



Integrated service delivery and child social experiences and outcomes in Peel

Learning to Care Conference

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Hearing from children

- ❖ Children's voices should be among those heard in early childhood program evaluations
- ❖ Children's experiences mediate child outcomes
- ❖ Quality of children's day-to-day experiences should be a concern in its own right

(Lansdown, 2005; Smith, Duncan, & Marshall, 2005)

Research design of larger study


- ❖ Best Start, control & FDELK groups
- ❖ Longitudinal: K-Gr 3, same sites
- ❖ Cross-sectional: three cohorts
- ❖ Same children at different time points
- ❖ Comparison of groups at same or different time points
- ❖ Mixed methods

Number of children

- ❖ Best Start Integrated (5 sites) = 329
- ❖ Full Day Early Learning Kindergarten (7 sites) = 184
- ❖ Control Half Day Kindergarten (5 sites) = 183




Child research measures for larger study



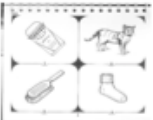
EDI

children




Education Quality and Accountability Office

Peabody Picture Vocabulary Test
Which one is not? Point to one.



Vocabulary

Test of Early Reading Ability
Point to the picture that starts with the letter 'C'.




Early reading


Early Number Knowledge

Example (using red and white poker chips)
Place 5 red chips in front of child. "Count these chips and tell me how many there are."


Number knowledge



Writing: Teacher has 5 little red crayons



Drawing: This is me waiting to go on the computer at daycare



Puppet interview: Social & emotional understanding

Today: Focus on children's social experiences

- ❖ Interviews
- ❖ Drawings
- ❖ Play observations



Child interview with finger puppets

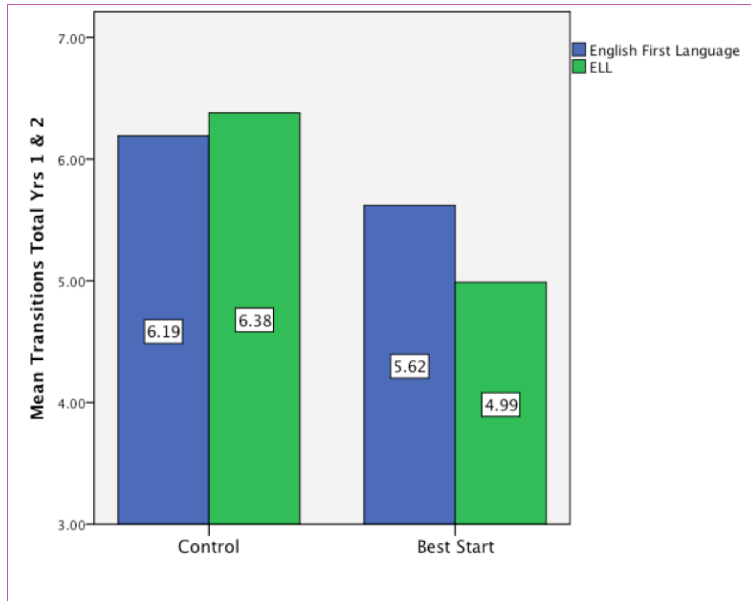


Tell me about your day, from the time you leave home until you go home

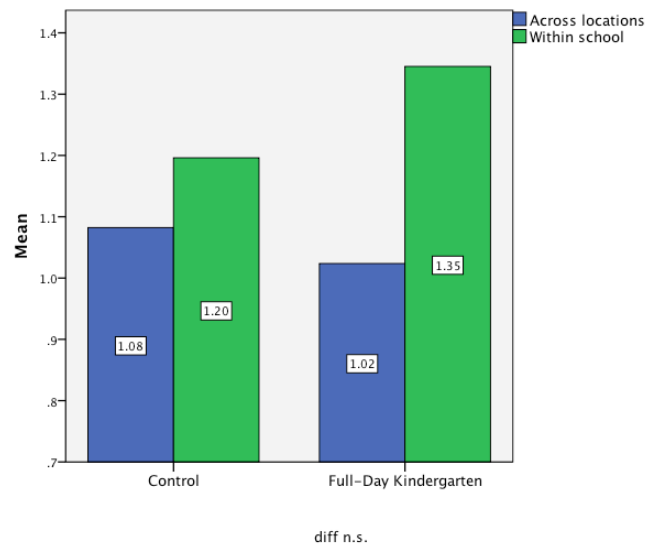
Example from a half-day kindergarten student who travels to child care:

I wait for Jacob and Noah to get out of Ms. [kindergarten teacher's] class so we can get into the car...and then we drive to [babysitter]'s house and then we have snack... and then we go to the basement and play...and then we come back upstairs to do some work and then we wait for our mommy to come and then we go. Jacob stays at [babysitter]'s. Me and Noah to a daycare.

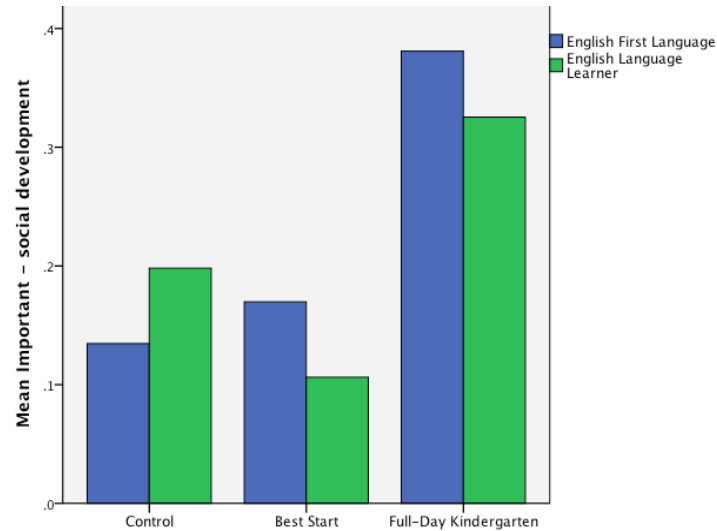
Number of transitions mentioned



Children's mention of transitions: inside and outside K



Spontaneous mention of socialization

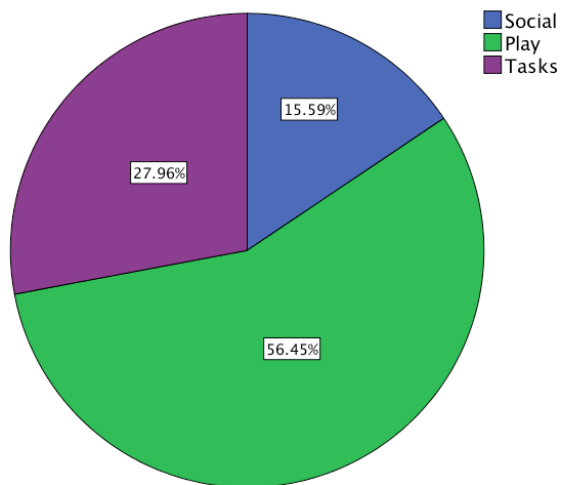


Controlling for M Education, $p < .001$

Other questions about social experiences in K

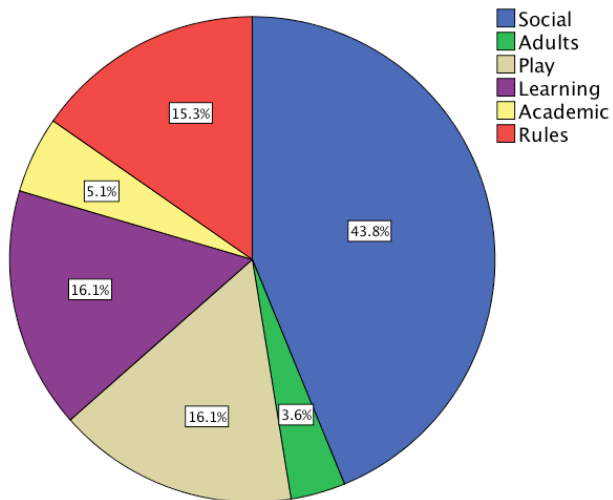
- ❖ What do is your favourite thing here?
- ❖ What do teachers do?
- ❖ What' s important to learn here?
- ❖ What should kids do if someone starts a fight?
- ❖ What should kids do if someone wants to play something they don' t like?
- ❖ What should kids do if someone is crying?

Full-Day K: Like best about K?

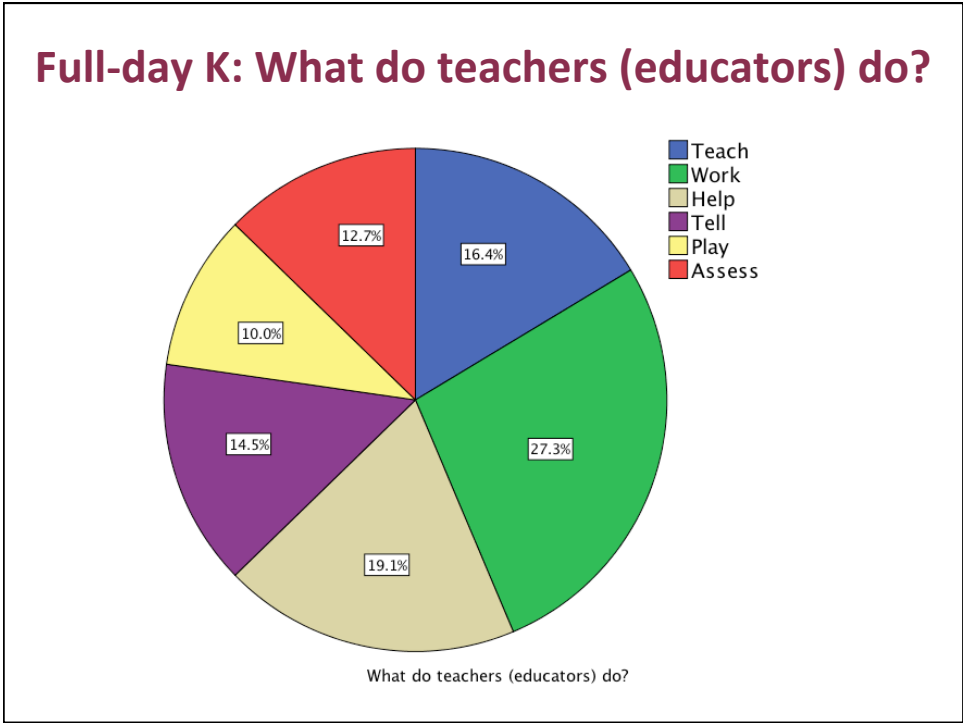


Favourite thing to do: Specific mention of play and friends 73%

Full-day K: What do children think is important in K?



What is important in K?



Children's voices...

Why do kids go to school?

- ❖ To play
- ❖ So you can learn stuff
- ❖ Cause it's fun
- ❖ Because my mom wants me to learn things
- ❖ Because the bus driver takes me
- ❖ To get teached
- ❖ Because it's against the law

What do you like best in Kindergarten?

- ❖ What I like best in Kindergarten is the climber
- ❖ Playing with my friends
- ❖ Playing games, playing in the sand, playing in the water, and playing in the house
- ❖ The blocks, those are my best toys
- ❖ Playing and having a snack and learning
- ❖ I like the play the best

What don' t you like in Kindergarten?

- ❖ Nothing...well I just like Kindergarten a lot
- ❖ Hitting
- ❖ When people hurt me and scratch me and stuff
- ❖ I usually don' t like it when people don' t let me play anywhere
- ❖ I just don' t like fighting in Kindergarten
- ❖ Staying long in circle
- ❖ I don' t like spelling my name because I can' t spell good
- ❖ The bathrooms
- ❖ I don' t like it because I can' t see my mommy and dad

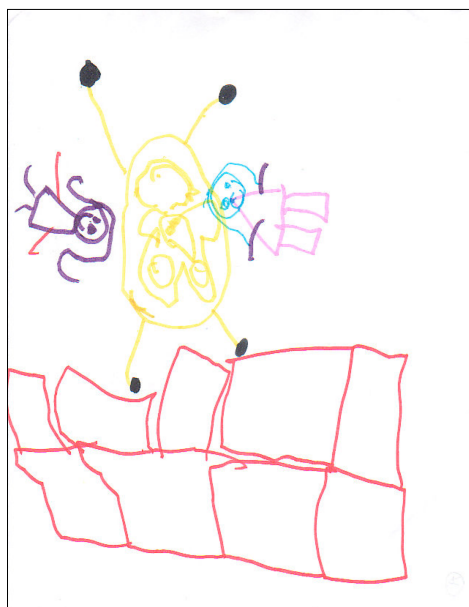
Children' s drawings about kindergarten

- ❖ Taken from full-day K sites only
- ❖ No significant differences in “what” children draw across half and full-day K

I'm playing in the sandbox (F SK, 5 yrs)



In the water table with Amelia. This was the crocodile, this was the boat. This is the whole table. This is the floor.
(F SK 5 yrs)



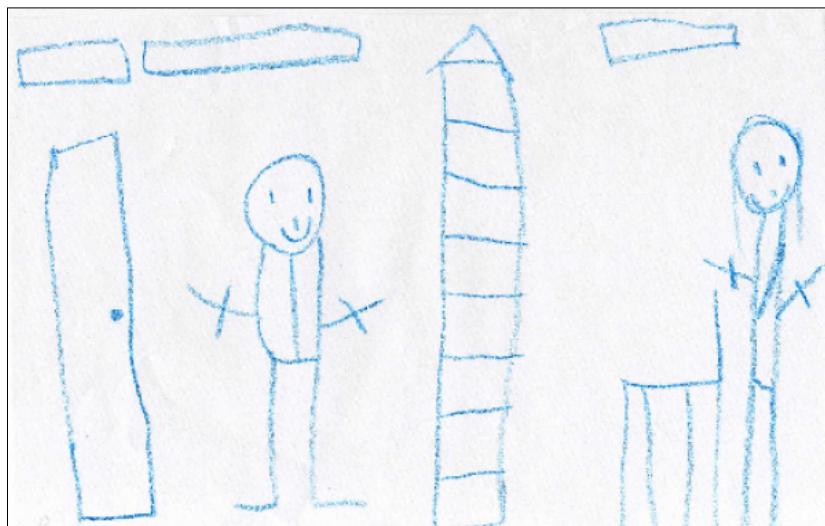
This is me playing Play-Doh. I make something out of it with the cutters and my friends play with me and then we eat snack together and then we play again. (F SK)



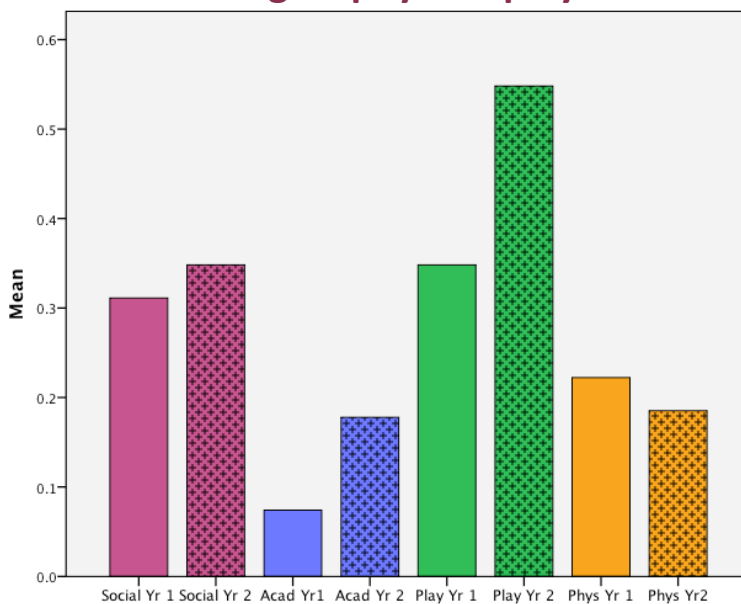
One time, Sarah and me were in the dramatic centre. I drew the pillows. (SK F)

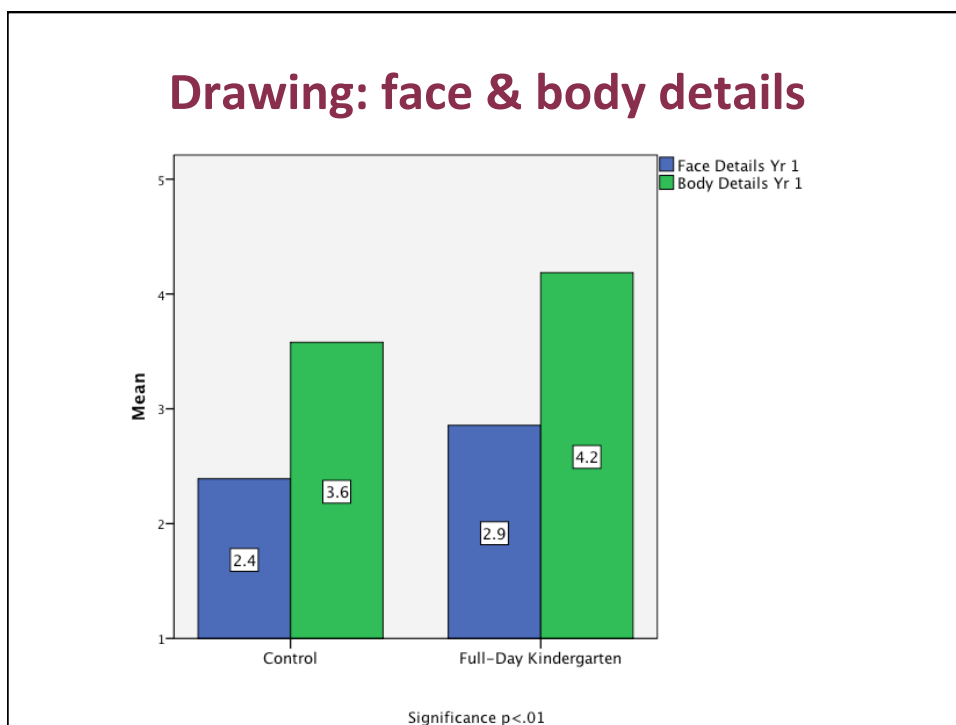
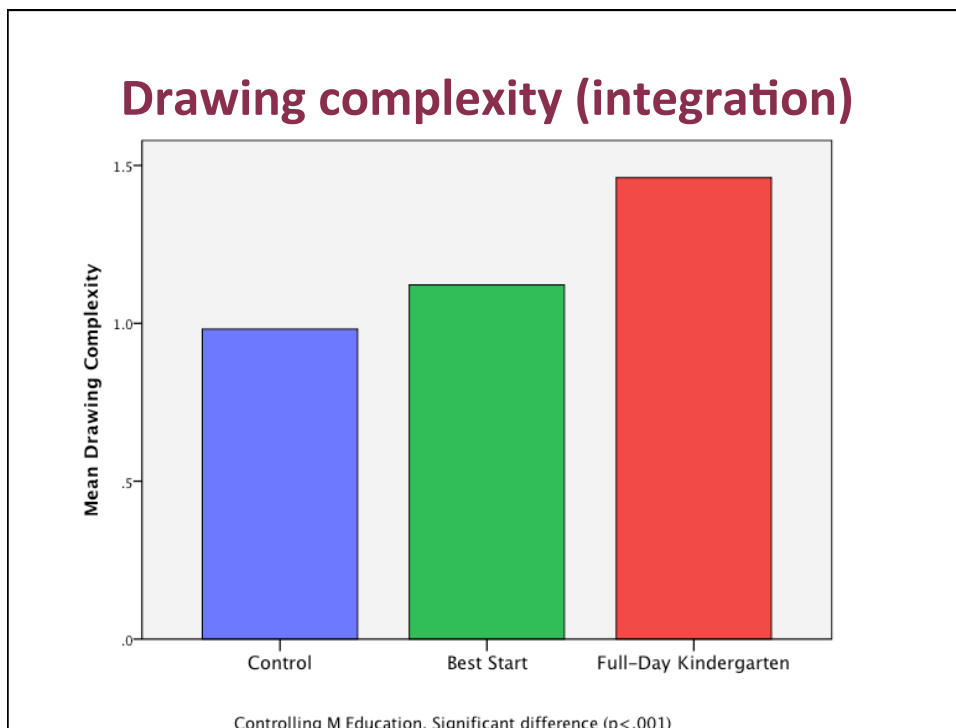


Building a tower. A high tower. (M SK)



**Pink=social, Blue = academic, Green = play,
Orange = physical play**





Play observations



Pretend play and self-regulation

- During social pretend play, children must hold their own role and those of others in mind (**working memory**)
- ❖ inhibit acting out of character (**inhibitory control**), and
- ❖ flexibly adjust to twists and turns in the evolving plot (**cognitive flexibility**)



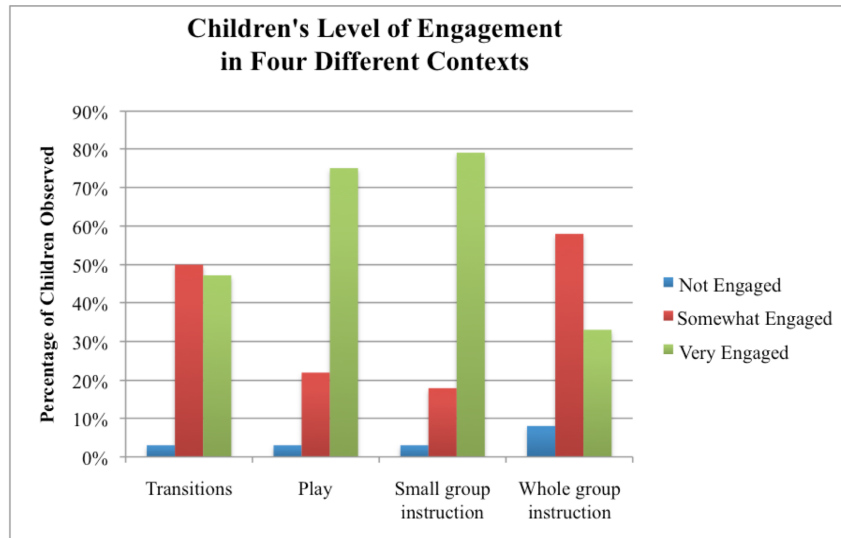
Play observations (excerpt)

- ❖ G1 says, Hey, I know, let's make a room, a house like last time". C12 is by standing and sitting in the car.
- ❖ G1 says to B1, "there's no more space, G2 is going to be here". C12 is sitting (what is now the car – made from the large blocks). G1 is pretending she is driving the car and is making sound effects, "brrrrr".
- ❖ C12 sitting at the back of the car silently. B1 starts adding more blocks to the end of the car (so that he could join in). G1 says, "the baby spot is here. I'm building a part of the car". B1 says, "that's gonna be mine. I'm sitting here". B1 is gathering blocks to build the car.
- ❖ G3 enters play and G1 says, "lets share our seat". C12 is still sitting at the back of the car.
- ❖ C12 says to G1, "I'm making it bigger for us". G1 says to B1, "this is our seat" (because B1 went and sat down in the car). G1 says, "this is all ours" to B1.
- ❖ C12 arranges the block pieces, steps on it to make sure it doesn't shake and then keeps building. G1 looks at what C12 is doing and she smiles and claps and says to G3, "G3 look! Look at our car! This is all ours!" and G1 starts to laugh...

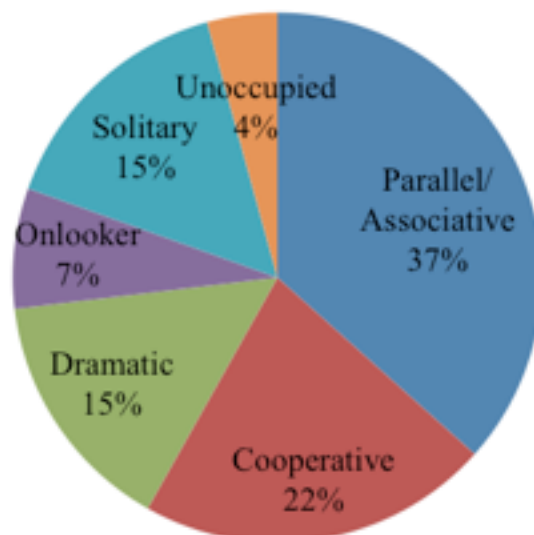
Interesting finding from Toronto First Duty & Peel research

- ❖ 160 play episodes by 36 children
- ❖ Dramatic & cooperative play ~ Children with higher self-regulation
- ❖ Unoccupied & onlooker play ~ Children with lower self-regulation

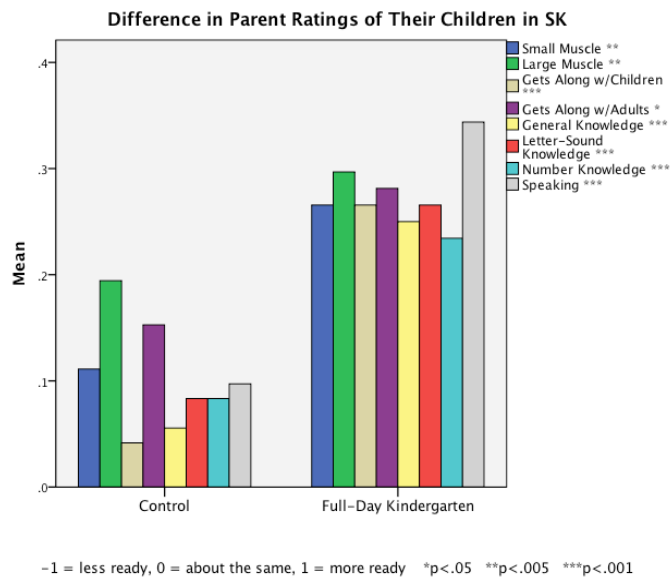
Whole group ~ less engaged



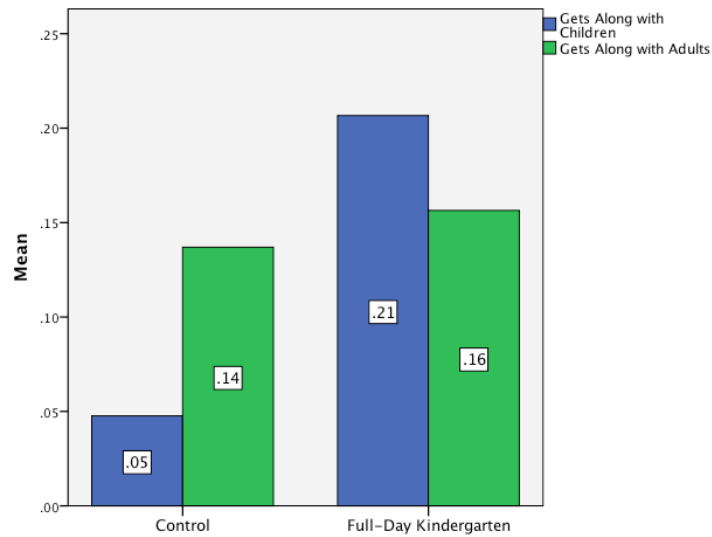
Type of play observed



Other child measures: Parent Ratings



Parent ratings of children's social development



Summary of social experiences

- ❖ Children in full-day mention fewer transitions from school to care or home
- ❖ All children talk most about play and socialization
- ❖ All children most often draw pictures depicting play with friends
- ❖ Full-day K children include more detail and complexity in drawings
- ❖ Play observations in full-day show children engage most often in parallel and cooperative play and only 15% in dramatic/pretend play
- ❖ Children less engaged in whole group and more engaged during play and small group
- ❖ Dramatic play most often seen among children with higher self-regulation, unoccupied & onlooker by children with lower self-regulation
- ❖ Parents of full-day children report significantly higher social “readiness”

Acknowledgements

- ❖ Region of Peel Municipality, Human Services
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- ❖ Toronto District School Board
- ❖ Research team at the Dr. Eric Jackman Institute of Child Study, OISE/University of Toronto



Off to collect data

Thanks!