

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; Autorengruppe Fachkräftebarometer & Deutsches Jugendinstitut, 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 of all kids (independent of their background)
 - educators in German "Kindergärten" are often not yet qualified for addressing different aspects of diversity adequately (e.g., European Commission, 2012) and are exposed to high psychological and physical stress (Evans & Hilbert, 2015)

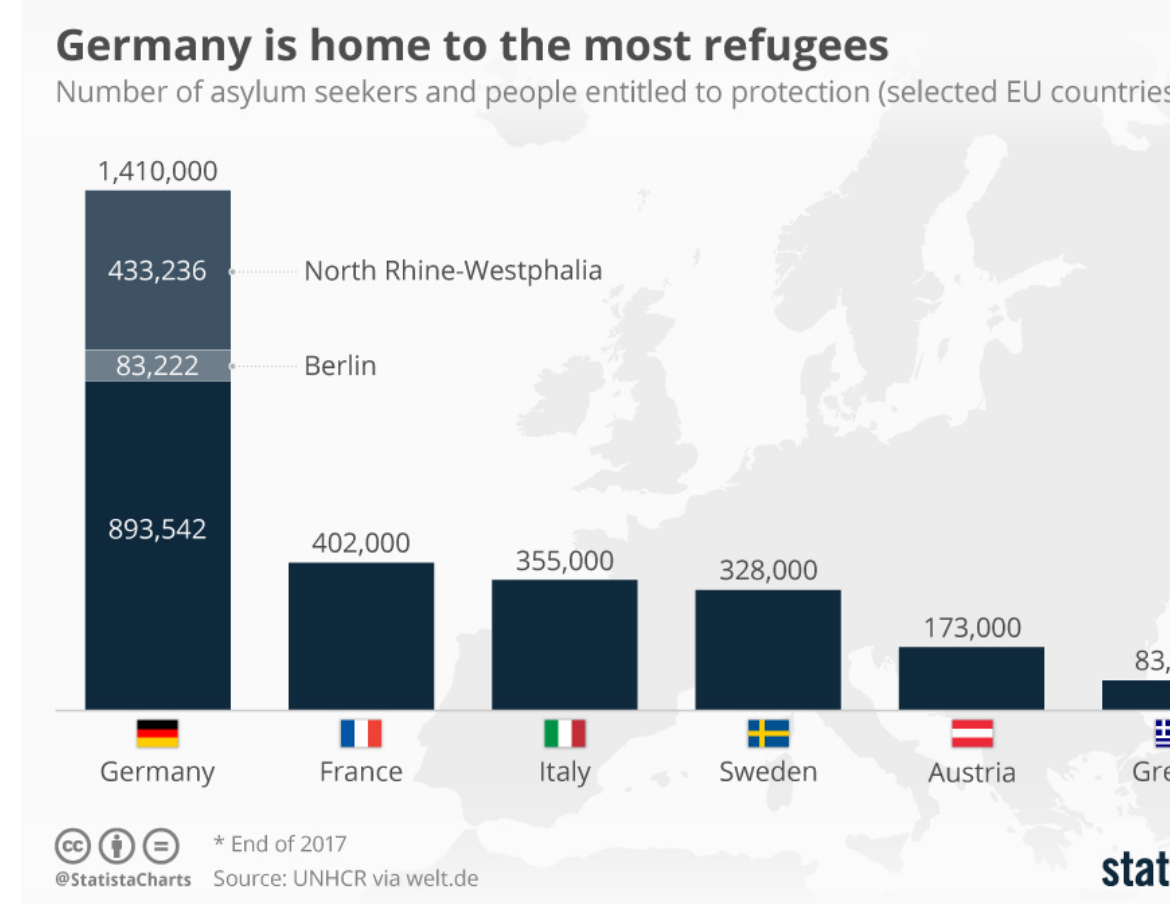


Figure 1. Number of asylum seekers and people entitled to protection (selected EU countries). Source: Statista (2018)

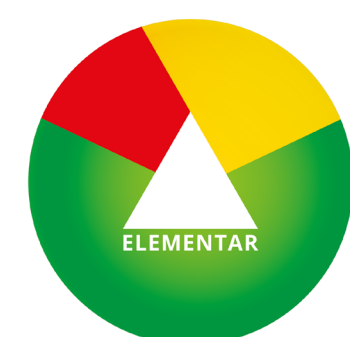
- Preschools (German: "Kindergärten") play an important role in early social integration processes
 - in Lower-Saxony, preschool attendance is not compulsory
 - every child from the age three has the legal right to attend a "Kindergarten" free of charge

- 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 feasible culturally sensitive concepts (e.g., Sugai, O'Keeffe, & Fallon, 2012)
- The Pyramid Model (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003) 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., 2003; Hemmeter et al., 2006) regarding the current situation in "Kindergärten"
 - translation and adaptation of tools to assess the implementation quality of DivKids-PBS (e.g., EC-BoQ, Fox, Hemmeter, Jack, & Perez-Binder, 2017; TPOT, Fox, Hemmeter, & Snyder, 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 foci
 - developing 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



DivKids-PBS
MEHREBENEN-PRÄVENTION IN KITAS

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

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

Subproject 3
Kids' language skills, & interaction quality
Ulla Licandro & Carolyn Andermann
University of Oldenburg (Germany)

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

Subproject 5
Educators' collaboration and diversity skills
Karsten Speck & Astrid Lüers
University of Oldenburg (Germany)

• Culturally sensitive adaptation of the Pyramid Model and integration of aspects relevant to the current situation in German day-care centers ("Kindergärten")

• Supporting kids' social and emotional skills for their further development, the successful transition to school and for their future educational opportunities and social participation

• Extending the Pyramid Model with aspects of language promotion → training modules and materials will be designed

• Assessing kids' prerequisite skills for school (reading, writing, math)

• Extending the Pyramid Model to include the promotion of collaboration and diversity skills for educators → training modules and materials will be designed

- 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 distal 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 (esp. regarding linguistic interactions, collaboration and diversity skills)

4. Methods

5.1 Design

- Longitudinal quasi-experimental design with five measurement times
- Experimental design with wait-list control groups

5.2 Sample

- Six preschools (three each in treatment and control condition), each with at least 20% of the kids with a migration background
- Sample size determined using R-package *powerlmm* (Magnusson, 2018): approx. $N_{Kids} = 360$; $N_{Edu} = 48$

5.3 Data Analyses

- Linear mixed models estimating random intercepts and random slopes

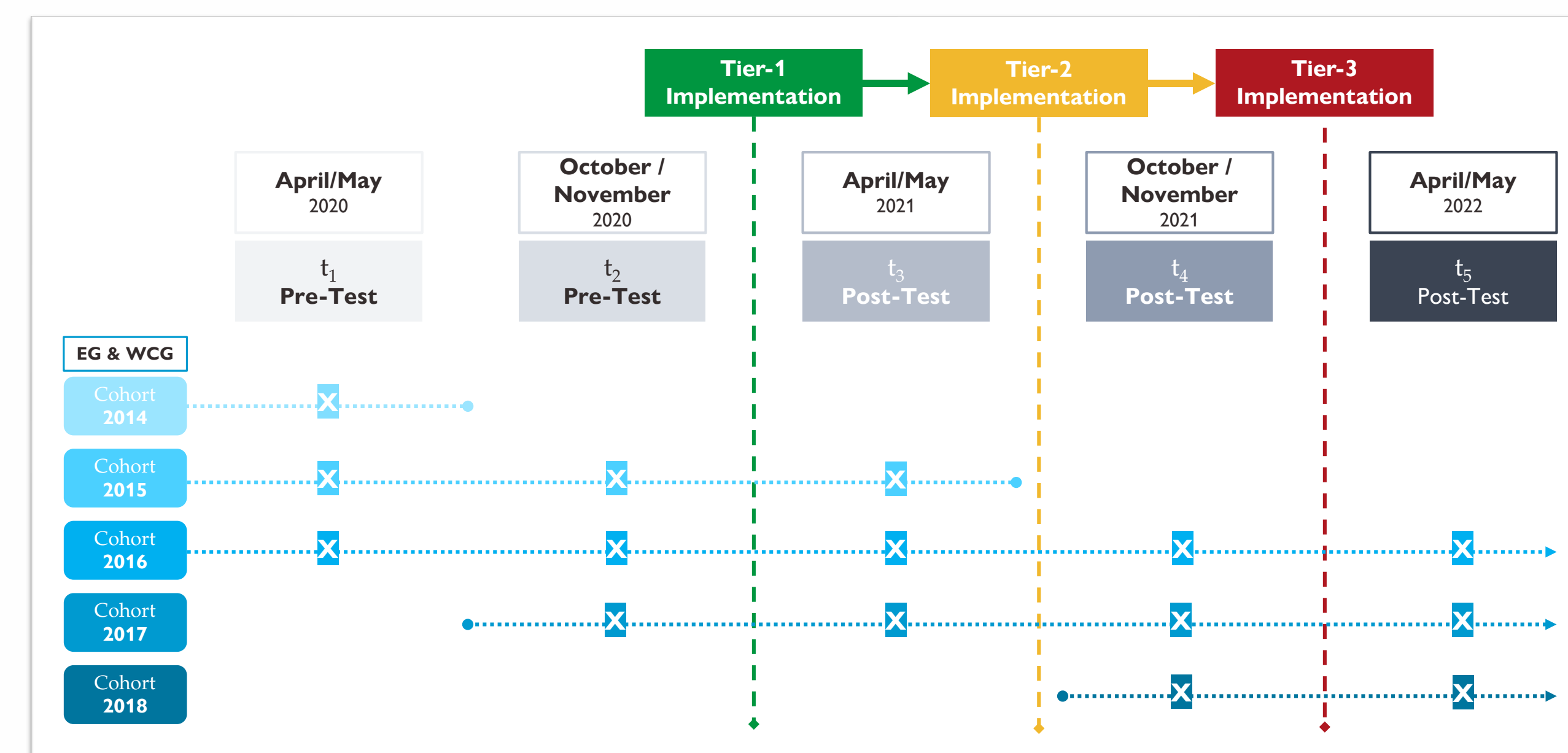


Figure 2. Implementation and Evaluation Process of the DivKids-PBS-Project

5.4 Selected Examples of Independent and Dependent Measures

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| <ul style="list-style-type: none"> • Organisation <ul style="list-style-type: none"> ▪ Implementation quality (EC-BoQ, Fox et al., 2017; TPOT, Fox et al., 2012) ▪ Organizational quality (KES-RZ, Tietze, Roßbach, Nattefort, & Grenner, 2017) ▪ Social validity (Hintz, Paal, & Casale, 2016) | <ul style="list-style-type: none"> • Staff <ul style="list-style-type: none"> ▪ Burnout (MBI-D, Maslach, Jackson, & Leiter, 2018) ▪ Collective efficacy (Schwarzer & Schmitz, 1999) ▪ Diversity skills (Kempen & Engel, 2017) ▪ Collaboration skills (Furthmüller, 2015) ▪ Interviews (group/individual) e.g., regarding diversity | <ul style="list-style-type: none"> • Children <ul style="list-style-type: none"> ▪ Social-emotional skills (BIKO, Seeger, Holodyski, & Souvignier, 2014; EMK3-6, Petermann & Gust, 2016) ▪ Interaction quality (inCLASS, Downer, Booren, Lima, Luckner, & Pianta, 2010) ▪ Language skills (PPVT-4, Lenhard, Lenhard, Seegerer, & Suggate, 2016) |
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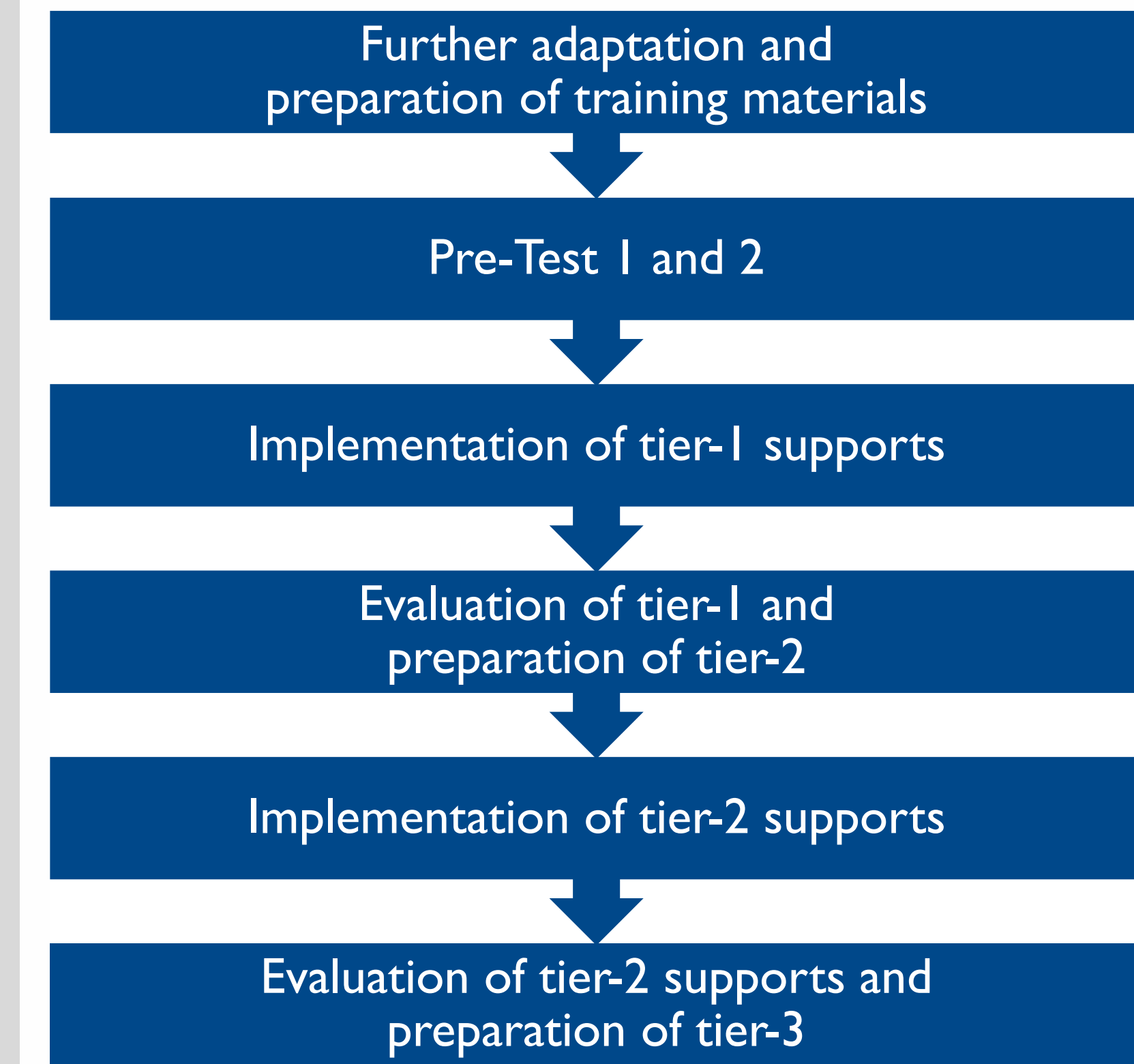
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5. Next Steps



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