School Readiness as a Developmental Process
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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
- Maternal Sensitivity
- Longitudinal Patterns 8-36 mo
- ChildCare Sensitivity
- Longitudinal Patterns 6-36 mo
- Social Competence
- Longitudinal Patterns 36 mo – 1st gr
- Behavior Regulation
- Longitudinal Patterns 36 mo – 1st gr
- Attention Regulation
- Longitudinal Patterns 36 mo – 1st gr
- Cognition
- Latent Factor 54 mo

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
- Social Competence:
  - %
  - Moderate-Decreasing (56%)
- Behavior Regulation:
  - High-Stable (32%)
  - Moderate-Stable (32%)
- Attention Regulation:
  - High-Stable (32%)
  - Moderate-Decreasing (32%)
  - Low-Increasing (32%)

Results: Longitudinal Patterns of School Readiness Con’t
- Social Competence:
  - Moderate-Decreasing (44%)
- Behavior Regulation:
  - High-Increasing (36%)
  - Moderate-Stable (36%)
  - Low-Decreasing (32%)
- Attention Regulation:
  - High-Increasing (36%)
  - Moderate-Stable (32%)
  - Low-Decreasing (32%)

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).

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