



# Ready for School!

## Assessment-based Planning Approach for Parental Partnerships When Children Transition from Rural Head Start Preschool to Public School Kindergarten in Nebraska

Presented for CYFS Summit on April 13, 2022 by

Marisa Macy, Ph.D. & Mark Reid, Ph.D.

University of Nebraska Kearney

# Speaker Intro

- Marisa Macy, Ph.D.
- Associate Professor at  
University of Nebraska Kearney



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**Nebraska**  
Kearney



# Speaker Intro

- Mark Reid, Ph.D.
- College of Education Dean  
University of Nebraska Kearney



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**Nebraska**  
Kearney



# OVERVIEW Ignite Session

- Transitions from preschool to kindergarten

# Assessment

“... the science of examining the *strange* behaviors of children in a *strange* situation with *strange* adults for the *briefest* possible periods of time.”

*Bronfenbrenner, 1979*



# Problem Statement

Most common transitions are group-oriented practices at the beginning of the year (not individualized or ongoing)



Transition

# National Center for Early Development and Learning (NCEDL)



- Transition Practices Survey
- Nationally representative survey of Kindergarten teachers

# Individualized Transition Practices

# AEPS3 Ready Set

Professionals





Date(s) completed: \_\_\_\_\_  
 Child's name: \_\_\_\_\_  
 Child's date of birth: \_\_\_\_\_  
 Child's ID: \_\_\_\_\_  
 Family's name and address: \_\_\_\_\_  
 \_\_\_\_\_  
 Person completing form: \_\_\_\_\_  
 Program: \_\_\_\_\_  
 Date testing/administration completed: \_\_\_\_\_


**DIRECTIONS:**  
**REVIEW** the administration information beginning on page x of AEPS-3 Volume 2, Chapter 6. Review item criteria, illustrations, examples, and notes beginning on page x of AEPS-3 Volume 2, Chapter 3. Make sure you understand the methods for collecting child performance data and scoring procedures before using Ready-Set.  
**RECORD** the administration date and examiner's initials at the top.  
**OBSERVE** the child and score items by comparing the child's performance on each item with its stated criterion. Scoring items without using the stated criteria will invalidate the results.  
**ENTER** all item scores in the Score column and notes in the Notes column. Follow these rules for scoring to obtain valid assessment results:


- Assign only scores of 2, 1, or 0.
- If you assess and score a goal 1, you must assign an A, I, or both:
  - Use A if the child requires some form of assistance to perform the item.
  - Use I if the child's performance of the skill is incomplete (partial performance or inconsistent use of the skill).
- Use Notes to assist in qualifying children's scores (optional but highly recommended). Notes are as follows: C = Conduct; M = Modification; Q = Quality; R = Report.
- Target column refers to identified IEP or IFSP goal. Check this box for every selected goal.

**RECORD** the child's results at the end (Raw Score and Percent Score). Also record comments as needed.

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Family





## Family Assessment of Child Skills (FACS)

Date(s) completed: \_\_\_\_\_  
 Child's name: \_\_\_\_\_  
 Child's date of birth: \_\_\_\_\_  
 Family's name and address: \_\_\_\_\_  
 \_\_\_\_\_  
 Person completing form: \_\_\_\_\_  
 Relationship to child: \_\_\_\_\_  
 Phone/text number: \_\_\_\_\_  
 E-mail address: \_\_\_\_\_  
 Preferred method(s) of contact: \_\_\_\_\_  
 Language(s) spoken at home: \_\_\_\_\_

FINE MOTOR	1
GROSS MOTOR	2
ADAPTIVE	3
SOCIAL-EMOTIONAL	4
SOCIAL-COMMUNICATION	5
COGNITIVE	6
LITERACY	7
MATH	8

The Ready-Set Family Assessment of Child Skills allows parents and other caregivers to share details about a child's developmental skills. This information is needed to select appropriate learning goals. Easy-to-answer questions about a child's skills and behaviors are grouped together in eight areas: Fine Motor, Gross Motor, Social-Emotional, Social-Communication, Adaptive, Cognitive, Literacy, and Math.

You may complete this form independently or with help from program staff. Please let program staff know if you have any questions or need assistance.

For each question, watch your child use the skill first, then mark your rating as follows:

- Mark yes (Y) if your child uses the skill or action described. Also mark yes if your child previously was able to do the skill.
- Mark sometimes (S) if your child uses the skill or action sometimes or partially. Sometimes is an appropriate response if your child does not consistently use, partly uses, or needs help to use the skill.
- Mark not yet (N) if your child does not yet use the skill or action described.

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# Study 1- Kindergarten



- **Author:** Dr. Whitney Stevenson
- **Title of her dissertation study:** "Examining School Readiness"
- Studied the Ready Set with Kindergarten teachers in Kentucky



# Study 2 - Preschool



- **Authors:**
- Marisa Macy, Ph.D.
- Juli Pool, Ph.D.
- Ching-I Chen, Ph.D.
- Toni-Ann Rusiana, M.S.
- Mali Sawyer, B.A.
- **Title of study:** "A Preliminary Examination of a Kindergarten School Readiness Assessment"
- Studied the Ready Set with Montessori preschool teachers in Florida & Idaho



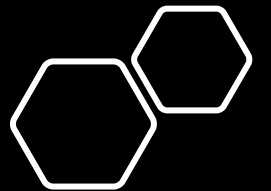
# Study 3 - Preschool



- **Authors:**
  - Marisa Macy, Ph.D.
  - Mark Reid, Ph.D.
- **Title of study:** "Ready for School! Assessment-based Planning Approach for Parental Partnerships When Children Transition from Rural Head Start Preschool to Public School Kindergarten in Nebraska"
- Study the Ready Set with rural Head Start preschool teachers in Nebraska

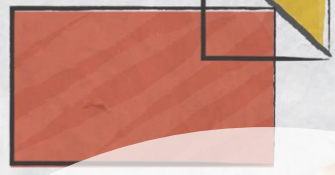
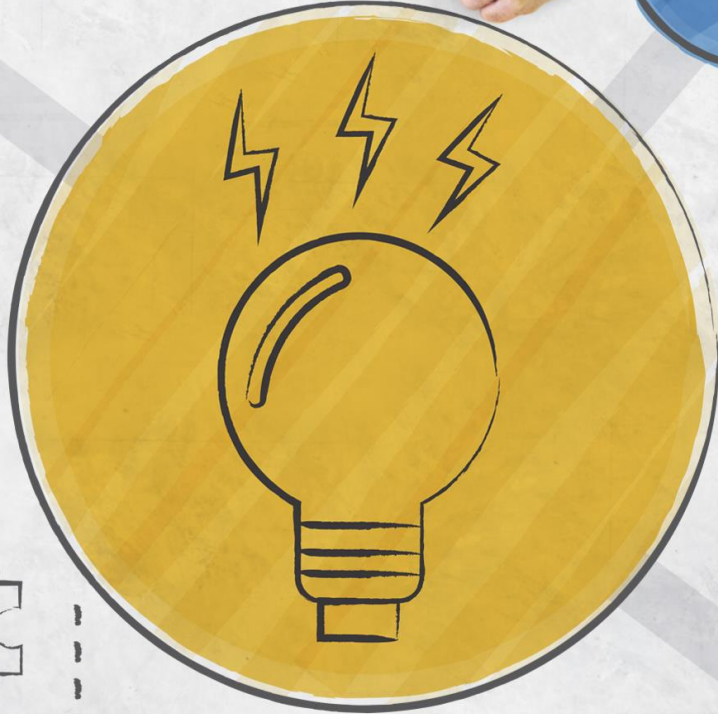


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# Research Implications

- Adopt policies for transition practices that are **individualized** (NCEDL; Early et al., 2001)
- Start early and use ongoing assessment to partner with families



**Questions**

DESIGN

RESEARCH

# Thank You

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# Thank You

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