



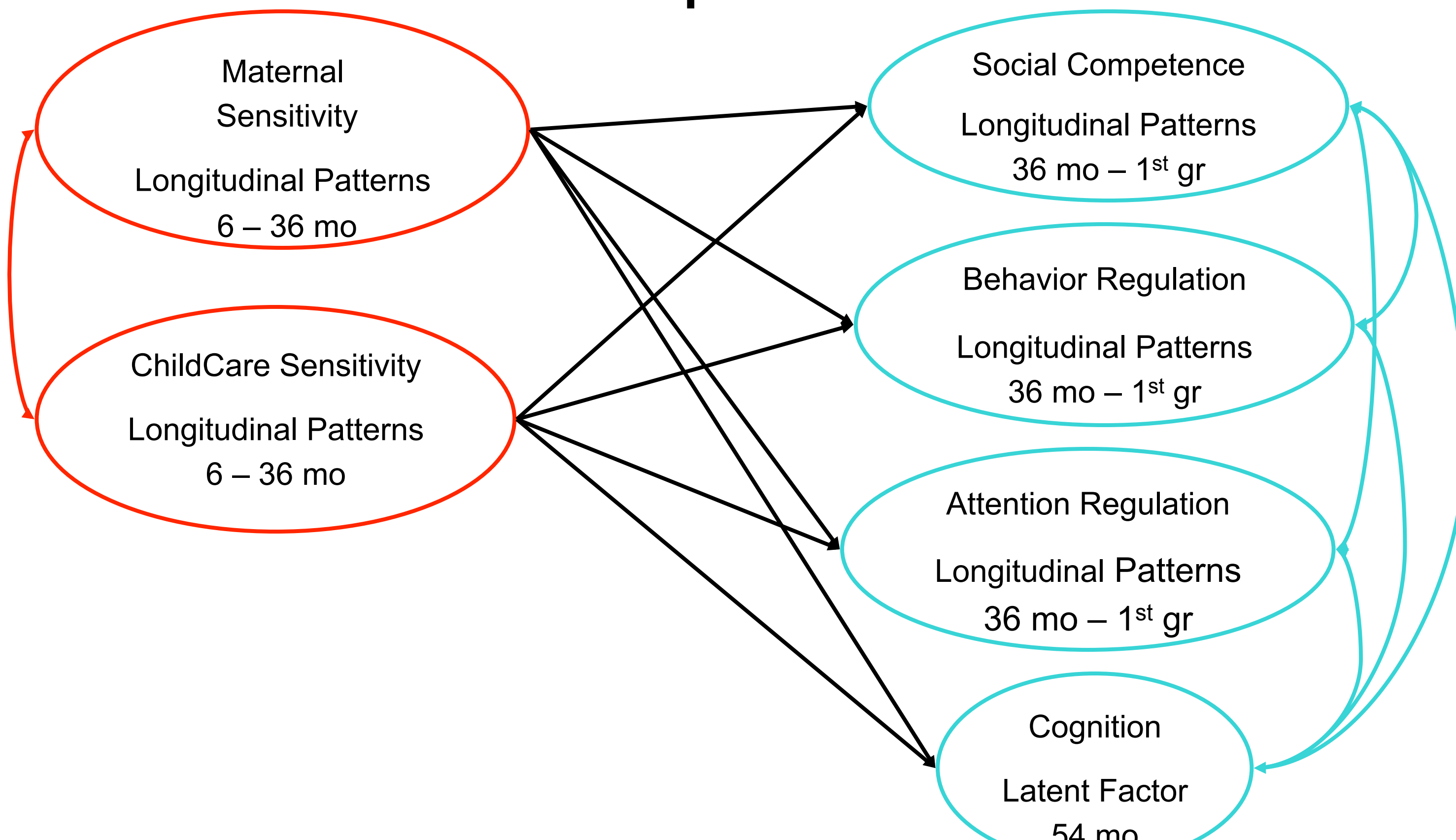
School Readiness as a Developmental Process

Shannon Tierney Williams, Katherine E. Masyn, Ross A. Thompson, Lenna L. Ontai
University of California, Davis

Research Objectives

1. Analyze school readiness as a multifaceted, dynamic process
2. Examine the importance of the quality and timing of early experiences with caregivers for the development of school readiness

Conceptual Model



Method

NICHD Study of Early Child Care: 1364 children assessed longitudinally from 6 months to 1st grade.

Sensitivity: observed free play with mothers and out-of-home child care providers (if applicable). Sum of 3 indicators, each rated on a 4 point scale.

School Readiness Longitudinal Processes: Social Competence, Behavior Regulation, Attention Regulation. Assessed with various measures from 36 months to 1st grade. Each converted to percentile categories to examine changes in *relative standing* over time, or levels of readiness compared to other children.

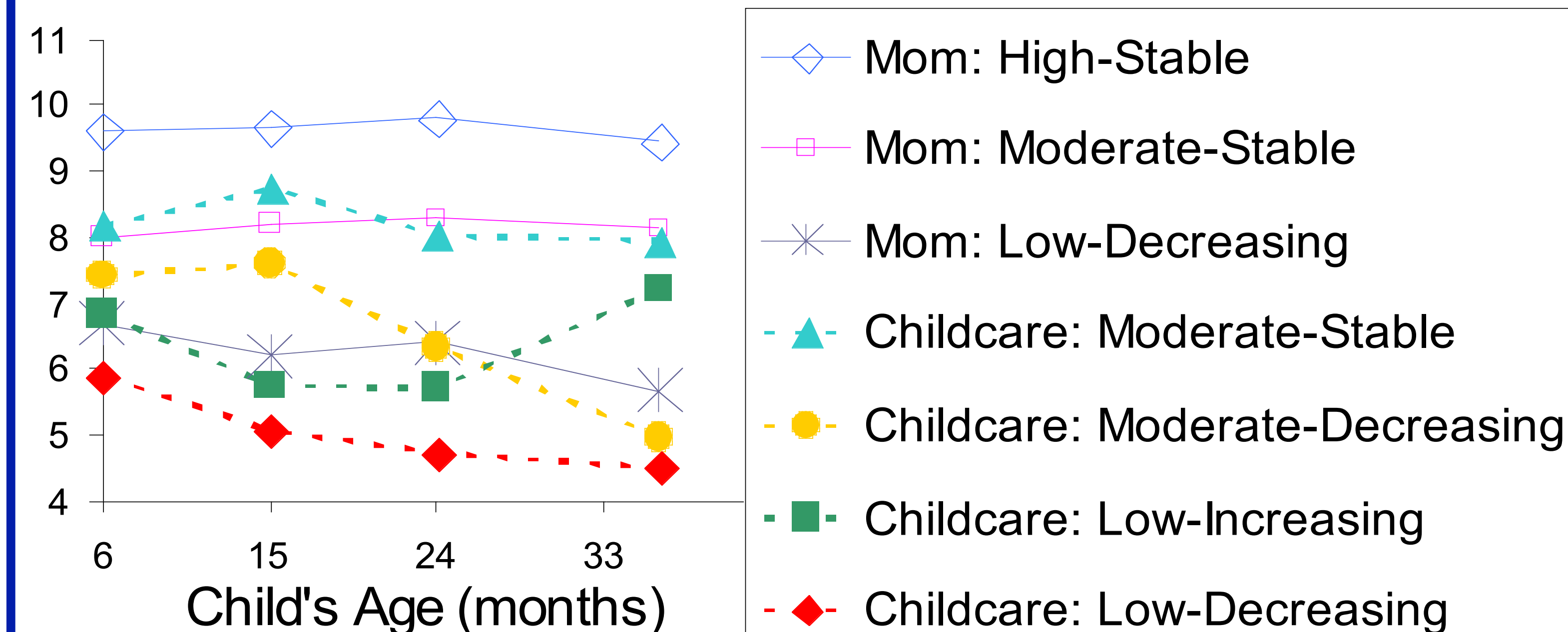
School Readiness: Cognition. Latent factor with 3 indicators: early reading, early math, general cognition. 54 months of age. (Woodcock-Johnson Psycho-Educational Battery– Revised (WJ-R)).

Analysis

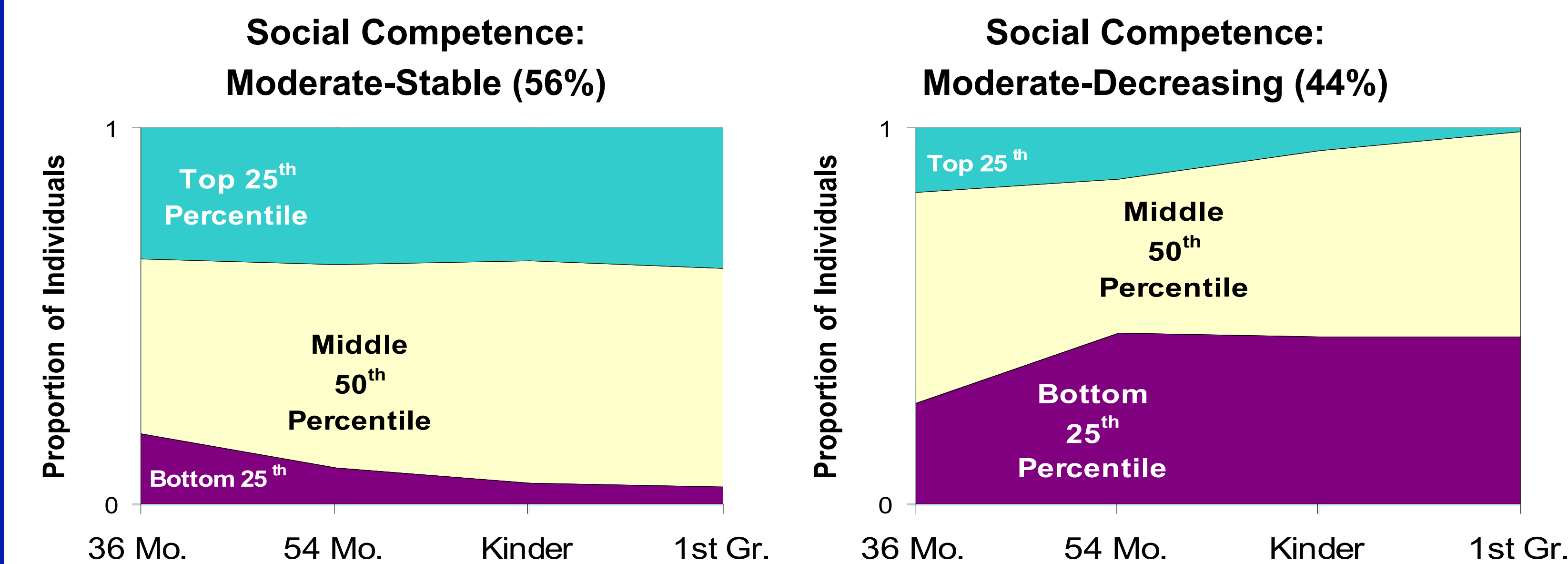
Longitudinal mixture modeling: Longitudinal patterns of maternal sensitivity, child care provider sensitivity, social competence, behavior regulation, and attention regulation (separate analysis for each process).

General latent variable modeling: Independent and combined (interactive) effects of caregiving patterns on each pattern of school readiness (including cognition).

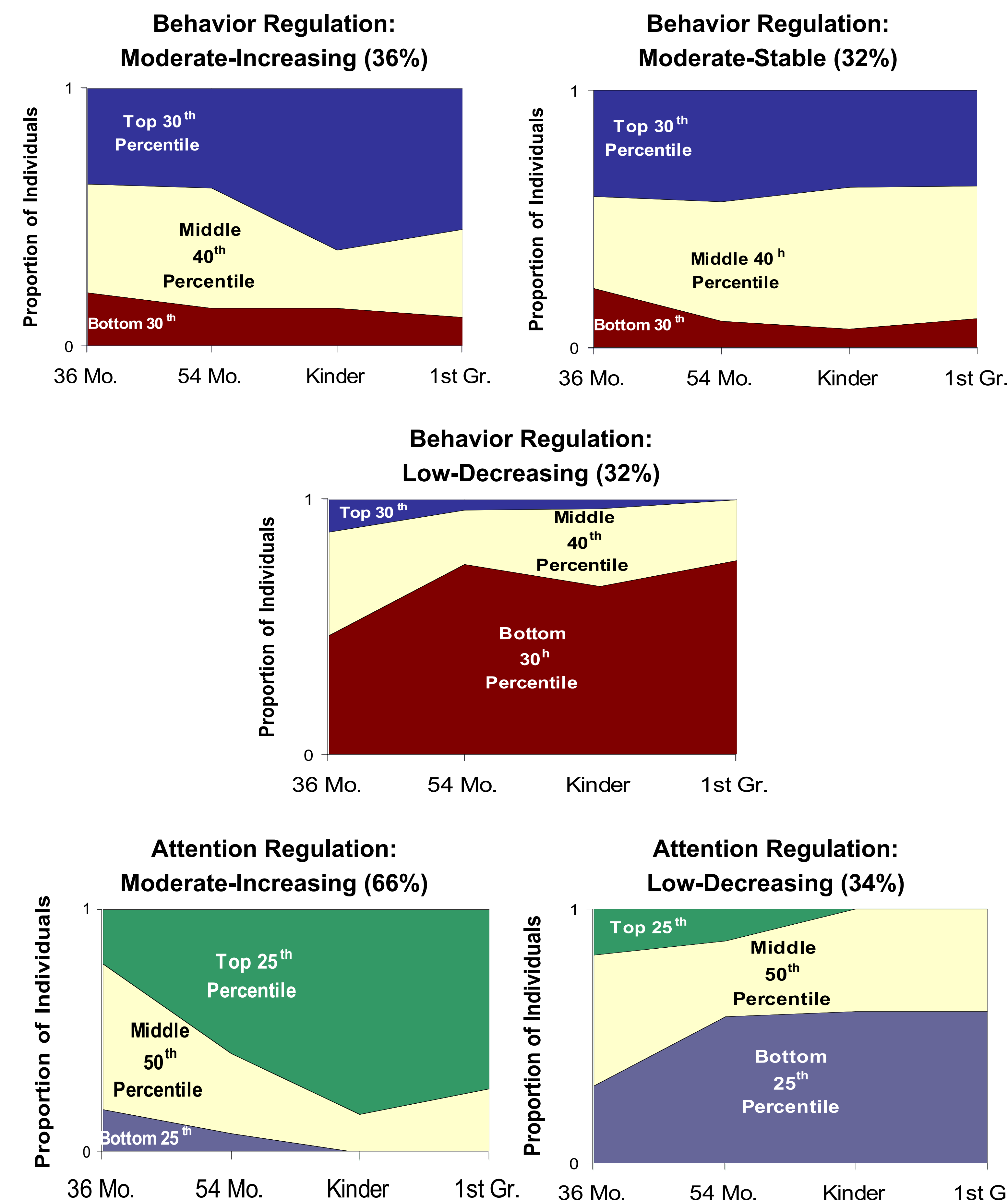
Results: Longitudinal Patterns of Caregiver Sensitivity



Results: Longitudinal Patterns of School Readiness Con't



Results: Longitudinal Patterns of School Readiness



Effects of Caregiving Patterns on School Readiness Patterns

	Behavior Regulation	Attention Regulation	Social Competence	Cognition
Maternal	*	*	*	?
Child Care	*	*	*	?
Interactive Effect	?	ns	?	?

Conclusions

Waiting on final analyses to finish this section (as well as chart above):
Something about importance of experiences within both contexts (and interaction between them?) . . . And of timing of sensitivity from child care providers – give 1-2 examples

Something about changes in readiness for some children (relative to one another) associations – some changes largest by 54 mo (pre-Kindergarten), may reflect increasingly academic nature of pre-Kindergarten. Other changes more clear around Kindergarten entry.

Next steps: examine contributions to school success (learning, achievement, grade promotion, and classroom conduct).

Acknowledgements

Correspondence should be addressed to Shannon Tierney Williams, E-mail: stwilliams@ucdavis.edu

This poster was made possible by grant number 90YE0084 from the Child Care Bureau, Administration on Children, Youth and Families, U.S. Department of Health and Human Services. The contents are solely the responsibility of the authors and do not represent the official views of the funding agency, nor does publication in any way constitute an endorsement by the funding agency.