retention in grade**
 - **Lower drop-out rates**
 - **Higher on-time high school graduation rates**
 - **Higher rates of participation in advanced course**
 - **Psychological processes and attributes**
-

Why aren't parents involved...

(results from a poll)

1. Don't care
2. Too busy
3. Lazy
4. Hours don't align
5. Transportation
6. Childcare
7. Health problems
8. Cost
 - a) Lost income
 - b) Materials



Psychological processes and attributes: ***Why students engage***

- **Attributes are:**

- **“I can do this work”**

- Student sense of personal competence and efficacy for learning
- Perceptions of personal control over school outcomes

- **“I know how to do this work”**

- Self-regulatory knowledge and skills
- Attentive and adaptive school behavior

- **“I want to do this work”**

- Engagement in schoolwork and beliefs about the importance of education



Parental motivation for involvement:

- **Active role construction**

- Parents belief about what they are supposed to do

- **Positive sense of self efficacy for helping children learn:**

- Parents belief in their own ability

- **Perception of invitation for involvement:**

- From the school, principals, teachers and students

- **Life Contexts**



Active Role

Invitation

Life Context

Motivation

Role
Construction

ME

Sense of
Efficacy



Active Role

Invitation

Life Context

Motivation

Role
Construction

ME

Sense of
Efficacy

Beliefs of Society

Me

1. Ability
2. Experience

Child

1. Protest
2. Reject

Close

1. Minimize
2. Remove

Other

1. Apathy
2. Minimize

1. Learn

2. Succeed

1. Adapt

2. Engage

1. Teach

2. Persist

1. Encourage

2. Advise

Two Realities about Involvement:

1. Not all parents need encouragement to become involved

2. Involvement declines throughout higher education



Role Construction:

- **Influenced by parent's belief:**
 - **about how children develop**
 - **what parents should do to rear their children effectively**
 - **what parents should do at home to help children succeed in school**
- **Also shaped by:**
 - **the expectations of individuals and groups important to the parent**
 - **expectations of pertinent social groups**
 - **prior personal experience with school, prior experiences with involvement, and ongoing experiences with others related to the child's schooling**



Efficacy:

- **Belief in one's abilities to act in ways that will produce desired outcomes**
- **Self efficacy is also a significant factor in decisions about the goals one chooses to pursue as well as effort and persistence**
- **Parents make their decisions about involvement in part by thinking about the outcomes likely to follow their actions**



Invitations:

- **Important motivator of involvement because they suggest that participation in the child's learning is**
 - **Welcome**
 - **Valuable**
 - **Expected by the school**
- **Most important invitations come from three sources:**
 - **School in general (school climate)**
 - **Teachers**
 - **Students**



Life Context:

Is influenced by different factors:

- **Family Socio-Economic Status**
- **Knowledge skills**
- **Time**
- **Energy**
- **Family Characteristics**



Recognizing involvement at home

End Goal = My Child Does Better

What are ways a parent can promote at home?

- **Help with homework (academic)**
- **Supportive of homework (emotional and effort)**
- **Bedtime**
- **Limit / monitor/ explain TV**
- **Games**
- **Exercise / play**
- **Talking / explaining**
- **Chores**
- **Cooking together**
- **Routine / schedule**
- **Read**

• Must consider cognitive and social development

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KEEPING IN TOUCH