Addressing Diversity in Preschool Settings  
Within a Culturally-Sensitive PW-PBS Framework in Germany

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1. Introduction and Background Information about DivKids-PBS

- Current developments in the German education system
  - Transformation towards inclusive education
  - Rapidly increased migration since 2015 due to wars and economic crises (see Fig. 1)
- Current challenges in the context of early childhood education in Germany (e.g., Anders, 2018; Anders et al., 2015)
  - Authorship/Barrel:<br>Achterbahn & Deutscher Jugendrat, 2017; Thole, 2010; Tietze et al., 2013;
  - Increasing cultural and linguistic diversity on all levels (e.g., kids, families, educators)
    - Higher demands on the quality of care regarding successful (compensatory) support for all kids (independent of their background)
  - Educators in German “Kindergarten” are often not yet qualified for addressing diverse aspects of diversity adequately (e.g., European Commission, 2013) and are exposed to high psychological and physical stress (Kraus & Hilber, 2015)

- Preschools (German: “Kindergärten”) play an important role in early social integration processes
  - In Lower-Saxony, preschool attendance is not compulsory
    - Every child from the age three has the legal right to attend a “Kindergarten” free of charge
  - Need for evidence-based practices and for program-wide concepts on preschool level.
  - Academic, emotional and behavioral support on all levels (incl. individualized services for traumatized kids)
  - Effective and culturally sensitive concepts (e.g., Sagv, O’Hare, & Falck, 2015)

- The Pyramid Model (Fox, Ondrak, Hennens, Joseph, & Starn, 2005) provides the foundation of DivKids-PBS which is adapted for the current early childhood education context in Germany and has an additional focus on promoting
  - Kids’ language skills and the linguistic interaction quality between kids and educators
  - Educators’ diversity and collaboration skills
  - DivKids-PBS is funded by the Ministry of Research and Culture of Lower-Saxony, Germany (04/2019 - 06/2022)

2. Purpose

- First research-assisted effort to adapt and implement a culturally sensitive multi-tiered prevention model (+) DivKids-PBS in a preschool setting in Germany
- Primary aims of the DivKids-PBS-project are the culturally-sensitive adaptation of the Pyramid Model (Fox et al., 2005; Hennens et al., 2006) regarding the current situation in “Kindergärten”
  - Translation and adaptation of tools to assess the implementation quality of Div-Kids-PBS (e.g., EC-BQI, Fox, Hennens, Joseph, & Ondrak, 2017; TPOT, Fox, Hennens, & Starn, 2012)
  - Implementation of the adapted concept on tier 1 and 2 to establish a preventive and positive school culture
  - Evaluation of the effects of DivKids-PBS on different levels
- Secondary aims:
  - Adapting evidence-based practices for all three tiers with different focus
devolving new instruments and concepts, e.g., to establish a feasible method for data-based making processes
  - Creating adequate and accessible material for all learners

3. DivKids-PBS: Mehrenden-Präventionsanlage in Kindergärten

Subproject 1: Organizational quality & staff development
- Anna-Maria Hintz, Michael Paal, & Michael Paal
University of Oldenburg (Germany)

Subproject 2: Kids’ social and emotional skills
- Anna-Maria Hintz, Michael Paal, & Michael Paal
University of Oldenburg (Germany)

Subproject 3: Kids’ language skills, & interaction quality
- Eike Eichhorn & Constanze Anheinmann
University of Oldenburg (Germany)

Subproject 4: Kids’ prerequisite skills (reading, writing, math)
- Marie-Christine Vierbuchen & Haidi Mudder
University of Oldenburg (Germany)

Subproject 5: Educators’ collaboration and diversity skills
- Katharina Speck & Boettcher Unke
University of Oldenburg (Germany)

- DivKids-PBS will feature three basic training modules to cover all three tiers (see Fig. 2)
- All subprojects contribute to the training modules on each tier, except subproject 4 which focuses on distortal effects of DivKids-PBS regarding academic prerequisite skills
- Each training module will feature at least three full training days and individual coaching on tier-2 and 3 (e.g., regarding linguistic interactions, collaboration and diversity skills)

4. Methods

5.2 Sample
- Six preschools (three each in treatment and control arms) with at least 20% of the kids with migration background
- Sample size determined using R-package powerflex (Hogress, 2010): approx. N1 = 360, N2 = 48

5.3 Data Analyses
- Linear mixed models estimating random intercepts and random slopes

5.4 Selected Examples of Independent and Dependent Measures

- Children
  - Social-emotional skills (BBQI, Seegers, Holodynski & Sauvageur, 2014
  - PPVT-4, Schwarzer, Senn & Suggate, 2016)
- Staff
  - Career competence (Schwarzer & Schmitz, 1999)
  - Diversity skills (Shargel & Segal, 2017)
  - Collaboration skills (Furthmüller, 2015)
- Collective efficacy (Schwarzer & Schmitz, 1999)
- Implementation of tier-1 supports
- Implementation of tier-2 supports
- Evaluation of tier-2 supports and preparation of tier-3

6. References

- Retrieved from https://assets-global.website-files.com/5d3725188825e071f1670246/5d7fadb7cbe7bd0f1475c7a0_EarlyMindgarden.