



# Kindergarten Readiness

Preparing Your Child for Kindergarten

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A Parent Webinar

# Welcome

- Today's Presenters:
  - Lauren Pattullo, Ed. D.  
*Director of Early Childhood, General Education & Special Education Programs*
  - Damon Ridgway  
*Kindergarten Teacher, Kinoshita Elementary*
- Today's Objectives:
  - Review the EDI Kindergarten Readiness measure, and why it is important
  - Review data results from the most recent EDI administration
  - Discuss strategies to support child development and Kindergarten Readiness skills
    - Special emphasis on Social-Emotional Learning, Communication, and Motor Skills
  - Review Kindergarten expectations and a glimpse into a typical Kindergarten day

# What is the EDI, and Why is It Important?

The Early Development Index (EDI):

- Is a population-based measure of early childhood development and school readiness
- Is a questionnaire completed by Kindergarten teachers in the second half of the school year
- Measures children's ability to meet age-appropriate developmental expectations in five general domains
- Is administered every 3 years

Through rigorous research, the EDI has been found to be a reliable indicator of later development and school success.

# A Closer Look at the EDI

How do we measure kindergarten readiness?

- The Early Development Index (EDI) is a school readiness measurement tool. It provides information about children in five developmental areas that are known to affect well-being and school performance.
- Teacher-completed checklist on children's development measured in spring of kindergarten (using online software)
- Orange County is one of more than 70 communities around the country leading this effort



## Physical Health & Well-Being

The child can hold a pencil and sustain energy throughout the full school day.



## Language & Cognitive Development

The child is able to read simple words and write his or her own name.



## Emotional Maturity

The child pays attention to directions and is willing to help others.



## Social Competence

The child gets along with others and follows rules and instructions.



## Communication Skills & General Knowledge

The child can communicate his or her needs and takes part in imaginative play.

# EDI Results: Developmental Areas

Results from the EDI 2021-22:

| CAPISTRANO UNIFIED SCHOOL DISTRICT |       |      |
|------------------------------------|-------|------|
| EDI Data Collection                | N     | %    |
| EDI Records Collected              | 2,415 |      |
| EDI Records Valid for Analysis     | 2,377 | 98%  |
| Participating Schools in District  | 35    | 100% |

**FIGURE 2: PERCENTAGE OF CHILDREN ON TRACK AND NOT ON TRACK BY DEVELOPMENTAL AREA: COMPARISON OF INDIVIDUAL DISTRICT (N=2,377) TO ALL PARTICIPATING DISTRICTS IN ORANGE COUNTY (N=23,893)**

|                                   | CHILDREN ON TRACK                  | CHILDREN NOT ON TRACK   |                            | CHILDREN ON TRACK              | CHILDREN NOT ON TRACK   |                            |
|-----------------------------------|------------------------------------|-------------------------|----------------------------|--------------------------------|-------------------------|----------------------------|
|                                   |                                    | Developmentally At Risk | Developmentally Vulnerable |                                | Developmentally At Risk | Developmentally Vulnerable |
|                                   | CAPISTRANO UNIFIED SCHOOL DISTRICT |                         |                            | ALL DISTRICTS IN ORANGE COUNTY |                         |                            |
| Physical Health & Well-being      | 84%                                | 10%                     | 6%                         | 81%                            | 12%                     | 7%                         |
| Social Competence                 | 83%                                | 11%                     | 6%                         | 78%                            | 13%                     | 9%                         |
| Emotional Maturity                | 83%                                | 10%                     | 7%                         | 81%                            | 12%                     | 7%                         |
| Language & Cognitive Development  | 79%                                | 15%                     | 6%                         | 71%                            | 18%                     | 11%                        |
| General Knowledge & Communication | 84%                                | 11%                     | 6%                         | 76%                            | 15%                     | 9%                         |
| Across All Domains                | 62%                                | 22%                     | 16%                        | 53%                            | 25%                     | 22%                        |

# EDI Results: Developmental Sub-Areas

Results from the EDI 2021-22: Physical Health & Well Being

| Sub-Area                                | CAPISTRANO UNIFIED SCHOOL DISTRICT |       |                |           | ALL DISTRICTS IN ORANGE COUNTY |       |                |           |
|---|------------------------------------|-------|----------------|-----------|--------------------------------|-------|----------------|-----------|
|   | N                                  | Ready | Somewhat Ready | Not Ready | N                              | Ready | Somewhat Ready | Not Ready |
| <b>Physical Health &amp; Well-Being</b> |                                    |       |                |           |                                |       |                |           |
| Physical readiness for school day*      | 2,377                              | 98%   | N/A            | 2%        | 23,883                         | 98%   | N/A            | 2%        |
| Physical independence*                  | 2,377                              | 92%   | N/A            | 8%        | 23,863                         | 91%   | N/A            | 9%        |
| Gross and fine motor skills             | 2,377                              | 53%   | 38%            | 9%        | 23,886                         | 53%   | 16%            | 32%       |

- Gross and fine motor skills include: Proficient at holding a pen, crayons, or a paintbrush; Ability to manipulate objects; Ability to climb stairs; Level of energy throughout the school day; Overall physical development

# EDI Results: Developmental Sub-Areas

## Results from the EDI 2021-22: Social Competence

| Sub-Area                        | CAPISTRANO UNIFIED SCHOOL DISTRICT |       |                |           | ALL DISTRICTS IN ORANGE COUNTY |       |                |           |
|---------------------------------|------------------------------------|-------|----------------|-----------|--------------------------------|-------|----------------|-----------|
|                                 | N                                  | Ready | Somewhat Ready | Not Ready | N                              | Ready | Somewhat Ready | Not Ready |
| <b>Social Competence</b>        |                                    |       |                |           |                                |       |                |           |
| Overall social competence       | 2,377                              | 53%   | 38%            | 9%        | 23,880                         | 46%   | 43%            | 11%       |
| Responsibility and respect      | 2,377                              | 77%   | 17%            | 6%        | 23,892                         | 75%   | 18%            | 8%        |
| Approaches to learning          | 2,377                              | 67%   | 24%            | 9%        | 23,893                         | 60%   | 28%            | 12%       |
| Readiness to explore new things | 2,368                              | 86%   | 12%            | 2%        | 23,699                         | 82%   | 16%            | 2%        |

- Overall social competence includes: Overall social/emotional development; Ability to get along with peers; Plays and works cooperatively with other children; Able to play with other children; Shows self-confidence
- Approaches to learning includes: Listens attentively; Follows directions; Completes work on time; Works independently; Works neatly and carefully; Able to solve day-to-day problems by him/herself; Able to follow one-step instructions; Able to follow class routines without reminders; Able to adjust to changes in routines



# EDI Results: Developmental Sub-Areas

Results from the EDI 2021-22: Emotional Maturity

| Sub-Area                             | CAPISTRANO UNIFIED SCHOOL DISTRICT |       |                |           | ALL DISTRICTS IN ORANGE COUNTY |       |                |           |
|--------------------------------------|------------------------------------|-------|----------------|-----------|--------------------------------|-------|----------------|-----------|
|                                      | N                                  | Ready | Somewhat Ready | Not Ready | N                              | Ready | Somewhat Ready | Not Ready |
| <b>Emotional Maturity</b>            |                                    |       |                |           |                                |       |                |           |
| Prosocial and helping behavior       | 2,252                              | 47%   | 30%            | 23%       | 22,630                         | 41%   | 30%            | 29%       |
| Anxious and fearful behavior         | 2,375                              | 90%   | 8%             | 2%        | 23,875                         | 89%   | 9%             | 2%        |
| Aggressive behavior                  | 2,374                              | 87%   | 6%             | 7%        | 23,823                         | 87%   | 6%             | 7%        |
| Hyperactive and inattentive behavior | 2,372                              | 74%   | 14%            | 12%       | 23,845                         | 73%   | 13%            | 14%       |

- Prosocial and helping behavior includes: Tries to help someone who is hurt; Volunteers to help clear up a mess someone else has made; Will try to stop a quarrel or dispute; Offers to help other children who have difficulty with a task; Comforts a child who is crying or upset; Spontaneously helps to pick up objects which another child has dropped; Invites bystanders to join a game; Helps other children who are feeling sick



# EDI Results: Developmental Sub-Areas

Results from the EDI 2021-22: Language & Cognitive Development

| Sub-Area                                    | CAPISTRANO UNIFIED SCHOOL DISTRICT |       |                |           | ALL DISTRICTS IN ORANGE COUNTY |       |                |           |
|---|------------------------------------|-------|----------------|-----------|--------------------------------|-------|----------------|-----------|
|   | N                                  | Ready | Somewhat Ready | Not Ready | N                              | Ready | Somewhat Ready | Not Ready |
| <b>Language &amp; Cognitive Development</b> |                                    |       |                |           |                                |       |                |           |
| Basic literacy skills                       | 2,364                              | 88%   | 8%             | 4%        | 23,737                         | 77%   | 15%            | 8%        |
| Interest in literacy/numeracy and memory    | 2,356                              | 83%   | 8%             | 9%        | 23,610                         | 78%   | 10%            | 12%       |
| Advanced literary skills                    | 2,281                              | 86%   | 4%             | 10%       | 23,512                         | 78%   | 6%             | 16%       |
| Basic numeracy skills                       | 2,376                              | 90%   | 4%             | 6%        | 23,813                         | 83%   | 6%             | 11%       |

# EDI Results: Developmental Sub-Areas

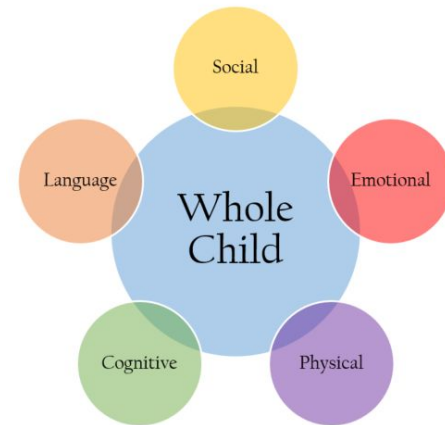
Results from the EDI 2021-22: Communication Skills & General Knowledge

| Sub-Area  | CAPISTRANO UNIFIED SCHOOL DISTRICT |       |                |           | ALL DISTRICTS IN ORANGE COUNTY |       |                |           |
|---|------------------------------------|-------|----------------|-----------|--------------------------------|-------|----------------|-----------|
|   | N                                  | Ready | Somewhat Ready | Not Ready | N                              | Ready | Somewhat Ready | Not Ready |
| <b>Communication Skills and General Knowledge</b> |                                    |       |                |           |                                |       |                |           |
| Communication Skills and General Knowledge        | 2,376                              | 52%   | 22%            | 26%       | 23,868                         | 42%   | 22%            | 36%       |

- Communication Skills and General Knowledge includes: Ability to use language effectively in English; Ability to listen in English; Ability to tell a story; Ability to take part in imaginative play; Ability to communicate own needs in a way understandable to adults & peers; Ability to understand on first try what is being said to him/her; Ability to articulate clearly, without sound substitutions; Answers questions showing knowledge about the world

# EDI Results: Key Takeaways

- Results from EDI 2022 indicate that areas to work on:
  - Gross and fine motor skills (Physical Health & Well Being)
  - Overall social competence and approaches to learning (Social Competence)
  - Prosocial and helping behaviors (Emotional Maturity)
  - Communication Skills and General Knowledge
- Kindergarten Readiness is more than academics, it includes all aspects of development
- More emphasis is needed in the areas of Social, Emotional, Language/Communication and Physical/Motor development



# Strategies to Implement at Home: Social Development

- Provide opportunities to interact with same-aged peers
  - School or daycare settings
  - Play dates
  - Community-based classes or events
  - Park
- Discuss what it means to be a friend - friendships are vague to little ones!
  - Friends use kind words
  - Friends share toys and materials
  - Friends take turns with one another
- Play!
  - Practice playing with your child
  - Practice play skills such as exchanging play ideas, taking turns, sharing, etc.

# Strategies to Implement at Home: Emotional Development

- Encourage children to identify and name feelings
  - BIG feelings are developmentally appropriate at this age!
  - Name the feeling for your child and/or notice their feeling
- Encourage children to practice self-regulation and coping strategies when upset
  - Take deep breaths: Belly breathing, Smell the Flower and Blow Out the Candle
  - Countdown from 10
- Offer to co-regulate with your child: Offer a hug, a choice to help calm down, or model taking deep breaths
  - Most children need support!
- Acknowledge the intent behind the big feeling
  - Validates the feeling and teaches children to communicate/express themselves
- During big feelings, help child calm down first, then discuss what happened later

# Strategies to Implement at Home: Language Development

- Naming & Commenting
  - Talk about what you and your child are doing, looking at, playing with, or touching. Use short phrases and repeat key words. Focus is to for children to hear lots of language accompanying their play/actions.
- Offering Choices
  - Offering choices encourages your child to interact and use words, rather than saying yes/no or not responding at all.
- Following the Child's Lead
  - Talk about and play with the things your child is playing with or looking at. Respond to your child's interests and actions. Model your child's actions/words. This can support the child's attention, interaction, and language skills

# Strategies to Implement at Home: Language Development - cont'd

- Reducing Questions
  - As adults, we ask a lot of questions to young children and to see what children know. For some children who are acquiring language, it is better to add comments to explain what is happening so they have the opportunity to learn new words.
- Active Listening
  - Listening actively helps children feel heard and understood. Getting down to the same eye level helps children feel connected.
- Model and Speak Clearly
  - Use language that is understandable for your child and appropriate for their age. Be clear and specific.



# Strategies to Implement at Home: Gross Motor Development

- Gross Motor are skills that develop through using the large muscles of the body in a coordinated and controlled way. Gross motor skills include large body movements such as walking, running, jumping, climbing, and more.
- Activities that Support Gross Motor Development:
  - Opportunities for running (and running at different speeds)
  - Dancing
  - Hopscotch
  - Playing catch
  - Playground play
  - Tricycles, scooters, and pedal cars
  - Homemade obstacle course
  - Balancing activities
  - Climbing
  - Jumping
  - Simon Says
  - Freeze Tag

# Strategies to Implement at Home: Fine Motor Development

- Fine motor skills include smaller motor movements of the hands and wrist, such as holding a crayon or pencil, drawing pictures, manipulating small objects, using scissors, and more.
- Activities that Support Fine Motor Development:
  - Play-dough and putty
  - Painting
  - Drawing, coloring, writing
  - Playing blocks or Legos
  - Finger plays (i.e. "Where is Thumbkin")
  - Stringing (i.e. macaroni necklace, beads, etc.)
  - Puzzles
  - Cutting
  - Stacking cups/blocks
  - Using tweezers, tongs, droppers

# A Glimpse into a Day in Kindergarten

- Kindergarten students will spend their day in a combination of small group and whole class instruction. They will need to be able to work independently, with other students, as well as be able to attend to the teacher during lessons.
- Your child will start working on writing, cutting, and coloring from the first day of school. It is especially important that students can write their first name since we ask them to do this on every paper they are working on.
- Students need to be able to attend to all of their individual needs. This includes opening and closing their clothing, managing all of their lunch, being completely independent with their restroom, and being able to attend to their pack, zip, and carry their backpacks.
- Students will be working with Chromebooks. They should have practice using a keyboard and mouse pad. They will learn how to use their password to login.
- Your child should be able to express themselves to other children and adults. They should be able to ask and answer questions as they learn and grow with us.

# Academic Expectations for Kindergarten - A Kinder Teacher's Perspective

- You child should be able to:
  - Write their name in uppercase and lowercase letters.
  - Recognize his/her own name when it is written.
  - Recognize and name some uppercase and lowercase letters of the alphabet.
  - Show an interest in print and books. Be able to sit and listen to a story being read aloud and answer simple questions about the story.
  - Know some of the letter sounds.
  - Count, recognize, and write numbers from 1-10.
  - Count small groups of items one-by-one and name each item as they count them.
  - Recognize shapes and colors.
  - Be able to count aloud to twenty and beyond.

# Listening, Speaking, & Motor Skills Expectations for Kindergarten

- You child should be able to:
  - Sit and listen attentively for 10-15 minutes.
  - Follow simple two-step directions.
  - Verbally express their personal needs.
  - Engage other children and adults in conversation.
  - Tie shoes or close velcro by themselves.
  - Dress themselves (zip, button, and snap).
  - Feed and clean up after themselves.
  - Carry, open, and close their backpack.
  - Use and hold pencils, crayons, markers, and scissors.
  - Attend to bathroom needs with total independence.
  - Wash and dry hands and use a tissue to wipe their nose.

# Q & A

# Kindergarten Readiness Guide

- [2022-23 Kindergarten Readiness Guide - English](#)
- [2022-23 Kindergarten Readiness Guide - Spanish](#)



# Additional Resources

- [Early Childhood Programs website](#)
  - Family Resources
  - Upcoming Events and Family Workshops
- [Family Resource Center website](#)

Thank You!

*Slides by Slidesgo*