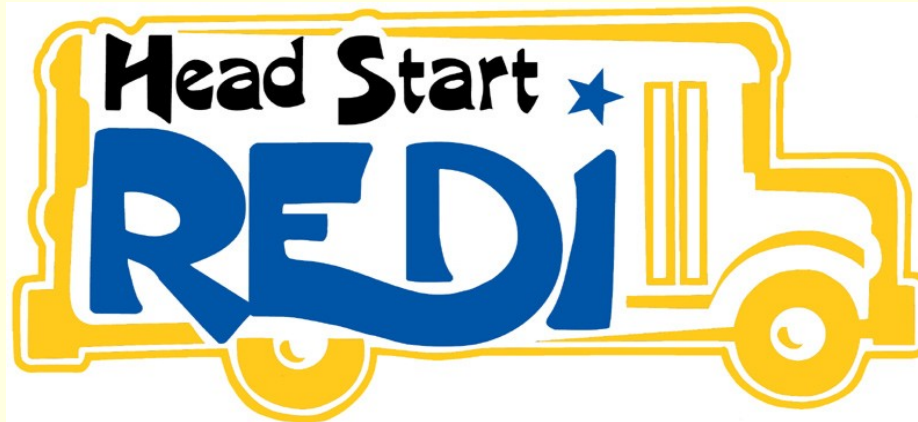


Integrating Research-based Supports into Existing Head Start Classrooms: The REDI Program



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Collaborators

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Head Start Partners:

York, Blair, and Huntingdon Counties

Key Intervention Staff:

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Primary Goals of the REDI Intervention

- Build upon the foundation of strong Head Start programming (High Scope/Creative Curriculum)
- Foster the diffusion of research-based practices in two domains: 1) social-emotional competencies, and 2) language & early literacy skills
- Provide materials and support to teachers to help them implement the scope and sequence of these integrated learning activities
- Evaluate program impact, and develop supports for portable diffusion and sustainable implementation.

Intervention Components:

Social-Emotional Competencies

Target Skills

- Prosocial Skills
- Emotional Competence
- Self Control
- Social Problem Solving

Curriculum Components

PATHS Friendship Lessons
PATHS Feeling Lessons
PATHS Turtle Technique
PATHS SPS Lessons

Teaching Strategies

Positive Classroom Management
Praise & Warm Involvement
Emotion Coaching
Induction Strategies
Social Problem-Solving Dialogue

Preschool PATHS Lessons

Stories, puppets, and role plays introduce key concepts during circle time. Lessons focus on friendship skills, emotional understanding, self-control, and social problem-solving...

Compliment List

From My Teachers:

From My Friends:

From Myself:

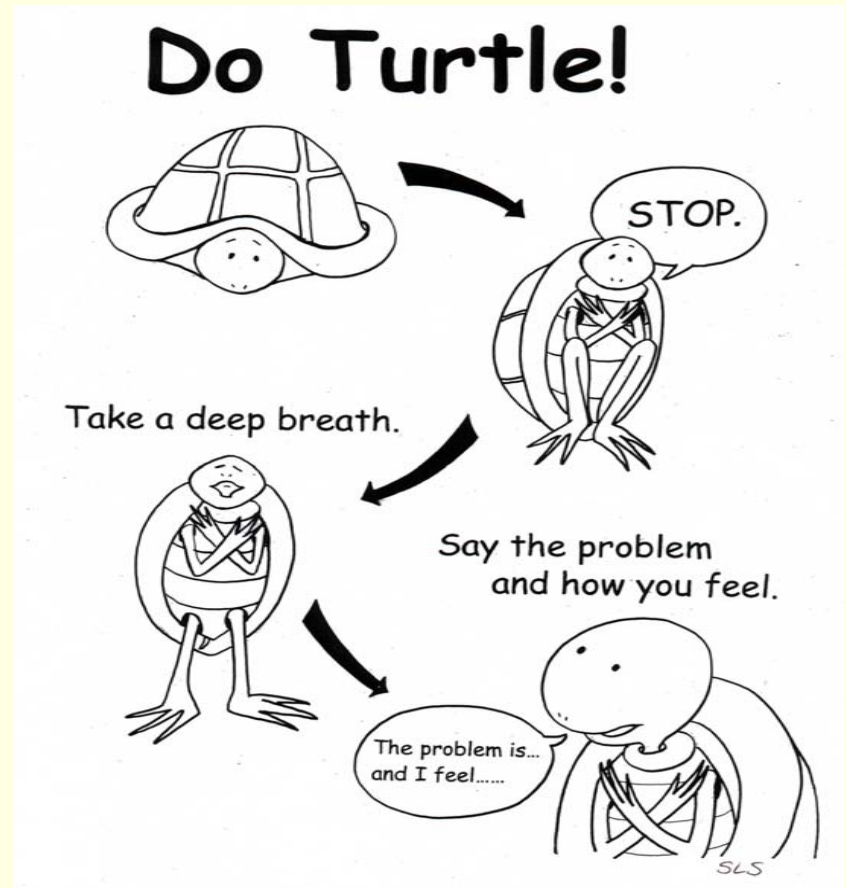
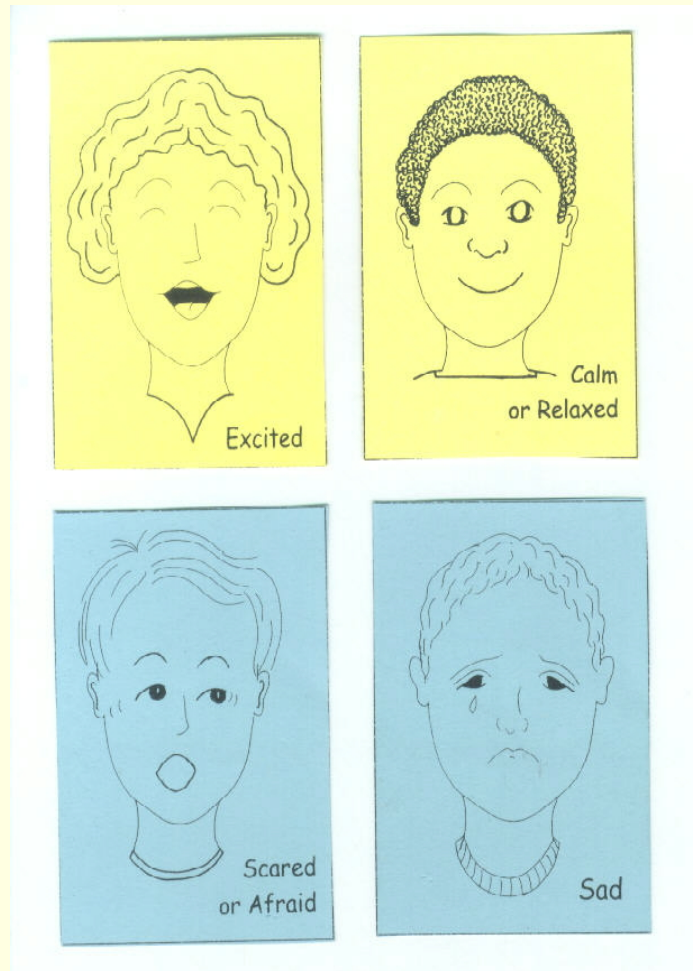
Other Family Members:

Duke the Dog

Daphne the Duck



More Preschool PATHS...



Intervention Components:

Language and Literacy Skills

Target Skills

- Vocabulary
- Syntax
- Phonological Sensitivity
- Print Awareness

Curriculum Components

Interactive Reading
Sound Games
Alphabet Centers

Teaching Strategies

Language Expansions
Rich & Targeted Vocabulary
Questions & Reflections (to
extend narrative)
Decontextualized Talk

Interactive Reading Program

- Based upon the shared reading of Wasik, Bond & Hindman (2006) and dialogic reading of Whitehurst, Arnold et al. (1994).
- 2 books per week; 1 interfaces with PATHS.
- Provides examples of interactive questions.
- Uses a “prop box” to target vocabulary words.
- Emphasizes the use of rich, decontextualized language, and responsive expansions.



Sound Games & Alphabet Center

- Sound games are based on the work of Lundberg and colleagues (Adams, Foorman, Lundberg & Beeler, 1998).
- Teachers use a 10-15 minute activity at least 3 times per week.
- The games introduce phonemic awareness skills in a developmental sequence: listening, rhyming, alliteration, words and sentences, syllables, and phonemes.
- Alphabet center activities are developmentally-sequenced to support student learning (e.g., letter stickers, a letter bucket, art & craft materials for a range of letter-learning activities)
- Children visit the center several times per week; teachers track the children's acquisition of letter names

Professional Development Support

- Teachers received a 3-day workshop in August, and a 1-day “booster” workshop in January
- Lead and assistant teachers met weekly with a REDI mentor, who reviewed lessons, visited the classroom, and encouraged self-reflective use of the target teaching strategies

Research Design Overview

- Participants were 356 4-year-old children in 44 Head Start classrooms, and the teachers & assistant teachers in those classrooms
- Sets of classrooms were matched on demographics, county, length of program day, and then randomized to intervention or “usual practice” comparison

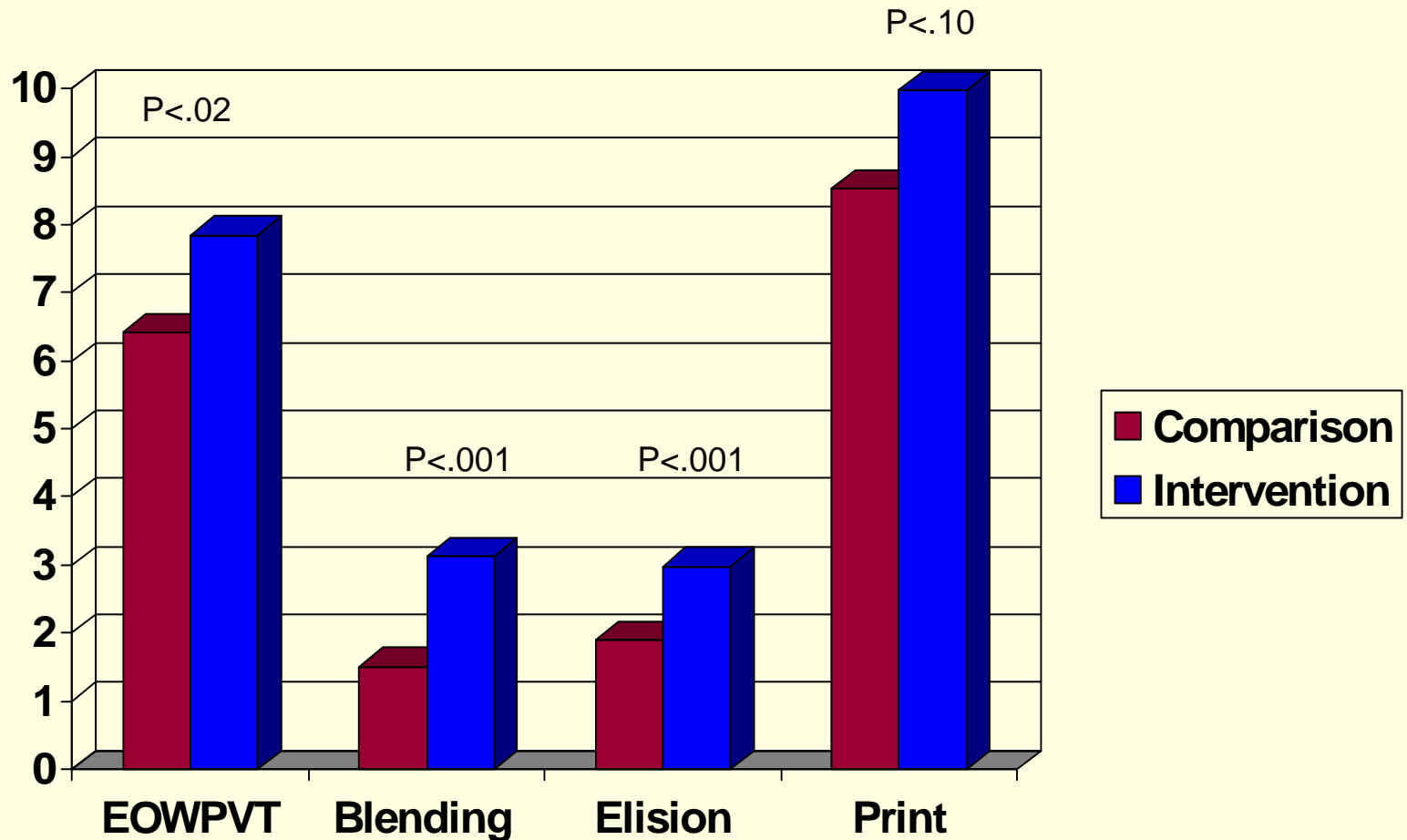
Measurement Strategy

- Observations of teaching processes
- Direct assessments child skills in social-emotional understanding and language/emergent literacy domains
- Behavioral ratings of children by teachers, observers, and parents

Random Effects Regressions: Intervention Effects on Teaching Practices

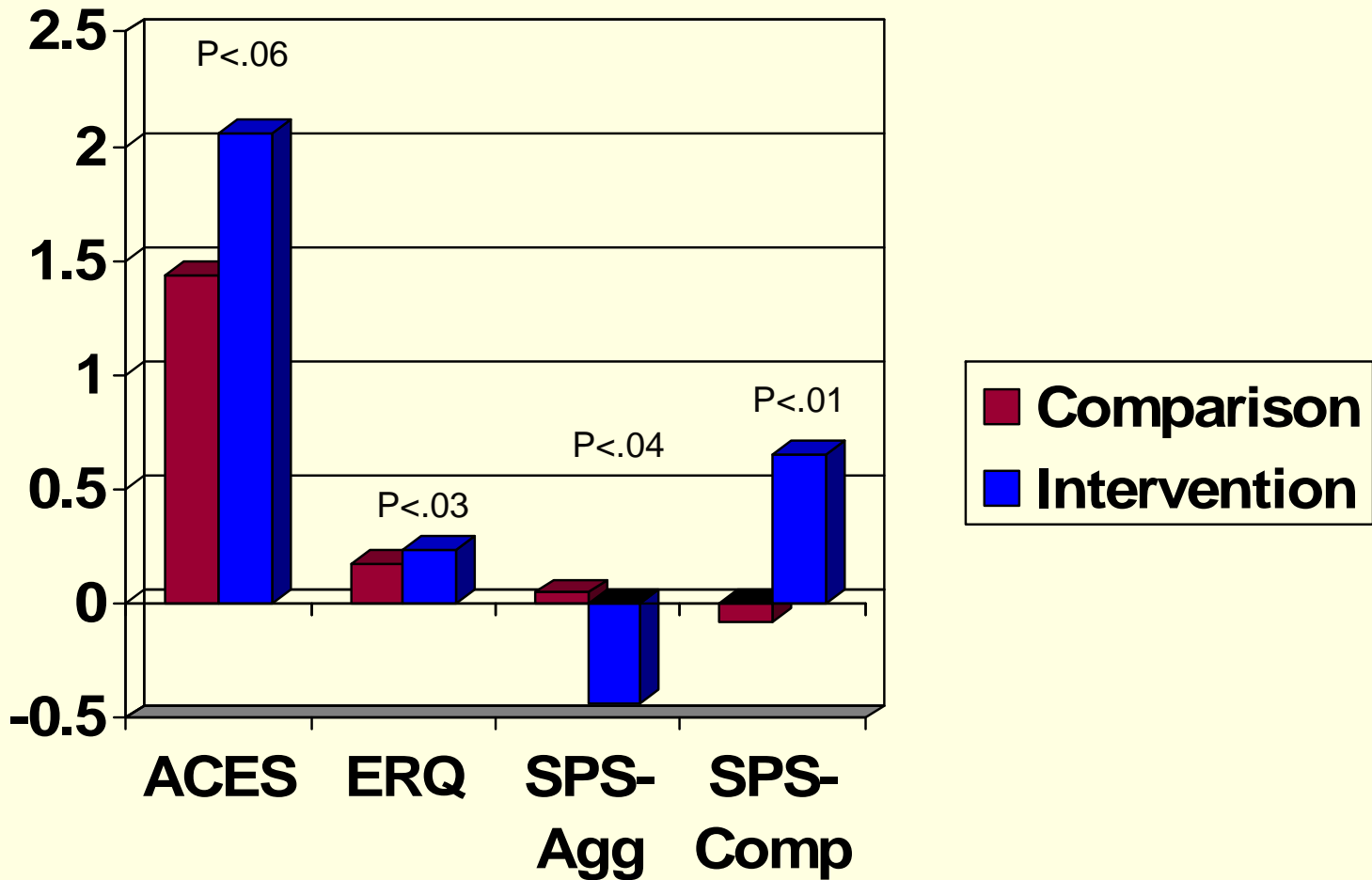
	Coeff	SE	P-value
CLEO-Statements	1.27	.39	.001
CLEO-Questions	1.02	.29	.001
CLEO-Sensitive-Responsive	.36	.11	.002
CLEO-Richness of Talk (Lead)	.35	.20	.08
CLASS instructional support	.38	.21	.08
CLASS emotional support	.32	.22	.11
TSRS positive emotion	.68	.30	.02

Direct Assessments: Child Language & Emergent Literacy Skills



Direct Assessments:

Child Emotional Understanding and Social Problem-Solving Skills



Behavioral Improvements

- Teacher-rated social competence ($p < .10$)
- Teacher-rated aggression ($p < .05$)

- Observer-rated social competence ($p < .08$)
- Observer-rated task orientation ($p < .02$)

- Parent-rated communication skills ($p < .02$)
- Parent-rated attention problems ($p < .06$)

Project Timeline:

Moving from RCT into Sustainability

2004-05	2005-06	2006-07	2007-08	2007-08
<i>Recruit, pretest & train Cohort 1</i>	<i>RCT- Head Start (20 classrooms)</i>	<i>Follow into Kindergarten</i>	<i>Follow into First Grade</i>	<i>Follow into Second Grade</i>
	<i>Recruit, pretest & train Cohort 2</i>	<i>RCT – Head Start (24 classrooms)</i>	<i>Follow into Kindergarten</i>	<i>Follow into First Grade</i>
			<i>Train all remaining teachers</i>	<i>“Train the Trainers” for internal program capacity-building</i>
				<i>Develop mentoring manual & fidelity monitoring to support sustainability</i>

Administrative Issues: “Big Picture”

- “Adding on” new requirements/components contributes to overloaded and fragmented programming
- Administrators make decisions faced with multiple (sometimes conflicting) pressures and demands (e.g., balancing new programming opportunities with Head Start regulations)
- To foster implementation, researchers need to address issues of “fit” and “interface” within the Head Start system and respond to program needs

Administrative Issues: Systemic Change to Promote Program Improvement

- Committing to new programming requires administrative commitment to address budget and staffing demands

- Professional Development Needs
 - Staff turnover is an ongoing challenge
 - Need for ongoing training workshops
 - Mentoring is critical (especially first year)

- Supervision Needs
 - Supervisors need to be “on board”
 - Quality monitoring & evaluative feedback to teachers need to be in “alignment” with program goals

Partnering with Teachers

- Program impact is dependent upon the quality of teacher implementation.
- Teacher understanding of, commitment to, and “ownership” of the program motivates practice and use.
- An ongoing goal of mentoring and supervision is to help teachers accept, embrace, and integrate new program components into their daily schedule and teaching orientation.

Fitting Everything In....

- Teachers worried about adding new REDI program components to their full schedules
- Interfacing theme-based units with year-long PATHS and REDI programming was a particular challenge
- Support from an “internal” program mentor and experienced teachers was very helpful
- “Rolling out” the program components and teaching strategies over time in mentoring meetings also helped

Explicit Curricula Guides vs. Responsive and Creative Teacher Implementation

- Explicit program scripts and curriculum guides were especially welcome the first year of teacher implementation.
- Teacher adaptations that were “true” to the program model emerged over time as teachers became more familiar with the method and model.
- An ongoing program goal is to develop and use ongoing monitoring through supervision to support flexible and high-fidelity program implementation

Mentoring and Supervision

- REDI mentoring allowed teachers to explore, question, and try out new approaches to teaching. It provided regular, supportive, non-judgmental opportunities for self-reflection.
- Program supervisors monitor teaching practices and provide corrective feedback and evaluations.
- An on-going goal is to align mentoring and supervision.

Conclusions and Next Steps

- Researcher-program collaborations are important relationships for improving practice
- Introducing new research-based components with external funding (as in the context of an RCT) can help foster sustainable program improvements, but the process is complex
- The researcher-program partnership with attention to sustainability must be in place for initial program design, and continue after the evaluative research, to support sustainable program accommodation and ownership.