



EACHS Head Start, Franklin, WV

Local Project Site Contact:

Investigators

Gretchen D. Butera
School of Education
Indiana University
gbutera@indiana.edu

Karen Diamond
Department of Child Development & Family Studies
Purdue University
kdiamond@purdue.edu

Marci J. Hanson
Department of Special Education
San Francisco State University
mjhanson@sfsu.edu

Eva M. Horn
Department of Special Education
University of Kansas
evahorn@ku.edu

Joan Lieber
Department of Special Education
University of Maryland
JL39@umail.umd.edu

Samuel L. Odom
School of Education
Indiana University
slodom@indiana.edu

Susan Palmer
Beach Center on Disability
University of Kansas
spalmer@ukans.edu

This grant project (#HD046091-01) is funded by the National Institute on Child Health and Development, the Department of Education and the U. S. Department of Health and Human Services.

Children's School Success

*An Experimental Study
of
An Early Childhood
Education Model*

<http://css.crlt.indiana.edu>

1900 Tenth St., Room 516
Bloomington IN 47406
Phone: 812-856-1492
Fax: 812-856-0862
E-mail: css@indiana.edu

Ultimate Goals

- ★ Reduce the educational gap for students who are at risk for less favorable outcomes in school:
- ★ Prepare children for successful school entry through academic and social learning measures.
- ★ Support individualization for students who require assistance for balanced learning.
- ★ Examine the effects of the model across a nationally diverse selection of classrooms in California, Indiana, Kansas, Maryland and West Virginia.



EACHS Head Start, Franklin, WV

CHILDREN'S SCHOOL SUCCESS: THE MODEL

The CSS classroom model is based on scientifically proven effective practices integrated across academic and social areas of development. Individualization occurs for children needing additional assistance.

★ ACADEMIC COMPETENCE

To be successful in school, children must have basic understanding of science, math, and literacy. The academic part of the model combines each of these learning areas into the daily activities.

- ★ Science. Science activities and information serve as the “heart” of the integrated academic curriculum. Science activities build oral language, scientific reasoning, and science knowledge. These activities are also embedded with math and literacy skills.
- ★ Mathematics. Math skills consist of geometric & number concepts, patterns, simple adding and subtracting, graphs, and problem solving.
- ★ Language and Literacy. Skills include oral language & vocabulary, alphabet knowledge, awareness of print, letter/sound understanding, listening and understanding of stories and writing.

★ SOCIAL COMPETENCE

To be successful in school, children must also be able to talk, play, and work with other children in the class, follow directions from teachers, and control their behavior.

Through large group and small group activities, children learn:

- ★ Classroom rules
- ★ Following directions
- ★ Understanding emotions
- ★ Controlling anger
- ★ Social problem solving
- ★ Making Friends
- ★ Doing your best in school

These activities teach children important skills for being successful in kindergarten and early elementary grades as well as aiding in the prevention of behavioral problems.

★ INDIVIDUALIZATION

For children needing extra support, CSS teachers modify class activities and create an individual learning plan. These plans are developed for any children who are having difficulty in the regular activities and/or classroom routines.