

Using the Early Years Evaluation to pave the way for positive transitions in New Brunswick francophone schools

Gina St-Laurent

Director

Student Services

New Brunswick Department of Education

NBf approach to using the EYE-DA and the EYE-TA (big picture)

1. Administer the EYE-DA prior to entering kindergarten
2. Intervene
3. Transition to school
4. Administer the EYE-TA during kindergarten
5. Intervene

Sequence of events pre-K

- Kindergarten registration in October
- EYE-DA administration before mid-December
- Cut scores are set such that approximately 20% of the population will be red and 20% yellow per domain. Intentional so that we don't have children « falling through the cracks »
- Parent meetings prior to administering the EYE

Sequence of events pre-K (continued)

- Reporting to parents (January-February)
 - in person
 - by phone
 - by letter
- Individual student interventions (January-August)
 - targetted to address the child's needs on a domain-specific basis
 - may or may not include parents
 - frequency depends on needs and available services

Sequence of events pre-K (continued)

Examples

- Demonstrate activities parents can do with their child, observe the child, etc. (At home or school, community centre, etc.)
- Meet with parents to refer the child to specialized services
- Can involve up to 8 visits or individual interventions with the child and/or parents

Sequence of events pre-K (continued)

- Group interventions (January-August)
 - Work with SLP and meet with children
 - Parent workshops in the evening to model best practices related to early literacy skill development
 - Frequency depends on needs and available services
 - Hand out the Welcome to Kindergarten kit
 - School visits to meet the teacher, see the school, etc.
 - Ride on the school bus to school with the parent
 - Distribute pamphlets on how to read to your child

Sequence of events pre-K (continued)

- Develop individual transition plans as needed
 - informs principals, classroom teachers, methods and resources teachers, etc. so they can better prepare to welcome the child to K.

Partner with government departments and community organisations

- **Education** + (Department of Social Development + Department of Health + Family Resource Centres + Daycares + Early Childhood Care and Education NB)
- Results in:
 - Less duplication of services
 - Identifying gaps in services
 - Increases in efficiencies and effectiveness of interventions

Sequence of events during K

- Kindergarten starts in September (max 21/class).
- Teacher prepares universally designed activities which foster child development for all children, not just those with a transition plan.
- Students with transition plans are followed more closely by the classroom teacher.

Sequence of events during K

- Students receive extra support as needed.
 - Teacher action plan
 - Referral to strategic team
 - Referral to psychologists, doctors, etc.
 - Some students may need an SEP
- Teacher completes EYE-TA after Christmas (deadline end of January).

Sequence of events during K

- Individual student reports (received immediately)
- Reporting to parents (school's responsibility)
- Individual student interventions
 - Referral to strategic team
 - Referral to psychologists, doctors, etc.
 - Some students may need an SEP

Conclusion

- New Brunswick francophones use the EYE-DA and EYE-TA to screen for kids at-risk of future negative outcomes.
- Interventions are done before entering K, upon entering and during kindergarten and beyond.
- We emphasize the use of leading indicators over trailing indicators so as to intervene as early as possible with each child.

Thank you

Gina.St-Laurent@gnb.ca