

## Report #4

### Interpretation of “School Readiness to Learn Profiles”

The “School Readiness to Learn Profiles” describe, in terms of skills and behaviour, the children who are performing well, and those who are not. They are intended to provide a realistic picture of what it means to have children in a classroom who score very low on a particular domain.

Each of the five domains has been divided into subscales. The subscales were identified using factor analysis. Based on skills and abilities that each subscale represented, score ranges representing children who were definitely ready for school, those who were in the “middle”, and those who were definitely not ready for school were identified.

In the “School Readiness to Learn Profiles”, detailed descriptions of children ready for school and not ready for school are given for each subscale within each of the five domains. For each of the five domains:

- the **percentage** of children ready for school in each subscale are given among the total group of children who score in the **best 25%** of the site’s distribution;
- the **percentage** of children not ready for school in each subscale are given among the total group of children who score in the **lowest 25%** of the site’s distribution. This lowest quarter is split into two groups: those between the 25<sup>th</sup> and 10<sup>th</sup> percentile, and those in the lowest 10<sup>th</sup> percentile.

A comparison of the percentage of children who fall in the lowest 10<sup>th</sup> percentile and who are not ready for school in subscales will identify areas of greatest weakness in the population.

The example below shows the **Emotional Maturity domain**.

Upper 25%

In **XXXX**, there are schools in which a lot of children score in the best 25% on that domain. In total, there are 190 children who scored in the highest 25<sup>th</sup> percentile in the population (i.e. above the 75<sup>th</sup> percentile). Most or all of them exceed on most of the subscales.

Subscale	% of children above the 75 <sup>th</sup> percentile, or best 25% who are <u>ready for school</u> Total N=190	Description of the <u>ready for school</u> range of scores
Prosocial and helping behaviour	<b>93.0%</b>	Children who often show most of the helping behaviours: helping someone hurt, sick or upset, offering to help spontaneously, invite bystanders to join in
Anxious and fearful behaviour	<b>100%</b>	Children who rarely or never show most of the anxious behaviours; they are happy and able to enjoy school, and are comfortable being left at school by caregivers
Aggressive behaviour	<b>100%</b>	Children who rarely or never show most of the aggressive behaviours; they do not use aggression as means of solving a conflict, do not have temper tantrums, and are not mean to others
Hyperactivity and inattention	<b>96.5%</b>	Children who never show most of the hyperactive behaviours; they are able to concentrate, settle to chosen activities, wait their turn, and most of the time think before doing something

Middle 50%

In the majority of schools, most children score below the 75<sup>th</sup> percentile on this domain. The children at the “worst” end of this range, while often distractible, and only occasionally sensitive to other children’s problems as evidenced by their helping behaviour, are rarely aggressive or anxious. The average behaviour of the rest of these children can be described as something in between this description and the description of the best 25<sup>th</sup> percentile above. In short, these children have appropriate emotional skills for their age and should not have problems with being ready for school in this area.

Lowest 25%

In **XXXX**, there were 150 children with scores in the lowest 25<sup>th</sup> percentile. Among those, between 12.6% to 85.3% scored in the not ready range on the subscales.

Subscale	% of children between the 25 <sup>th</sup> and 10 <sup>th</sup> percentile <b><u>not ready for school</u></b> Total N=96	% of children in the lowest 10 <sup>th</sup> percentile <b><u>not ready for school</u></b> Total N=54	Description of the <b><u>not ready for school</u></b> range of scores
Prosocial and helping behaviour	<b>85.3%</b>	<b>71.2%</b>	Children who never or almost never show most of the helping behaviours; they do not help someone hurt, sick or upset, spontaneously offer to help, do not invite bystanders to join in
Anxious and fearful behaviour	<b>12.6%</b>	<b>29.0%</b>	Children who often show most of the anxious behaviours; they could be worried, unhappy, nervous, sad or excessively shy, indecisive; and they can be upset when left at school
Aggressive behaviour	<b>22.7%</b>	<b>75.4%</b>	Children who often show most of the aggressive behaviours; they get into physical fights, kick or bite others, take other people’s things, are disobedient or have temper tantrums
Hyperactivity and inattention	<b>34.3%</b>	<b>85.3%</b>	Children who often show most of the hyperactive behaviours; they could be restless, distractible, impulsive; they fidget and have difficulty settling to activities

Clearly, the subscales with the largest percentage of children (Prosocial and Helping Behaviour and Hyperactivity and Inattention) represent the areas that require the most attention in this population.