



How do we provide children with the skill for collaboration?

Jenny Jenkins & Janette Pelletier
Summer Institute 2011

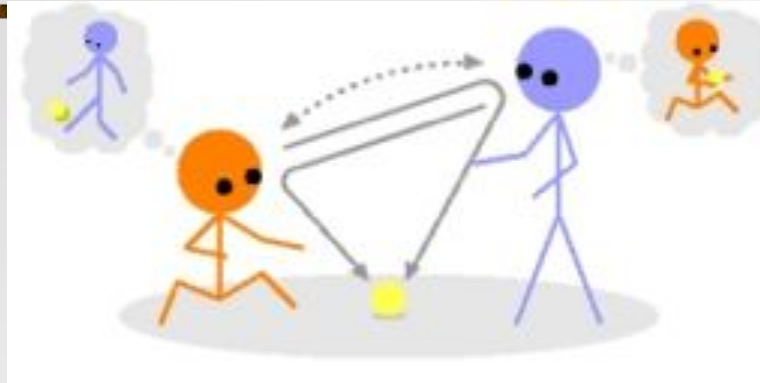
Collaboration: building the space between minds (social understanding)



Arguably the basis of
creativity and culture



Goal-corrected partnership



Social understanding: cognitive structures necessary to represent goals of self and other
Cognitive maturation, vocabulary, language

Motivation towards others:
Affectively motivated interest
Others

The way that others treat you in relationships.

Care-giving influences in the first 3 years
that make a difference



KIDS, FAMILIES
& PLACES

STUDY

Individuals in Context

Longitudinal, bio-social
study of early
development

500 families followed
from birth of laterborn
child: + sib

Social and biological
measures

Contexts: families,
neighbourhoods,
childcare/school

Collaborators and Thanks

Thanks to the families who give their time so generously



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- ✧ Toronto and Hamilton Public Health Units
- ✧ School Boards in Toronto and Hamilton
- ✧ Childcare settings

Early childhood components that allow for collaboration

Empathy



cooperation



Child's understanding of self



Attention to the same thing as another person
Receptive language: PPVT



TOM: Knowing that others can have thoughts and feelings
Different from one's own

These aspects of social understanding both at 18 and 36 months are explained by caregiving 18 months earlier.

Care-giving that focuses on the Mind

Assessed in mothers but the same principles apply to early childhood educators and teachers

Caregiving that focuses on Mind

Sensitivity

- The mothers' responsiveness to the signals of the baby. Attunement
- Measured by 15 mins play with baby at 2 and 18 months
- 2 mth sensitivity explains a composite of social cognition at 18 months.
- 18 month sensitivity explains receptive vocabulary and reading at age 3.
- Motivation towards others

Reflective functioning

- The mothers' capacity to *reflect* on her experience. Think about the self and other.
- Interview Question: How has your own childhood influenced the way in which you parent your own children?
- Can talk about past and present
- Explains child language, theory of mind, reading 18 months later

Scaffolding

- How mother explains to child to help them with a task that is above their level
- Clarity of directions, supporting challenge, reminders about goals of task, responsiveness to verbal and non-verbal cues of misunderstanding
- Explains child's language, and theory of mind 18 months later

Mind-mindedness

- How much mother talks about the child in terms of internal states versus physical attributes
- Mother asked to describe child for 5 mins. Taped and transcribed.
- Mental /total attributes
- Explains theory of mind 18 months later

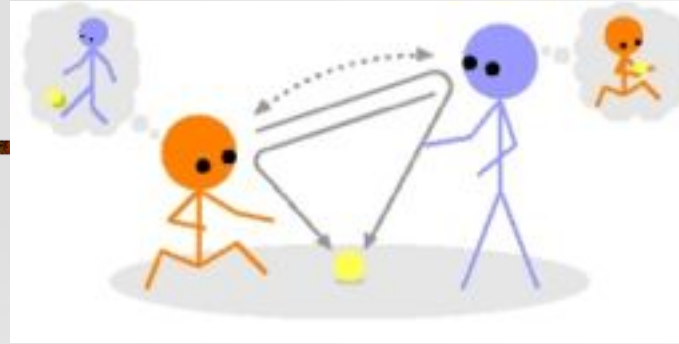
Fairness

Research shows us that people are very sensitive to issues of fairness and who gets what.



Explanation is critical

Goal-corrected partnership



Caregiver who thinks about her own mind and the mind of the other including their thoughts, feelings and intentions

Encourages the development in the child of the mental architecture and motivation for the social understanding that supports collaboration

Teacher 'mind talk' in childcare settings

3401, 20-second snapshots involving 393 teachers in 103 classrooms

Mental-state talk 22%

Activity-relevant questions 12%,

Perspective-taking talk in 3%.

Caregiver sensitivity predicted engagement in all three types of language.

Caregiver punitive interaction also predicted caregivers' talk about others' perspectives.


Frampton, Perlman & Jenkins, 2009

Teaching for the mind

FROM 3 TO 3™ is an award winning evidence-based program to improve children's language and literacy from age 3 to grade 3. Read about it on the Atkinson Website: Thelander & Comay

Now in many schools in Toronto

Higher vocabulary scores, improved social reasoning essential for reading comprehension, increased attention and working memory, better reading



**How do we provide educators and parents
with skills for collaboration?**

Parent & educator collaboration

- Invite parents to participate in specific activities with their child
- Create an environment that is stimulating and sensitive to cultural diversity
- Inform parents about special events and various programs in the school
- Most important strategies for fostering parent efficacy
 - positive feedback
 - parent education



Example of educator-parent collaboration in early literacy

- Literacy begins first in families
 - Family literacy programs offer ways for practitioners (examples: ECE, teachers, FRP, SLP) to share knowledge about:
 - early literacy development
 - individual children
 - Offer ways for parents to share with educators and with each other
-

Family literacy: Research and practice

- Work is based on research on children's literacy development
- And on working with teachers and parents
- Helping parents understand how children learn (play)
- Developing a shared understanding



Pelletier, Hipfner-Boucher & Doyle, 2010

Oral language and vocabulary

- Connection between play, conversation in home & children's reading
 - “Decontextualized language” (being able to talk ABOUT the not here and now)
 - Vocabulary is critical
 - Build on conversations
 - Draw out types of words (descriptions)
 - Expect more mature word usage in play (example from Hanen...”I am getting impatient. I don't like to wait”)
 - Play with words and sounds (voice)
-

Play and language development



Following child's lead

- ❖ Play, like literacy, is symbolic
- ❖ Complex socio-dramatic play fosters shared minds
- ❖ Children must “hold in mind” & self-regulate
- ❖ Dramatic play encourages talk “about”
- ❖ Games with rules employ adult language

Narrative and storytelling

- ❖ Collaborative understanding enhanced through storytelling & play (scripts, recall)
- ❖ Play by re-enacting stories: enhances vocabulary, syntax, semantics, pragmatics
- ❖ Talk about thought – develops metacognitive awareness



Examples of pages (showing thought)



Phonological awareness

- ✧ Ability to think ABOUT, manipulate parts of spoken language (syllables, rhymes, phonemes)
- ✧ Phonemic awareness: English requires mapping of sound (phonemes) onto letters (graphemes)
- ✧ Play (example from Hanen): pretend to be in a band and bang a drum to syllables, e.g. cookie



Shared book reading



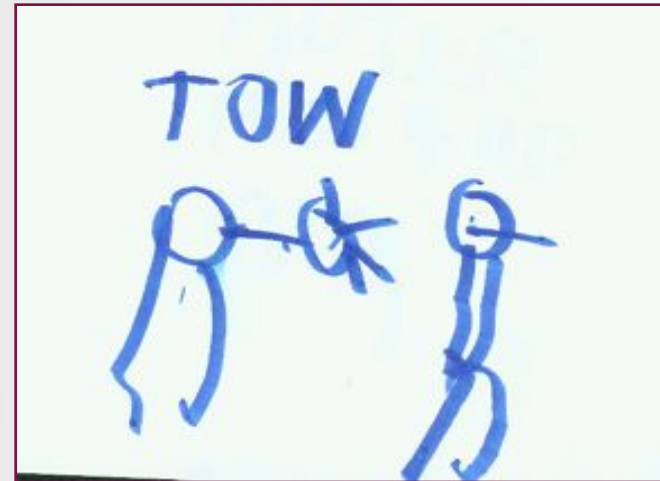
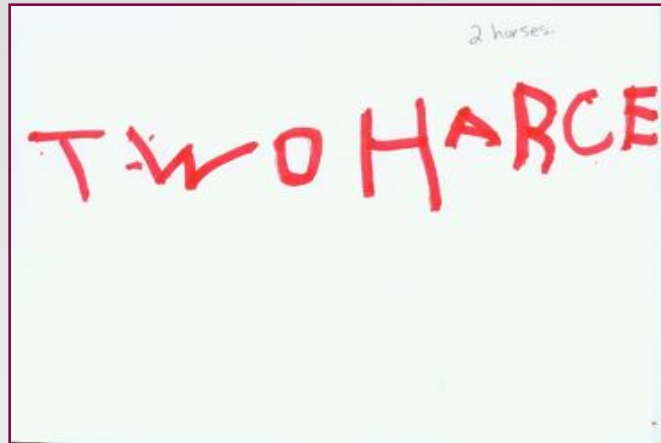
- ❖ Promotes vocabulary development, awareness of words & letters
- ❖ Quality of interaction
- ❖ Have conversation about book, extend vocabulary
- ❖ Play out pretend sequences using rich vocabulary, repeat words (e.g. go on treasure hunt)

Early writing



- ✧ Form of emergent literacy behaviour
- ✧ Children come to understand symbolic nature of print (shared understanding)
- ✧ Need to convey message to other
- ✧ Play with writing (make grocery lists and pretend to go shopping; leave messages)

Write "two horses"



Write "Daddy has three hockey sticks"

3
DADDY HAS 3 HOCKEY STICKS

Daddy has 3
hockey sticks.
DADDY HAS 3 HOCKEY
STICKS



3 D D D

Evening program & extensions: demonstrated effectiveness



Lunchtime K program



Home-based program




Chinese program



Newfoundland program

**Literacy Fun
for Families**




FREE 6-week Family Literacy Program

Thursday evenings from 5:30 pm to 7 pm
March 25 - April 29
Lancaster Junior Public School

* Dinner provided * All family members are welcome *
* Free take-home resources and materials *

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TVO Kids **TVO Parents**

TVO Kids & TVO Parents

Professional collaboration

(e.g. ECE, Kindergarten teacher)

- ✧ Two examples
 - Toronto First Duty
 - Peel Best Start/Full-Day Early Learning Kindergarten
 - ✧ How do staff teams learn to “share minds”?
 - ✧ What makes successful collaboration?
 - ✧ What are the barriers?
 - ✧ How will we address the barriers?
-

Asking staff about collaboration

- ✧ Key informant interviews: semi-structured audio-recorded and transcribed, coded
- ✧ Staff surveys:
 - Rating scales (e.g. benefits of collaboration/integration)
 - Open-ended questions



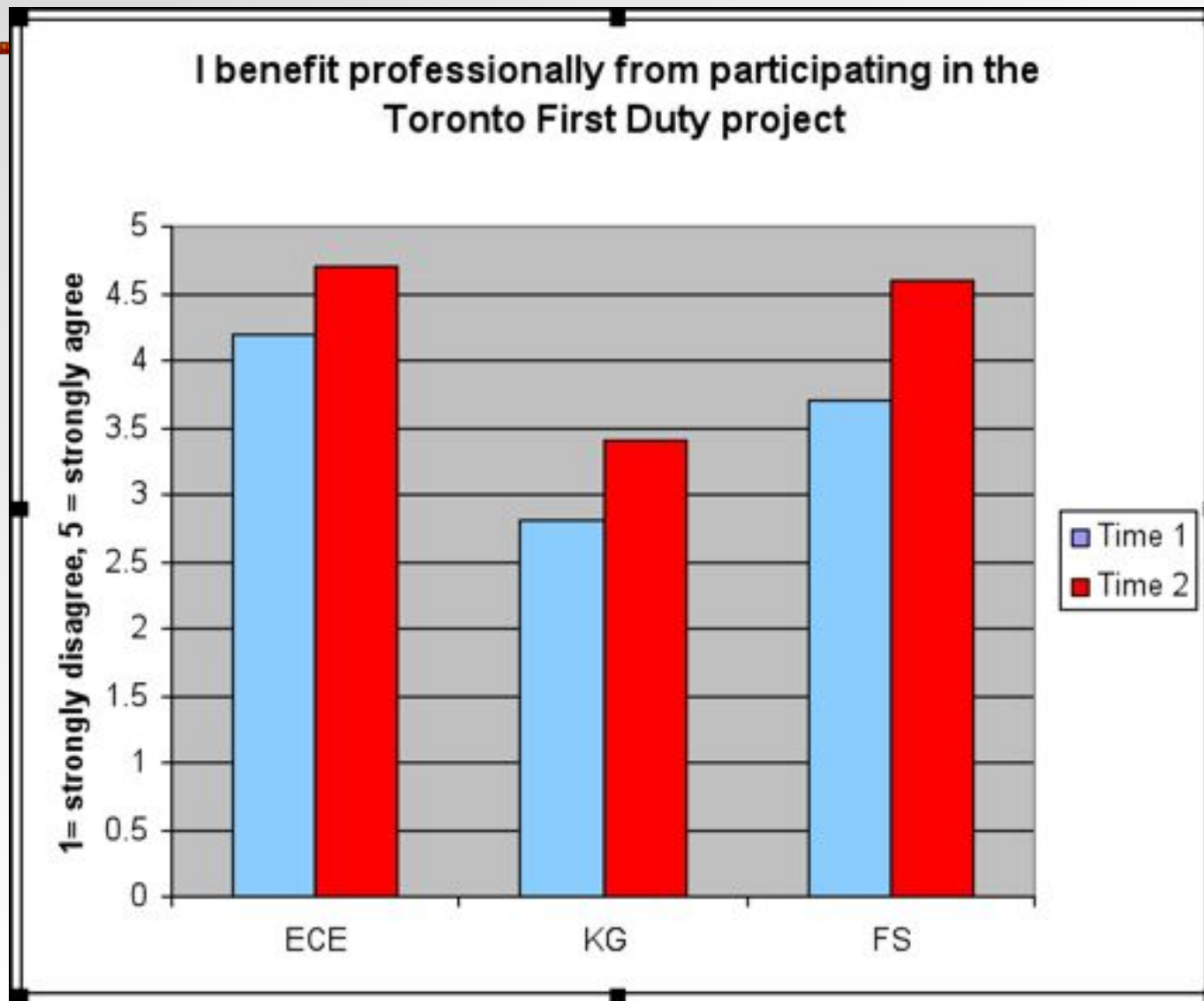
Staff collaboration & integration

- ❖ Among integrated early years team
 - ECE, ECA, K Teacher, Child Care Supervisor, Principal, Partner Agency Manager, Parenting and Family Literacy Worker
 - Site management committee (if applicable)
 - ❖ EY staff team
 - ❖ Partner agencies
 - ❖ Parents
 - ❖ Researchers
-

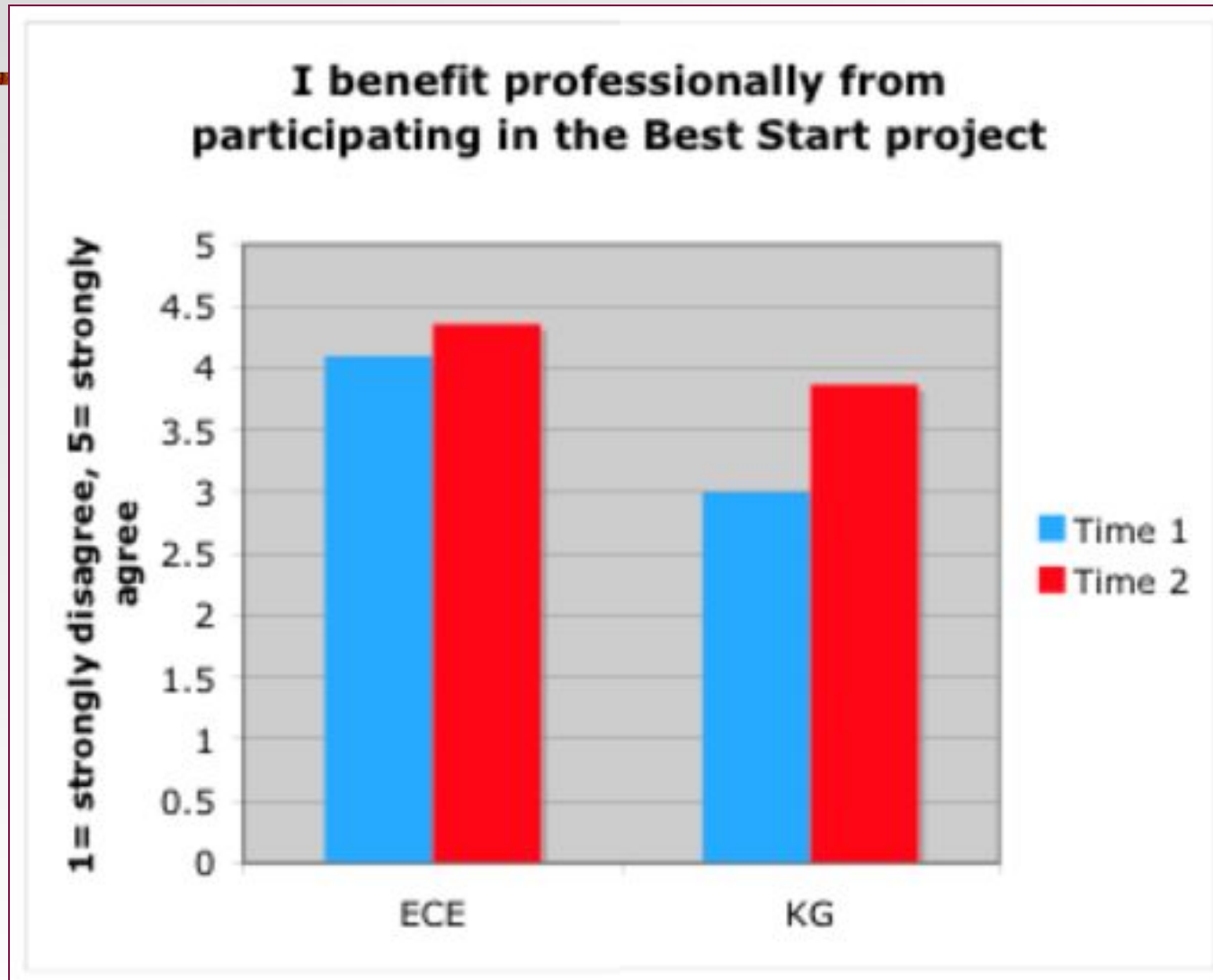
Five themes shown to establish successful integrated staff teams

- 1) Commitment to integration
 - 2) Leadership
 - 3) Time
 - 4) Professional development and support
 - 5) Mentoring and professional respect
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Example: Toronto First Duty Study Staff



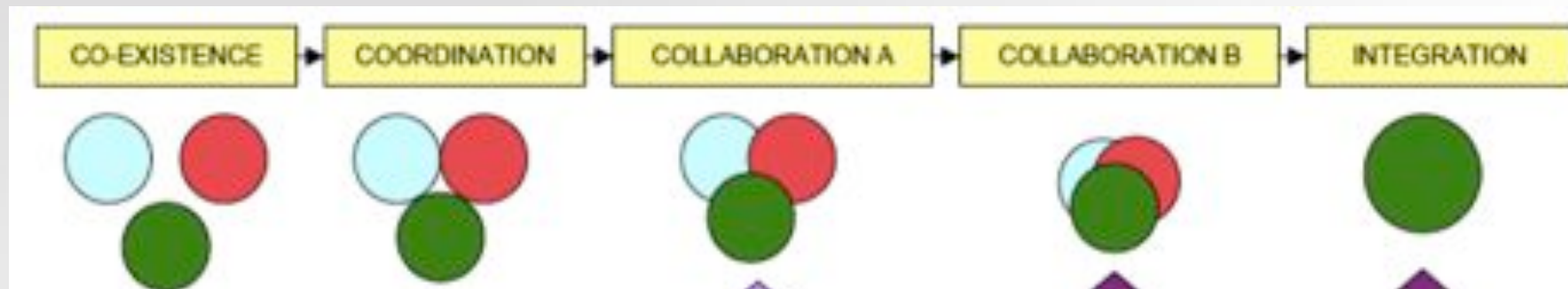
Replication: Peel Best Start Staff



Challenges to integration

- ✧ Time
 - ✧ Space
 - ✧ Program/curriculum (differences ECE & K)
 - ✧ Governance (auspices, licenses, paper work, unions, staffing, leadership)
 - ✧ Staff team (decision making, respect for other, pay inequities, committing to model, turf)
 - ✧ Family (providing right parent support, parent commitment, working with diversity)
-

Toward collaboration & integration



Indicators of Change

- Staff team
 - Integrated learning and care environment
 - Governance
 - Seamless access
 - Parent and community engagement
-

TFD Bruce Site: 3 time points

Indicators of Change Summary TFD - BWELC		Early Learning Environments						Early Childhood Staff Team				Governance					Seamless Access						Parent Participation			
		1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4
Integration -	Level 5	Dark Blue						Dark Blue				Dark Blue					Dark Blue						Dark Blue			
Collaboration -	Level 4	Dark Blue						Dark Blue				Dark Blue					Dark Blue						Dark Blue			
Collaboration -	Level 3	Light Blue						Dark Blue				Dark Blue					Dark Blue						Dark Blue			
Co-ordination -	Level 2	Light Blue						Light Blue				Light Blue					Light Blue						Light Blue			
Co-existence -	Level 1	Light Blue						Light Blue				Light Blue					Light Blue						Light Blue			
	Time 3 - June 2005	1 Curriculum Framework 2 Pedagogical Approach 3 Daily Schedules & Routines 4 Use of Space						1 Program Planning & Implementation 2 Behaviour 3 Roles & Responsibilities 4 Staff Development				1 Decision-making 2 Allocation of Financial Resources 3 Service Planning & Monitoring 4 Program Policies 5 Human Resources					1 Capacity 2 Child Care Provision 3 Child Care Affordability 4 Intake, Enrollment & Attendance 5 Responsiveness to Community 6 TBD						1 Parent Input 2 Parent Participation in Programs 3 Parenting Capacity 4 Relationships With Families			
	Time 2 - June 2003	5 Children's Development & Progress 6 Program Quality																								
	Time 1 - Starting Point 2001																									

Replication in Peel Best Start

Indicators of Change Summary Site 2		Early Learning Environments					Early Childhood Staff Team				Governance				Seamless Access				Parent Participation		
		1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	1	2	3	
Integration -	Level 5	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
Collaboration -	Level 4	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
Collaboration -	Level 3	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
Co-ordination -	Level 2	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
Co-existence -	Level 1	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	Time 5 (future)	1 Curriculum Framework & Pedagogical Approach					1 Program Planning & Implementation				1 Decision-making				1 Capacity				1 Parent Input & Participation in Programs		
	Time 4 (future)	2 Daily Schedules & Routines					2 Behaviour Guidance/ Child Management				2 Allocation of Financial Resources				2 Child Care Provision & Affordability				2 Parenting Capacity		
	Time 3 - April 2010	3 Use of Space					3 Roles & Responsibilities				3 Service Planning & Monitoring				3 Intake, Enrollment & Attendance				3 Relationships With Families		
	Time 2 - Spring 2009	4 Children's Development & Progress					4 Staff Development				4 Program Policies										
	Time 1 - Winter 2008	5 Program Quality									5 Human Resources										

The TFD/Best Start Research Team

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Thanks!



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