



# Head Start CARES for Migrant and Seasonal Families

Adapting a Preschool  
Social-Emotional Curriculum

OPRE Report 2014-43  
June 2014

# Head Start CARES for Migrant and Seasonal Families: Adapting a Preschool Social-Emotional Curriculum

OPRE Report 2014-43

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# Overview

Supporting the development of young children’s social-emotional skills and competencies in pre-school programs, including Head Start, is increasingly viewed as important. At the same time, there has been greater recognition of the need to adapt evidence-based programs for special populations such as the children and families of migrant and seasonal workers.

The Migrant and Seasonal Head Start (MSHS) CARES (Classroom-based Approaches and Resources for Emotion and Social skill promotion) case study provided an opportunity to evaluate the adaptation and implementation of an existing evidence-based, social-emotional curriculum for use in the MSHS program. The Preschool PATHS (Promoting Alternative Thinking Strategies) curriculum, which focuses on improving children’s social-emotional problem-solving skills, was selected for adaptation from among three strategies that were tested in the national Head Start CARES demonstration. The study team and the curriculum developers worked with two MSHS grantees to identify needed adaptations to the program model, and two classrooms from each grantee implemented the adapted curriculum.

Focusing on the two grantees’ implementation experience, this report describes methods for delivering social-emotional programs in MSHS settings, as well as features inherent in MSHS centers and the characteristics of children in MSHS programs that can inform adaptations of other program models to these settings. Lessons from this study are relevant to the debate about how to balance the competing demands of fidelity to an evidence-based model with the need to adapt programs for special populations or circumstances.

## Key Findings

The MSHS CARES experience suggests that adaptations can account for important cultural differences while staying true to the core principles and components of evidence-based programs. Specific adaptations to Preschool PATHS fell into three categories: (1) structural adaptations, many of which addressed the varying lengths of MSHS school years and the wide age range of MSHS students; (2) cultural adaptations, including a strong focus on the role of parents; and (3) language adaptations involving the translation of PATHS materials into Spanish.

- The PATHS developers led the adaptation process. Together with stakeholders’ input, they maintained the core theory and integrity of the enhancement while responding to the particular needs of MSHS programs and the families they serve.
- Participants viewed the strong professional development model — including teacher training, weekly coaching, and technical assistance — as essential to the implementation of PATHS in MSHS classrooms.
- Sensitivity to language and cultural fit were important to delivering the enhancement and coaching in the bilingual, bicultural MSHS settings.
- Implementation of PATHS went well in all the classrooms. Despite varying program durations of 10 weeks, 5 months, and 7 months, teachers delivered the program as planned. However, 10 weeks may not allow enough time to implement the curriculum, unless the content can be reduced without compromising the integrity of the program.
- Adding a parent component to Preschool PATHS was very important to the MSHS community, and parents from both grantees had a very positive impression of the program.

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## Executive Summary

The early twenty-first century has seen increased attention to developing young children’s social-emotional skills and competencies in preschool programs, including Head Start — the largest federally funded early-childhood education program in the United States. At the same time, there has been greater recognition of the importance of adapting evidence-based programs to meet the needs of special populations such as the children and families of migrant and seasonal workers.<sup>1</sup> The Head Start CARES demonstration,<sup>2</sup> which evaluated three strategies that were designed to improve the social-emotional development of children in Head Start classrooms, provided an opportunity to study the adaptation and implementation of an existing evidence-based, social-emotional curriculum for such a population. The curriculum, called Preschool PATHS (Promoting Alternative Thinking Strategies), was offered through the Migrant and Seasonal Head Start (MSHS) program, which is operated across the country and is the subject of this report. The Head Start CARES demonstration was supported by the Office of Planning, Research and Evaluation in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), and was conducted by MDRC, a nonprofit, nonpartisan education and social policy research organization, in collaboration with MEF Associates and several academic partners.

The MSHS programs present structural, cultural, and language characteristics that make them quite different from regional Head Start programs that serve a more general population of low-income children and families. This study aimed to determine whether a social-emotional program model developed initially for other populations can be *adapted* and *implemented* to meet the specific needs of the MSHS population. Thus, the MSHS CARES case study was designed as a “sister” study to the overall Head Start CARES demonstration. Preschool PATHS was selected for adaptation from among the three strategies, or program “enhancements,” tested in Head Start CARES, based on a review of the needs of MSHS children, the attributes of

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<sup>1</sup>Gonzales et al. (n.d.); Steiker et al. (2008); Bernal, Bonilla, and Bellido (1995).

<sup>2</sup>CARES is an acronym for Classroom-based Approaches and Resources for Emotion and Social-skill promotion. The Head Start CARES demonstration was conceived and sponsored by the Office of Head Start and the Office of Planning, Research and Evaluation in the Administration for Children and Families, U.S. Department of Health and Human Services. The study included an impact evaluation using a research design in which Head Start centers were randomly assigned to a program group that implemented one of three social-emotional strategies, or “enhancements” to the Head Start program, or to a control group that conducted “business as usual.” The three models tested in Head Start CARES were The Incredible Years Teacher Training Program, Preschool PATHS, and Tools of the Mind. For more information on Head Start CARES, see Mattera, Lloyd, Fishman, and Bangser (2013).

PATHS, and the strong interest and experience of the PATHS developers who had prior experience adapting the curriculum for use in other countries.<sup>3</sup>

This case study describes methods for delivering social-emotional programs in MSHS settings, as well as features inherent in MSHS centers and the characteristics of the children in MSHS programs, that can inform adaptations of other program models to these settings. In addition, the lessons from this study are relevant to the considerable debate about how best to balance the competing demands of fidelity to the core components of an evidence-based model with the need to adapt the model for special populations or special circumstances.

Four classrooms from two MSHS grantees were involved in this case study. Both grantees enthusiastically participated in the project. The researchers collected information on program implementation from a variety of sources, including site visits and logs kept by teacher coaches and trainers (who were part of the program’s professional development component, described later), as well as interviews with program staff and parents. While the study does not test the *impact* of Preschool PATHS in the MSHS context — that is, the effect it has on children’s social-emotional outcomes — it provides a rich set of qualitative and quantitative information about the two grantees’ implementation experience. And, even though the sample is small and not representative of the broader MSHS grantee community, examining the experience of these two grantees is a first step in understanding how well such programs can be adapted to this context.

## **Migrant and Seasonal Head Start**

MSHS serves a large and diverse population across the country. Fifty-six MSHS grantees and delegate agencies currently serve 32,000 children across 38 states.<sup>4</sup> MSHS centers function differently from other Head Start centers because of the population they serve. For example, MSHS centers operate on schedules that accommodate the long work hours and varied duration of the local farming seasons, as well as fluctuating demand as families move in and out of the area for work. Thus, the MSHS day can extend up to 12 hours, programs can be conducted at different times of the year, and some programs can be as short as six weeks. As MSHS programs may have brief contact with the children, and as parents are such a strong source of

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<sup>3</sup>Preschool PATHS developers have implemented their curriculum for use in 18 different countries (SAMHSA, 2007)

<sup>4</sup>ACF (n.d.); NMSHSCO (2012). A grantee/delegate agency is the local public or private nonprofit agency that receives federal funding to operate Head Start programs.

support for the programs, a main goal of MSHS is to strengthen parents' involvement in supporting children's education and development.<sup>5</sup>

Since the majority of families participating in MSHS are Mexican immigrant farm-workers whose primary language is Spanish, MSHS classroom instruction is bilingual. In addition to the stresses of poverty, children in these programs are likely to face stressors associated with residing in substandard housing,<sup>6</sup> moving often from place to place, and living with the fear and uncertainty related to the immigration status of their family and friends.<sup>7</sup> At the same time, the informal network of MSHS families can be quite strong, supported by large extended families and a sense of *familismo*, whereby the family system is of primary importance.<sup>8</sup>

## **MSHS Grantees Participating in the CARES Demonstration**

The evaluation plan for the MSHS CARES case study called for two MSHS grantees to participate; the grantees were chosen carefully to provide some geographic diversity as well as variation in the age of the children served and the core curricula. Variation in the duration of classroom operating periods, ranging from 10 weeks to 7 months, provided the opportunity to observe adaptation and implementation using a variety of diverse schedules that are common among MSHS grantees.

Selection criteria included program and leadership strength, geographic diversity, variation in program duration, classroom availability, and grantee willingness to participate. The Office of Head Start identified several grantees with a history of strong performance and management that they believed would be interested in participating in the study. The research team contacted those grantees and visited two that met the study's criteria and were enthusiastic about participation. Redlands Christian Migrant Association (RCMA) in Immokalee, Florida, and Stanislaus County Office of Education (SCOE) in California were selected for participation. RCMA was founded in 1965 and, as of 2014, provides Migrant and Seasonal Head Start services to 2,000 children annually across 16 counties. SCOE, which is the lead operating agency of the Central California Migrant Head Start program, has operated since 1973 and, as of 2014, is funded to serve 3,000 children annually in a seven-county region.

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<sup>5</sup>Boss (2000).

<sup>6</sup>Farmer and Slesinger (1992); Hansen and Donohoe (2003); Hernandez (2004); Barrueco and O'Brien (2011); Vallejos et al. (2011).

<sup>7</sup>Undocumented noncitizens who meet eligibility requirements can enroll their children in Head Start.

<sup>8</sup>Parra-Cardona et al. (2006); Ojeda and Piña-Watson (2013).

## Preschool PATHS

The Preschool PATHS program (PATHS) is an evidence-based, social-emotional learning “enhancement” that includes explicit lessons and teaching strategies designed to teach children about emotions and responses to peers in social interactions.<sup>9</sup> PATHS is built on research that focuses on the importance of “emotion knowledge” (the ability to identify and communicate about emotions), self-regulation, and problem-solving skills for children’s school-readiness and healthy development. Emotion knowledge helps children accurately interpret the social cues of others, and it lays the foundation for effective problem-solving. The primary focus of the PATHS intervention is to help children *develop and internalize social and emotional skills*. PATHS helps teachers create a supportive classroom environment and interact with their students in ways that help the children understand and apply the skills that they are taught in lessons. The key components of PATHS are summarized in Table ES.1.

MSHS CARES also includes a professional development component (described in more detail later) that consists of structured teacher training, follow-up weekly coaching in the classroom, and ongoing technical assistance.

Preschool PATHS was judged to be a good fit for MSHS CARES based on a review of the research on the needs of children in the Migrant and Seasonal Head Start program, the attributes of the program enhancement, and the interests of the model’s program developers.

## Key Findings and Lessons

The findings and lessons from the MSHS experience are relevant not only for Head Start practice but also more generally for curriculum developers and practitioners interested in adapting other programs for use with special populations. Key data sources include notes from site visits and telephone calls to capture the grantees’ interactions with the curriculum developers; weekly and monthly online coach and trainer logs to capture the ongoing coaching process and fidelity of classroom implementation to the model; and site visits to conduct structured interviews with grantee administrative staff, coaches, and teachers. During these visits, the

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<sup>9</sup>At the time that the MSHS case study began, there had been one published randomized controlled trial of Preschool PATHS alone, one published randomized controlled trial of Preschool PATHS plus a literacy component (called REDI), and one published randomized controlled trial of Preschool PATHS plus a professional development component. The results suggested that PATHS led to improvements in direct assessments and teacher ratings of children’s social problem-solving, emotion knowledge, and behavior regulation. See Bierman et al. (2008a, 2008b, 2010, 2013); Domitrovich, Cortes, and Greenberg (2007); Domitrovich et al. (2010); Hamre, Pianta, Mashburn, and Downer (2012). More information about Preschool PATHS can be found at [www.pathstraining.com/main/curriculum/](http://www.pathstraining.com/main/curriculum/).

## Migrant and Seasonal Head Start CARES

Table ES.1

### Key Components of Preschool PATHS in Head Start CARES Classrooms

Component	Description
Weekly “circle time” lessons	Weekly lessons introduce feelings and PATHS strategies to the classroom. Puppets of the PATHS characters, stories, and illustrations are used to deliver the lessons.
“Kid of the Day”	Every day, teachers choose a child at random to be Kid of the Day. The class practices giving compliments to this child, which are compiled by the teachers and sent home to the child’s parents.
Extensions	A variety of extension activities are used to further incorporate the PATHS lessons into the classroom. These activities can be related to music, art, literacy, mathematics, etc.
The “Turtle” technique	“Doing Turtle” is presented to children as a way to stay in control when they are feeling strong emotions. It combines a gesture (crossing the arms), controlled breathing, and verbalizing emotions and issues. (“The problem is ___ and it makes me feel ___”)
FREE strategies	Teachers use these strategies to provide children with feedback and support to help them reflect on their behavior and self-correct. They are used as an alternative to direct commands when children exhibit mild forms of disruptive behavior.

SOURCES: Bierman et al. (2008a, 2008b); Domitrovich, Cortes, and Greenberg (2007).

research team also had informal discussions with groups of parents from each of the four participating classrooms.

#### Preschool PATHS Adaptation

- **The Preschool PATHS developers led the adaptation process. Together with input from stakeholders, they maintained the core theory and integrity of the enhancement while responding to the particular needs of Migrant and Seasonal Head Start programs and the families they serve.**

The PATHS developers led an iterative process of stakeholder input followed by program adaptation and additional stakeholder review. This process lasted about one year, including initial meetings with experts and stakeholders — researchers from academia and private firms, MSHS practitioners and administrators, foundation representatives, and MSHS training

and technical assistance providers, as well as representatives from ACF and the Office of Head Start. Initial consultations were followed by six months of active adaptation by the program developers, and time for translation of materials from English to Spanish. The resulting PATHS adaptation appeared to balance fidelity to the original PATHS model with sensitivity to the unique needs and circumstances of MSHS programs. The adaptation process resulted in structural, cultural, and language adaptations, as described later in this section.

- **The direct and focused involvement of the implementing grantees provided valuable input for the program developers throughout the adaptation process and built grantee buy-in.**

The staff of the grantees provided very direct and specific input to the adaptation process. They described their circumstances; explained their yearly and daily schedules; reviewed lessons, stories, and illustrations; and reviewed the parent workshops (described below). This input helped the developers tailor PATHS changes to address the grantees' specific needs. It also promoted strong support by local leadership and teachers for program implementation.

- **Structural adaptations supported implementation in the varying time frames of MSHS programs and took into account the inclusion of children from 3 to 5 years of age in the classrooms.**

Developers adjusted the enhancement to facilitate PATHS delivery in program durations of 10 weeks, 5 months, and 7 months. This restructuring preserved core lessons on key strategies and basic emotions, and included a selection of “enriching” lessons about more complex emotions that are considered most relevant to the community. Alternative guidelines for pacing the program increased implementation from one lesson per week to at least two lessons per week, enabling teachers to cover the adapted content in the allotted time. An extended daily instruction period in MSHS classrooms made this increase possible. PATHS is targeted primarily to 4-year-old children. The program developers provided developmental notes for teachers and alternative “transition points” (points of transition from one classroom activity to another) in the enhancement to support the generally lower developmental levels of 3-year-old children compared with older children in the classroom.

- **Cultural adaptations focused on the selection of lessons of particular relevance to MSHS children.**

The lessons adapted from the existing PATHS curriculum focused on emotions such as being *calm and relaxed*, *caring*, *tired*, *frustrated*, and *proud*. In addition, new stories (“Tomás Is Moving” and “Tomás Feels Worried”) were developed for teachers to address other relevant emotions, such as *worried*, *lonely*, and *safe*.

- **The Preschool PATHS adaptation used parent education sessions to emphasize a connection with families.**

A major adaptation involved creating parent education sessions to expose parents to the PATHS content that their children received in the classroom. While parent involvement is a key component of Head Start overall, the multiple stakeholders reported that the MSHS community believes that it is an especially critical aspect of their programs. Three parent workshops were designed to provide opportunities for parents to learn about and practice the core theories and components of PATHS (talking about feelings, supporting your child's effort, and talking with your child about emotions). Each session covered a particular theme in parent-child interactions, followed by an explanation and demonstration of a PATHS lesson. Parents received small games and descriptions of activities to play with their children at home, with the aim of reinforcing the concepts covered during the sessions.

- **All Preschool PATHS materials were translated into Spanish, including notes and lesson preparations for teachers and for the parent workshops.**

Translation was a critical component of the adaptation process, as MSHS classes are taught bilingually. A rigorous method produced a version appropriate for preschool children and their parents. The translation took into account the national origins and low literacy rates of the MSHS population. As a result, translators used Spanish words and idioms that are common in Mexico as opposed to other Spanish-speaking countries,<sup>10</sup> and selected the simplest Spanish words when an English word could be translated in multiple ways. Maintaining the meaning of the initial PATHS curriculum was challenging, primarily because of lexical and syntactical differences between English and Spanish.

### **Implementation Experience**

- **Implementation of Preschool PATHS was supported by a structured professional development and technical assistance effort that was well implemented in the MSHS grantees' classrooms.**

The professional development and technical assistance effort used with MSHS grantees was based on the model that had been implemented for the larger Head Start CARES study and included both training and coaching. Experienced PATHS trainers provided two training sessions (three days total) for teachers and coaches for each grantee. The training was delivered as planned, well attended, and highly rated for both grantees. In addition, the PATHS trainers and the MSHS CARES research team provided technical assistance to the grantees. Coaches

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<sup>10</sup>The grantees participating in MSHS CARES served primarily Mexican families.

generally spent at least an hour per week in each classroom and then met with teaching staff for at least 30 minutes. Coach quality, as rated by the PATHS trainers, was moderately high — 3.9 on a scale of 1 (low) to 5 (high).

- **Participants reported that the strong professional development model — including teacher training, weekly coaching, and ongoing technical assistance — was essential to the implementation of Preschool PATHS in the MSHS classrooms.**

Grantee managers (directors, MSHS education coordinators, and MSHS center directors) and teachers reported that the training and coaching gave them the tools they needed to implement PATHS. Further, grantee managers indicated that they would need a similar approach to professional development if they were to implement the enhancement more broadly in their programs. This is similar to the experience in the larger Head Start CARES study and further reinforces the importance of ongoing training and coaching for implementing changes in teacher practice.

- **Sensitivity to language and cultural fit were important to delivering the enhancement and coaching in the bilingual, bicultural MSHS settings.**

Training sessions were delivered in English, and trainers were not fluent Spanish speakers. Overall, teachers understood and participated in the training in English with little difficulty, even though the level of English fluency varied among the teachers. However, while two of the three coaches were native Spanish-speakers, the one coach who was not fluent in Spanish faced challenges. These challenges included difficulties in observing Preschool PATHS lessons that were conducted in Spanish and discussing abstract concepts during coaching sessions. However, teachers and grantee management staff were satisfied with this coach's performance. Although trainers, coaches, and teachers might be able to surmount language barriers and cultural differences, the MSHS CARES experience suggests that it is preferable to use trainers and coaches whose language and cultural backgrounds match those of the population served.

- **Implementation of Preschool PATHS went well in all the classrooms; however, challenges that were encountered in the 10-week intervention suggest that the quality of instruction was compromised by this shorter schedule.**

Despite varying program durations, teachers were able to incorporate PATHS into their regular classroom schedules and deliver the curriculum as planned. The teachers found the Spanish translation and the side-by-side presentation of lesson plans in both Spanish and English to be effective. The 10-week program schedule proved to be the most challenging one

to accommodate. Despite a very strong and motivated teacher who delivered all the lessons, there were fewer opportunities for review and reinforcement of the concepts, and children may not have had adequate time to internalize the concepts. All involved believed that the quality of instruction was compromised by the limited classroom time. Ten weeks may not be enough time to implement the curriculum, unless additional adaptations can be made to reduce the content without compromising the integrity of the program.

- **Both grantees felt the adapted version of Preschool PATHS met the needs of their Migrant and Seasonal Head Start classrooms.**

Teachers had positive impressions of PATHS and reported that it made a difference in their classrooms. Teachers particularly appreciated the well-specified lessons and structure of PATHS, as well as its flexibility. Despite the relatively short time period (compared with a traditional school year of approximately nine months) for implementation, staff said they saw changes in children’s behavior and peer interactions. They said they perceived increased self-regulation among the children, as well as increased empathy with their peers and teachers. They also reported a positive effect on their own classroom management. While this is encouraging, these staff perceptions do not constitute rigorous evidence of the effectiveness of PATHS.

- **Adding a parent component to Preschool PATHS was very important to the MSHS community.**

Both grantees implemented the parent education workshops using the materials that PATHS developed. Parent workshops for both grantees were conducted in Spanish, and presenters found the translation to be effective. Grantees considered the parent workshops to be of great value and gave high ratings for parent engagement and receptiveness across sessions. Grantees reported that there was a “hunger” in their community for discussions about feelings, and noted that when parents are included in what goes on in the classroom, they can then follow up with their children at home. Given the important role of parents in Head Start and other preschool programs, a similar component might be a valuable addition to the core PATHS program.

- **Parents from both grantees had a very positive impression of Preschool PATHS.**

Parents greatly appreciated the opportunity their children had to participate in PATHS, and they cited numerous examples of positive changes in behavior that they attributed to the program. Many parents were aware of Tomás and other characters that appear in PATHS stories from their children, who in some cases could bring home a puppet when they were selected “Kid of the Day” (a daily PATHS component in which a child is selected for a special job and

receives compliments from the teacher and the other children). Some parents reported that their children were more attuned to their feelings and used PATHS strategies at home.

## **Conclusions**

This study offers insights about the experience of program developers, grantee management staff, coaches, teachers, and parents in adapting and implementing the Preschool PATHS social-emotional enhancement in MSHS classrooms. The adaptation and implementation both benefited from enthusiastic developers and local program directors, MSHS education coordinators, MSHS center directors, and teachers who took the opportunity to participate, working in collaboration to make structural, cultural, and language adaptations. Together, they implemented a comprehensive professional development model designed to support the delivery of PATHS in the classroom. Implementation of the program in the classroom and of the parent workshops went well, and the program staff and parents viewed the program positively. However, all parties agreed that the program, as adapted, included too much material for implementation in 10 weeks.

The MSHS CARES experience suggests that program adaptations can account for important cultural differences, while staying true to the core principles and components of evidence-based interventions. Although significant adaptations were made to Preschool PATHS, teachers and children appeared to respond to the intervention in MSHS settings much as they did in other Head Start programs. This case study found similar patterns as the main Head Start CARES study did in the way teachers integrated PATHS into their classrooms, as well as in teachers' reports of how the program affected classroom management and children's social-emotional development.

Many of the Preschool PATHS adaptations appear to be applicable to the broader Head Start community. Since regular Head Start programs are serving an increasing number of 3-year-olds, efforts to shorten lessons and stories, to build clear steps to help children make the transition from one classroom activity to another, and to include developmental notes for teachers could be helpful in other Head Start classrooms. The translation of PATHS into Spanish was crucial for the MSHS program in this study, and many other Head Start classrooms that serve Spanish-speaking children might likewise benefit from a Spanish version of PATHS. The inclusion of parent workshops, such as those implemented in this project, would be beneficial to other Head Start programs as well.

MSHS CARES generated a strong partnership among local program operators, Preschool PATHS developers, and researchers working collaboratively to identify and incorporate key adaptations into PATHS, to implement the program in the classroom, and to reflect on their collective experience. This partnership was key to the program's successful implementation.

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## Chapter 1

# The Migrant and Seasonal Head Start CARES Evaluation: Introduction, Policy Context, and Research Design

The early twenty-first century has seen growing attention to developing young children’s social-emotional skills and competencies in preschool programs, including Head Start — the largest federally funded early-childhood education program in the United States. At the same time, there has been greater recognition of the importance of adapting evidence-based programs to meet the needs of special populations such as the children and families of migrant and seasonal workers.<sup>1</sup> The Head Start CARES demonstration, which evaluated three strategies that were designed to improve the social-emotional development of children in Head Start classrooms, provided an opportunity to study the adaptation and implementation of an existing evidence-based, social-emotional curriculum for such a population.<sup>2</sup> The curriculum, called Preschool PATHS (Promoting Alternative Thinking Strategies), was adapted for use in the Migrant and Seasonal Head Start (MSHS) program, which is operated across the country and is the subject of this report. The demonstration was supported by the Office of Planning, Research and Evaluation in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services, and was conducted by MDRC, a nonprofit, nonpartisan education and social policy research organization, in collaboration with MEF Associates and several academic partners.

Early in the planning of Head Start CARES, ACF and the research team determined that MSHS programs should not be included in the main demonstration because of structural, cultural, and language characteristics that make them quite different from regional Head Start programs, which serve a more general population of low-income children and families. In addition, it was thought that there would be great value in determining whether a social-emotional program model developed initially for other populations could be *adapted* and *implemented* to meet the specific needs of the MSHS population. Thus, the MSHS CARES study was designed as a “sister” study to the overall Head Start CARES demonstration. In brief,

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<sup>1</sup>Gonzales et al. (n.d.); Steiker et al. (2008); Bernal, Bonilla, and Bellido (1995).

<sup>2</sup>CARES is an acronym for Classroom-based Approaches and Resources for Emotion and Social-skill promotion. The Head Start CARES demonstration was conceived and sponsored by the Office of Head Start and the Office of Planning, Research and Evaluation in the Administration for Children and Families, U.S. Department of Health and Human Services. The study included an impact evaluation using a research design in which Head Start centers were randomly assigned to a program group that implemented one of three interventions to promote children’s social-emotional development or to a control group that conducted business as usual. See Mattera, Lloyd, Fishman, and Bangser (2013) and Morris, Mattera, Castells, and Bangser (forthcoming).

the full intervention included both the adapted Preschool PATHS curriculum and a professional development component that consisted of structured teacher training, follow-up weekly coaching in the classroom, and ongoing technical assistance.

This MSHS CARES report describes the adaptation and implementation of Preschool PATHS — one of the three social-emotional “program enhancements” tested in the Head Start CARES demonstration — for this population.<sup>3</sup> The report informs program practitioners about methods for delivering social-emotional interventions in MSHS settings. In addition, it includes a description of MSHS centers and the children in MSHS classrooms that can inform adaptations of other program models. Finally, the lessons from this study are relevant to the considerable debate about how best to balance the competing demands of fidelity to the core components of evidence-based models with the demands to develop adaptations that address the needs of special populations or special circumstances.

## **The Migrant and Seasonal Head Start Population**

MSHS serves a large and diverse population across the country. Fifty-six MSHS grantees and delegate agencies currently serve 32,000 children across 38 states.<sup>4</sup> MSHS centers function differently from other Head Start programs because of the population they serve. For example, MSHS centers operate on schedules that accommodate the long work hours and varied duration of the local farming seasons, as well as fluctuating demand as families move in and out of the area for work. Thus, the MSHS day can extend to up to 12 hours, programs can be conducted at different times of the year, and some programs can be as short as six weeks. As MSHS programs may have brief contact with the children, and parents are such a strong source of support for the programs, a main goal of the program is strengthening parent involvement in supporting children’s education and development.<sup>5</sup>

Since the large majority of families participating in MSHS are Mexican immigrant farmworkers whose primary language is Spanish, MSHS classroom instruction is bilingual. In addition to the stresses of poverty, children in these programs face additional stresses associated with residing in substandard housing,<sup>6</sup> moving often from place to place, and living with the fear and uncertainty related to the immigration status of their family and friends.<sup>7</sup> At the same

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<sup>3</sup>These interventions are called “enhancements” because they enriched and complemented existing practices and curricula used in Head Start classrooms.

<sup>4</sup>ACF (n.d.); NMSHSCO (2012). A grantee/delegate agency is the local public or private nonprofit agency that receives federal funding to operate Head Start programs.

<sup>5</sup>Boss (2000); Naughton (2004).

<sup>6</sup>Farmer and Slesinger (1992); Hansen and Donohoe (2003); Hernandez (2004); Barrueco and O’Brien (2011); Vallejos et al. (2011).

<sup>7</sup>Undocumented noncitizens who meet eligibility requirements can enroll their children in Head Start.

time, the support network of MSHS families can be quite strong, supported by large extended families and a sense of *familismo*, in which the family system is of primary importance.<sup>8</sup>

## **The Head Start CARES Demonstration and the Selection of Preschool PATHS for the Migrant and Seasonal Head Start Population**

Early in the planning of the MSHS CARES project, it was determined that of the three social-emotional approaches used in the core Head Start CARES demonstration, the most suitable for adaptation in this sister study would be Preschool PATHS.<sup>9</sup> As discussed in greater detail in Chapter 2, this decision was based on a review of the needs of MSHS children and the attributes of PATHS. In addition, the PATHS developers expressed a strong interest in participating in the study and had prior experience adapting the curriculum for use in other countries.<sup>10</sup>

The study team and the PATHS curriculum developers worked with two MSHS grantees to identify and implement needed adaptations to the program model. Grantee selection is discussed in Chapter 2, along with specific adaptations to PATHS that fell into three categories: (1) structural adaptations, many of which addressed the varying durations of MSHS “school years”<sup>11</sup> and the wide age range of children participating in MSHS;<sup>12</sup> (2) cultural adaptations, including a strong focus on the role of parents; and (3) language adaptations involving translation of PATHS materials into Spanish.

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<sup>8</sup>Parra-Cardona et al. (2006); Ojeda and Piña-Watson (2013).

<sup>9</sup>The three models tested in Head Start CARES are The Incredible Years Teacher Training Program, Preschool PATHS, and Tools of the Mind—Play.

<sup>10</sup>Preschool PATHS developers have implemented their curriculum for use in 18 different countries (SAMHSA, 2007).

<sup>11</sup>For simplicity, this report uses “school year” to refer to MSHS program lengths, which vary from 10 weeks to 7 months.

<sup>12</sup>MSHS programs typically serve children up to five years of age, while Head Start programs serve children ages three to five years. Historically, MSHS programs also served more three-year-olds than did regular Head Start programs, which focused more on four-year-olds. This distinction between MSHS and regular Head Start may be narrowing. Data from the Head Start Program Information Report (PIR) show that the percentage of three-year-olds in Head Start increased from 24 percent in 1980 to 40 percent in 2007 (Tarullo, Aikens, Moiduddin, and West, 2010). Classrooms in this study included young three-year-olds through young five-year-olds (that is, children who had just turned three, four, or five years old, respectively).

## Research Questions and Study Design

The primary goal of this study was to draw lessons from the adaptation of the various components of Preschool PATHS for the MSHS population and the implementation of these adaptations by two MSHS grantees. More specifically, the following questions were addressed:

- How feasible is it to adapt an existing social-emotional enhancement for use in Migrant and Seasonal Head Start programs?
  - What adaptations could be made to better meet the needs of MSHS programs and the families they serve?
  - How did the adaptation process address the trade-off between fidelity to the model and fit with the context?
- What lessons emerged from implementation?
  - What was the implementation experience of the MSHS grantees and what can be learned from that experience?
  - What additional adaptations might be made to PATHS to better meet the needs of MSHS children and families?
  - How did the context of the Migrant and Seasonal Head Start settings influence implementation?
  - What were the perspectives of the grantees' staff and participating parents on the adapted enhancement?

The project was conducted over a period of three years. Initial planning, grantee selection, and the selection of Preschool PATHS for adaptation occurred from June 2010 through March 2011. PATHS adaptation took place during the spring and summer of 2011. The adapted PATHS intervention was implemented during two program periods from November 2011 to October 2012. Data collection was conducted during the entire project period in order to capture both the adaptation and implementation experience.

This case study involved four classrooms from two MSHS grantees (two classrooms per grantee). Although the study draws on a rich set of qualitative and quantitative information, the sample is very small and not representative of the broader MSHS grantee community. The report captures a variety of perspectives of individuals who were involved in implementation, but it does not include independent observations of teacher practices or child assessments. That said, the information gathered provides an important first look at whether a social-emotional

program like PATHS could be adapted for use within a different program serving a different community of children.

Key data sources include notes from site visits and telephone calls to capture the grantees' interaction with the curriculum developers regarding adaptations and implementation of the Preschool PATHS model; weekly and monthly online coach and trainer logs to capture the ongoing coaching process and fidelity of classroom implementation to the model (see Appendix A); and site visits to conduct structured interviews with grantee administrative staff, coaches, and teachers. During these visits, the research team also had informal discussions with groups of parents from each of the four participating classrooms. Many of the research protocols were adapted from those used in the main Head Start CARES study. Copies of site visit protocols and the parent discussion group guide are in Appendix B.

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## Chapter 2

# Adaptation of Preschool PATHS to Migrant and Seasonal Head Start Programs

Preschool PATHS (Promoting Alternative Thinking Strategies), an existing evidence-based, social-emotional curriculum, was selected for adaptation in the Migrant Seasonal Head Start (MSHS) CARES study to meet the unique needs of MSHS children, families, and grantees. This chapter begins with a description of the Migrant and Seasonal Head Start context as well as the specific characteristics of the two grantees that participated in the study. The grantees offered very different program schedules in which to study the implementation of the adapted PATHS program.

The Preschool PATHS model and its core components are then described. The MSHS context and the core PATHS constructs provide the starting point for the adaptation of PATHS for use in MSHS settings. This adaptation process and the resulting adapted version of PATHS are explained in the final sections of this chapter. The adaptation of PATHS maintained the core theory and structure of the existing PATHS model and did not fundamentally alter the program. The developers of PATHS led the adaptation process, which included getting input from MSHS stakeholders and resulted in three types of adaptations: structural, cultural, and language.<sup>1</sup>

## The Migrant and Seasonal Head Start Context

Head Start started serving farmworker families in 1969. According to the 2007 Improving Head Start for School Readiness Act, migrant and seasonal families are those who work in agricultural labor, from pre-harvest tasks such as irrigation and planting through post-harvest packing and canning. More specifically, farmworker families who change their residence from one geographic location to another within 24 months are considered migrant. Seasonal farmworkers are those who do not change their residence within 24 months but have incomes also based primarily in seasonal agricultural work.<sup>2</sup> Migrant families account for roughly 90 percent of all families served in MSHS.<sup>3</sup>

Migrant and seasonal families face several unique realities, and MSHS programs shape their services to directly address these needs. Before MSHS was established, parents without

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<sup>1</sup>As used here and in the following sections, the word “stakeholders” refers to experts in the field as well as grantee and community stakeholders.

<sup>2</sup>Office of Head Start (2008).

<sup>3</sup>NMHSO (2012).

child care commonly brought their young children into the fields as they worked, exposing them to unsafe conditions and potentially hazardous chemicals. MSHS programs serve as a safe place for children up to age 5 years to stay while their parents work. Both parents can spend long hours in the fields, so MSHS programs tend to have 8- to 12-hour days to accommodate this work schedule. It is also common for individual centers to include a wide range of ages,<sup>4</sup> as MSHS programs accommodate an age distribution that varies from year to year and week to week based on the movement of families.

Nationally, 97 percent of MSHS families are of Hispanic or Latino origin, and about 83 percent of MSHS households speak Spanish as the primary language.<sup>5</sup> However, for some MSHS grantees, indigenous Mexican populations who speak other languages (for example, Zapoteco and Mixtec) have been increasing.<sup>6</sup> Parents enroll their children in MSHS programs in part so their children can learn English. Classes are encouraged to use a dual-language (English and Spanish) instructional model,<sup>7</sup> based on research indicating that young dual-language learners can become more proficient in both their home and second languages if they receive bilingual support in the classroom.<sup>8</sup>

Migrant families travel from place to place during the agricultural season, often living in substandard housing conditions that can include pest infestation, overcrowding, or heating and plumbing issues.<sup>9</sup> Families sometimes live in farmworker camps close to their worksites. Because children commonly live in large family units, with 44 percent of MSHS-eligible families living in a household with five people or more, personal space, time, and possessions can be rare commodities.<sup>10</sup> MSHS children may share sleeping space with brothers, sisters, cousins, or others. The extent to which children travel with farmworker parents varies during growing seasons. Some children travel with their families from job to job, whereas others may stay with only one of the parents or another family member while a parent travels for work.<sup>11</sup>

MSHS grantees respond to the fluctuating demand for services as families move in and out of the area for work. One response has been to develop class schedules that are of varied duration rather than based on the traditional September-to-June school year. Program start times can vary based on agricultural conditions. Classrooms do not always have full enrollment at the

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<sup>4</sup>Most Head Start centers serve 3- to 5-year olds, while MSHS centers usually serve infants and toddlers as well.

<sup>5</sup>ACF (n.d.).

<sup>6</sup>NMHSCO (2012).

<sup>7</sup>Jones and Yandian (2002).

<sup>8</sup>Winsler, Diaz, Espinosa, and Rodriguez (1999); August and Shanahan (2008); Genesee (2008).

<sup>9</sup>Farmer and Slesinger (1992); Hansen and Donohoe (2003); Hernandez (2004); Barrueco and O'Brien (2011); Vallejos et al. (2011).

<sup>10</sup>ACF (2012).

<sup>11</sup>Carroll et al. (2005).

beginning of the season, as enrollment is tied to crop timelines and associated farming work. While MSHS grantees respond to the migration patterns of families, the availability of MSHS services in a region can also influence a family's decision to move there for work.<sup>12</sup>

Parents face ongoing immigration concerns that create stress for themselves and their children.<sup>13</sup> Children may have seen arrests or deportations of friends or family members, and law enforcement is generally seen as an unfriendly presence in the community. The stress of a parent's deportation can affect children well after their separation, prompting behavior changes such as frequent crying, increased anxiety, and changes in sleeping and eating patterns.<sup>14</sup> This type of stress can have a negative impact on children's ability to learn by decreasing their capacity to pay attention, to be actively engaged in structured activities, and to manage their impulses and emotions.<sup>15</sup> Research suggests that some children in MSHS programs may be more likely to internalize emotions and stress rather than externalize them through physical aggression or defiance.<sup>16</sup> In response to these issues, many MSHS programs leverage their reputation as trusted community service providers to offer a range of mental health supports that communicate information using culturally sensitive strategies.<sup>17</sup>

Despite a range of challenges, most migrant and seasonal farmworker communities include informal support networks that families can look to for assistance. The family is a source of identity and strength in MSHS communities, associated with the Latino concept of *familismo*, in which the family system is of primary importance.<sup>18</sup> Two-parent families make up 70 percent of all MSHS families,<sup>19</sup> and parents generally show interest in their children's education. In response, MSHS programs offer regular parent meetings and have parent committees to engage parents in the centers' activities.

It is common for the staff in the MSHS programs to have roots in the communities they serve, often growing up in the same areas and accessing the same services. In many cases, mothers and fathers volunteer for the MSHS program and eventually gain employment with the grantee. Twenty-one percent of MSHS staff have children who are current or former Head Start students.<sup>20</sup> This tradition of drawing on local personnel provides MSHS programs with staff who have the language and cultural knowledge necessary to serve the greater community.

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<sup>12</sup>Barrueco and O'Brien (2011).

<sup>13</sup>Undocumented noncitizens who meet eligibility requirements can enroll their children in Head Start.

<sup>14</sup>Chaudry et al. (2010).

<sup>15</sup>Blair and Diamond (2008).

<sup>16</sup>Martin, Gordon, and Kupersmidt (1995); Kupersmidt and Martin (1997).

<sup>17</sup>Wyatt and Boss (2002).

<sup>18</sup>Parra-Cardona et al. (2006); Ojeda and Piña-Watson (2013).

<sup>19</sup>ACF (n.d.).

<sup>20</sup>AED (2010).

## Grantees Participating in MSHS CARES

The evaluation plan called for two MSHS grantees to participate in the case study, providing some geographic diversity as well as variation in the age of the children served, core curricula, and program length.

Selection criteria included program and leadership strength, geographic diversity, variation in program duration, classroom availability, and grantee willingness to participate. The Office of Head Start identified several grantees with a history of strong performance and management that they believed would be interested in participating in the study. The research team contacted those grantees and visited two that met the study's criteria and were enthusiastic about participation. Redlands Christian Migrant Association (RCMA) in Immokalee, Florida, and Stanislaus County Office of Education (SCOE) in California were selected for participation. RCMA was founded in 1965 and provides Migrant and Seasonal Head Start services to 2,000 children annually across 16 counties (as of 2014). SCOE, which is the lead operating agency of the Central California Migrant Head Start program, has operated since 1973 and is currently funded to serve 3,000 children annually in a seven-county region (as of 2014).

The grantees that were selected provided an opportunity to implement and evaluate MSHS CARES using three different program schedules. Variation in the duration of classroom operating periods, ranging from 10 weeks to 7 months, provided the opportunity to observe adaptation and implementation in a range of schedules common to MSHS grantees. Each grantee implemented MSHS CARES in two preschool classrooms, each in a different center. One grantee had two classrooms that operated for 7 months each, with classrooms in session for 9.5 hours a day. The second grantee had one class that operated for 5 months, serving a mix of 3- and 4-year olds, and another class that ran for 10 weeks, preparing older 4-year-olds to make the transition to kindergarten.<sup>21</sup> Both of these classrooms operated for 10 to 12 hours a day. One 7-month classroom and the 5-month classroom had a high number (up to 30 percent) of students with Individualized Education Plans as well as a high percentage of younger 3-year-olds compared with the other study classrooms.<sup>22</sup> One grantee implemented "High Scope" as its core curriculum, while the other used "Creative Curriculum" in conjunction with "Second Step,"<sup>23</sup> a

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<sup>21</sup>In this context, "older" 4-year-olds are those approaching their fifth birthday. In contrast, "younger" 4-year-olds are those who have just turned four. This distinction is relevant because, on average, older 4-year-olds perform at higher developmental levels compared with younger children of the same age.

<sup>22</sup>Individualized Education Plans are developed for children who are found through assessment to have a disability that affects their learning process. The plan outlines how teachers will help these students learn more effectively, considering their learning style and needs.

<sup>23</sup>All Head Start grantees use a curriculum that guides their educational program in the classroom. High Scope and Creative Curriculum are two of the most common curricula.

social-emotional learning program.<sup>24</sup> The timing of their school years allowed one grantee to complete MSHS CARES implementation before the second grantee began implementation, which provided the opportunity for mid-course adjustments in the curriculum. For a detailed summary of classroom characteristics, see Table 2.1.

**Migrant and Seasonal Head Start CARES**

**Table 2.1**

**Classroom Characteristics**

Classroom Program	Age Group	Length of Term	Maximum Class Size
7 months	Mixed 3s, 4s, and 5s	November to May	16
7 months	Pre-kindergarten <sup>a</sup>	November to May	18
5 months	Mixed 3s and 4s	May to October	20
10 weeks	Pre-kindergarten <sup>a</sup>	June to August	20

SOURCES: Based on phone and in-person interviews with grantees at the time of recruitment.

NOTE: <sup>a</sup>Pre-kindergarten refers to classrooms with special programs for 4- and 5-year-olds prior to their transition to kindergarten the following fall.

Each classroom had three teaching staff members. In three classrooms, a lead teacher and one assistant teacher shared responsibility for implementing Preschool PATHS, with the support of a classroom aide. In the fourth classroom, the lead teacher took primary responsibility for implementing Preschool PATHS, with support from two assistants.

Overall, the teachers implementing PATHS had significant classroom experience. Two classrooms had a teacher who had 15 to 20 years of experience with the grantee; in one of those classrooms the teacher was paired with a second teacher who had 3 years of experience, and in the other classroom the teacher was paired with a second teacher who had 8 years of experience. The lead and assistant teachers in the third classroom had each worked in early childhood education for over 15 years, while those in the final classroom each had less than 10 years of experience. In some cases, teachers noted that they had started working with the grantee as

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<sup>24</sup>The research team was initially concerned about displacing an existing social-emotional program, but determined that Second Step was not being used intensively in the classrooms engaged in the study. The participating classrooms did not use Second Step during the study period.

instructional aides before becoming full teachers or they shared that either they or their children had attended the Head Start program.

Most lead and assistant teachers in these classrooms were bilingual, with varying comfort levels in both languages. Teaching teams generally divided language delivery in the classroom, with one teacher speaking primarily Spanish and one teacher speaking primarily English. In two classrooms the assistant teacher spoke Spanish, while in a third classroom the lead teacher used Spanish. In the 10-week classroom, all teachers alternated between the two languages.

## **Preschool PATHS**

The adaptation of PATHS for use in MSHS settings took account of both the larger MSHS context and the characteristics of the two participating grantees. Before the adaptation experience is discussed, however, the original Preschool PATHS program is described below.

The Preschool PATHS program is a research-based, social-emotional learning enhancement that includes explicit lessons and teaching strategies designed to teach children about emotions and responses to peers in social interactions.<sup>25</sup> PATHS is built on research that focuses on the importance of “emotion knowledge” (the ability to identify and communicate about emotions), self-regulation, and problem-solving skills for children’s school-readiness and healthy development. Emotion knowledge helps children accurately interpret the social cues of others, and it lays the foundation for effective problem-solving. The primary focus of the PATHS intervention is to help children *develop and internalize social and emotional skills*. PATHS helps teachers create a supportive classroom environment and interact with their students in ways that help the children understand and apply the skills that they are taught in lessons.

Preschool PATHS has a history of adaptation. The original program, PATHS, was first developed as an elementary school program, which targets students in kindergarten through fifth grade. The Preschool PATHS program was then adapted from this original program, targeted primarily to 4-year-old children, and revealed moderate impacts on Head Start chil-

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<sup>25</sup>Preschool PATHS is referred to as an “enhancement” because it enriched and complemented existing practices and curricula used in Head Start classrooms. At the time that the MSHS case study began, published findings were available on one randomized controlled trial of Preschool PATHS alone, one randomized controlled trial of Preschool PATHS plus a literacy component (called REDI), and one randomized controlled trial of Preschool PATHS plus a professional development component. The results suggested that Preschool PATHS led to improvements in direct assessments and teacher ratings of children’s social problem-solving skills, emotion knowledge, and behavior regulation. See Bierman et al. (2008a, 2008b, 2010, 2013); Domitrovich, Cortes, and Greenberg (2007); Domitrovich et al. (2010); and Hamre, Pianta, Mashburn, and Downer (2012). More information about Preschool PATHS can be found at [www.pathstraining.com/main/curriculum](http://www.pathstraining.com/main/curriculum).

dren's social interactions.<sup>26</sup> The MSHS CARES project involved further adaptation of the program to a specific population and program within Head Start.

Preschool PATHS lessons are taught to large and small groups depending on the class. Lessons cover a range of topics, including complimenting others, understanding feelings, stopping and calming down, and problem-solving. Teachers extend and generalize the lessons with "extension activities" (such as singing or doing artwork), which provide an opportunity to revisit lesson topics and are conducted at least once a week. The teaching strategies that complement Preschool PATHS lessons include emotion coaching, the support of self-regulation, and talking to children about social problems, such as what to do if a friend grabs your toy. The teaching strategies are designed to be used daily to provide children with opportunities to practice skills.

Table 2.2 summarizes the core components of a Preschool PATHS classroom, which is characterized by explicit scripted activities and lessons that help children recognize and appropriately respond to emotions. Lessons are supported with four character hand-puppets: Twiggie the Turtle, Henrietta the Hedgehog, Daphne the Duck, and Duke the Dog. Each day, a PATHS "Kid of the Day" is identified; the child is given a special job and receives compliments from the teachers and other children. Classroom rules are posted and proactively reviewed. Teachers also display visual reminders of the key curriculum concepts, such as hanging posters around the classroom. Teachers who implement Preschool PATHS with fidelity to the model use the teaching strategies daily to create a positive classroom environment. The teachers describe their positive expectations, praise positive models (for instance, when children compliment each other), and point out the interpersonal consequences of various kinds of behavior (for example, when friends are happy if they share toys). The teachers also learn to anticipate emotionally difficult situations and prepare children proactively, providing an opportunity for children to self-correct when they have inappropriate responses before the teacher exerts more control. Teachers treat conflicts as opportunities for learning, actively encouraging the children to be empathetic and to try to understand the perspective of someone else, providing feedback, pointing out consequences, and helping children to problem-solve and enlist the help of their peers.

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<sup>26</sup>Domitrovich, Cortes, and Greenberg (2007).

## Migrant and Seasonal Head Start CARES

**Table 2.2**

### **Key Components of Preschool PATHS in Head Start CARES Classrooms**

Component	Description
Weekly “circle time” lessons	Weekly lessons introduce feelings and PATHS strategies to the classroom. Puppets of the PATHS characters, stories, and illustrations are used to deliver the lessons.
“Kid of the Day”	Every day, teachers choose a child at random to be Kid of the Day. The class practices giving compliments to this child, which are compiled by the teachers and sent home to the child’s parents.
Extensions	A variety of extension activities are used to further incorporate the PATHS lessons into the classroom. These activities can be related to music, art, literacy, mathematics, etc.
The “Turtle” technique	“Doing Turtle” is presented to children as a way to stay in control when they are feeling strong emotions. It combines a gesture (crossing the arms), controlled breathing, and verbalizing emotions and issues. (“The problem is ___ and it makes me feel ___”)
FREE strategies	Teachers use these strategies to provide children with feedback and support to help them reflect on their behavior and self-correct. They are used as an alternative to direct commands when children exhibit mild forms of disruptive behavior.

SOURCES: Bierman et al. (2008a, 2008b); Domitrovich, Cortes, and Greenberg (2007).

The teaching strategies are also designed to help children generalize the curriculum concepts. In Preschool PATHS classrooms, teachers work with children to identify and label children’s emotional experiences, using a rich emotional vocabulary and modeling or demonstrating self-regulation techniques. When children need to calm down, for example, a teacher might prompt a child to engage in “Turtle,” an emotion regulation technique in which the children cross their arms, control their breathing, and articulate their emotions by saying, “The problem is \_\_\_ and it makes me feel \_\_\_.” The teachers also foster a sense of community by engaging children in conversations, being physically and emotionally available to them, being sensitive to their needs, and communicating genuine caring. Finally, teachers encourage children to talk about their emotions and provide verbal and physical support when children express themselves emotionally.

Box 2.1 provides two vignettes of Preschool PATHS implementation in the classroom. As described in the first vignette, the primary focus of Preschool PATHS is children’s

## Box 2.1

### Preschool PATHS Implementation in the Classroom: Two Vignettes

#### Vignette 1: Feelings Lesson

The lead teacher sits in a circle with the whole class and says, “Let’s play a game and look at a drawing of faces. I want you to tell me how the people in the picture are feeling. We can learn how someone is feeling on the inside by looking for clues. What parts of our faces show we are happy?”

A few children call out “Smile” and “Mouth.”

“That’s right,” says the teacher. “Now let’s talk about how mouths look when someone is happy.” The teacher holds up drawings of children and adults and asks the class to identify which people are happy and which ones are not. She then asks them to explain how they know the people in the drawings are happy. She draws attention to the eyes, ears, and noses, and asks the class to tell her if there is a difference between happy and sad eyes, ears, and noses. The teacher then hands out blank face templates and pictures of mouths, eyes, ears, and noses. She asks the children to make a happy face using the pictures and then asks them to make a sad face.

Later in the day the children are playing in “centers” (play areas). The teacher walks around, calling attention to children who are happy, noting the facial cues that show how they feel. She asks one or two children to describe how other children feel by asking them to explain how they know what the child feels.

#### Vignette 2: Using the Turtle Technique

Two children, Maria and Marcos, are playing in the block area. Marcos knocks down the tower Maria was building, upsetting her. Maria stands up to do Turtle and faces Marcos, crossing her arms like a turtle going into its shell. She takes a deep breath before saying, “The problem is I was working really hard on my tower and then you knocked it down. It makes me feel sad and angry.” Marcos then apologizes and offers to help her rebuild the tower.

understanding of emotions, which is theorized to be a necessary developmental prerequisite to the *internalization* of self-regulation, empathy, and prosocial behavior. Such a developmental approach allows teachers to support children at different stages and in a variety of contexts by “labeling” emotions (that is, giving emotions a name when observed) and helping children learn appropriate labels and emotional expressions, as well as by helping children understand emotions in the context of social interactions, the management of their own feelings, and problem-solving. The second vignette illustrates the use of the “Turtle” technique, which

provides children with a constructive way of managing their emotions, defusing conflict, and solving problems with their peers and with adults.

Preschool PATHS was a good fit for MSHS CARES because of the context in which it was developed and the alignment of key features with the needs of MSHS children. Preschool PATHS was developed and refined in collaboration with Head Start grantees. The Preschool PATHS developers, who had experience translating the enhancement materials into other languages and adapting them for different cultures, expressed interest in adapting it for the MSHS population. As noted earlier, research suggests that some children in MSHS programs may be more likely to internalize emotions and stress rather than externalize them through physical aggression or defiance.<sup>27</sup> This behavioral response may be associated with social withdrawal and, thus, with fewer learning opportunities with peers. Since Preschool PATHS has been shown to reduce social withdrawal,<sup>28</sup> it may benefit young children who have a tendency to internalize by helping them to recognize and acknowledge their emotions and those of others, and by providing vocabulary to express what they feel or perceive others to be feeling. The enhancement also focuses on the need to understand facial cues, which may be especially helpful when working with a population that encounters language barriers.

## **The Adaptation Approach**

The developers of Preschool PATHS led a process designed to maintain the integrity of the original Preschool PATHS enhancement while adapting it to the MSHS environment. Prevention science literature suggests that fidelity and fit are competing objectives that must be balanced when adapting an intervention program.<sup>29</sup> In this context, program fidelity refers to how well the implementation of a program aligns with the intended design and core components that drive change. Program fit describes how well a program's content or delivery meets the needs of an individual, population, or community. Adaptations can improve a program's fit with a certain population, but care should be taken to ensure that adaptations do not undermine the fidelity of the intervention to important components of the model.

Both fidelity and fit can have an impact on a program's overall effectiveness. Program adaptations to improve fit indicate that changes were made to the original design of an evidence-based intervention, which may decrease its impact by altering necessary components

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<sup>27</sup>Martin, Gordon and Kupersmidt (1995); Kupersmidt and Martin (1997).

<sup>28</sup>Domitrovich, Cortes, and Greenberg (2007).

<sup>29</sup>Backer (2001); Botvin (2004); Castro, Barrera, and Martinez (2004). Prevention science aims to prevent human dysfunction, such as barriers to learning, by determining how to minimize or eliminate risk factors and boost "protective" factors, which reduce the occurrence of problems that risk factors might cause or exacerbate.

of the program while improving its applicability to a particular population.<sup>30</sup> On the other hand, refusing adaptations for fear of losing fidelity can backfire if the needs or circumstances of the population receiving the program reduce the effectiveness or acceptability of the intervention.<sup>31</sup> These mismatches may reduce the impact of a program even if staff implement it with high fidelity to the model. Research suggests that successful implementation of an evidence-based intervention requires attention to both fidelity and some readiness to make adaptations for fit.<sup>32</sup>

Related to the issue of fidelity and fit is an ongoing discussion in prevention science about adapting programs for cultural fit versus developing new interventions for each specific population group. Building an intervention from the ground up may be necessary if a cultural group has needs that are not addressed in any established program. However, given the large number of established prevention models that exist, it is often preferable to adapt a close-fitting intervention.<sup>33</sup> This is particularly true when considering whether to adapt an evidence-based intervention, such as Preschool PATHS, or to introduce a new intervention that has not been subjected to rigorous research.<sup>34</sup>

In adapting Preschool PATHS, MSHS CARES sought to adjust the fit of the program, maintain the central elements of the enhancement, and preserve the overall program design. However, as is the case in many interventions, it was a challenge to precisely define these central components of PATHS. Which features were necessary to ensure that the program would have an impact on children's social-emotional development? Research for PATHS, as for almost all curricula and extension programs, focused on a package that includes multiple components. The lack of rigorous research to determine which components of a program are critical can be a barrier to adaptation efforts.<sup>35</sup> For the MSHS CARES project, the involvement of the PATHS program developers, who are best positioned to make judgments about these central components, was critical to the adaptation process. In addition, the adaptation focused on "surface" structure adaptations such as modifications to language and presentation materials, rather than "deep" structure adaptations such as modifications to core constructs or mechanisms of change.<sup>36</sup> As described in the next section, building on this foundation of core constructs, developers consulted with community stakeholders and local Head Start staff to ensure that the modifications addressed the unique needs of the MSHS community while maintaining the integrity of the Preschool PATHS model.

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<sup>30</sup>Backer (2001); Elliot and Mihalic (2004).

<sup>31</sup>Castro, Barrera, and Martinez (2004).

<sup>32</sup>Backer (2001); Kumpfer, Alvarado, Smith, and Bellamy (2002); Castro, Barrera, and Martinez (2004).

<sup>33</sup>Castro, Barrera, and Steiker (2010); Steiker et al. (2008).

<sup>34</sup>Kumpfer, Magalhães, and Xie (2012).

<sup>35</sup>Elliot and Mihalic (2004).

<sup>36</sup>Resnicow et al. (2000).

## The Adaptation Process

Adaptation was an iterative process of soliciting feedback on relevant migrant and seasonal characteristics from experts and stakeholders, and applying this information to an adapted Preschool PATHS enhancement, which was then circulated for further input.

Undergirding this process was the developers' identification and deep understanding of the primary developmental theories and frameworks that make up the core constructs of PATHS. These include a focus on the school setting as an environment that provides opportunities for optimal learning;<sup>37</sup> a “whole child” approach through a model that emphasizes the importance of a positive classroom environment, understanding of emotions, self-control, and problem solving in social-emotional learning;<sup>38</sup> and an emphasis on the importance of teacher-child and peer relationships in internalizing prosocial values and behavioral control.<sup>39</sup> Together, these constructs provide the foundation for adapting PATHS classroom material for a variety of cultural settings. As described earlier in Table 2.2, the PATHS intervention manifests these core constructs by providing teachers with structured lessons to help children develop the social and emotional skills needed to recognize and label their own emotions and those of others, express those emotions safely, respond effectively to social overtures or rejections by managing their own behavior and emotions, and problem-solve to overcome social challenges. Surface adaptations were built around these core constructs and components.

This process, illustrated in Figure 2.1, lasted about one year, including initial meetings with stakeholders, six months of active adaptation by developers, and time for translation of materials from English to Spanish. Initial experts and stakeholders included researchers from academia and private policy research firms, MSHS practitioners and administrators, foundation representatives, and MSHS training and technical assistance providers, as well as representatives from the Office of Planning, Research and Evaluation in the Administration for Children and Families and the Office of Head Start. These participants attended several formal planning meetings to share perspectives on the primary issues and unique challenges related to adaptation. (See Appendix D.) They offered ideas on adapting social-emotional programs for MSHS programs, training and professional development, selecting participating grantees, developing key research questions, and conducting research in MSHS settings.

In the later phases of the process, Preschool PATHS developers continued to rely heavily on stakeholders from participating MSHS grantees for feedback on the adapted curriculum. These opportunities for input were planned to secure grantee buy-in and to inform the actual

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<sup>37</sup>Domitrovich, Greenberg, Kusché, and Cortes (2004).

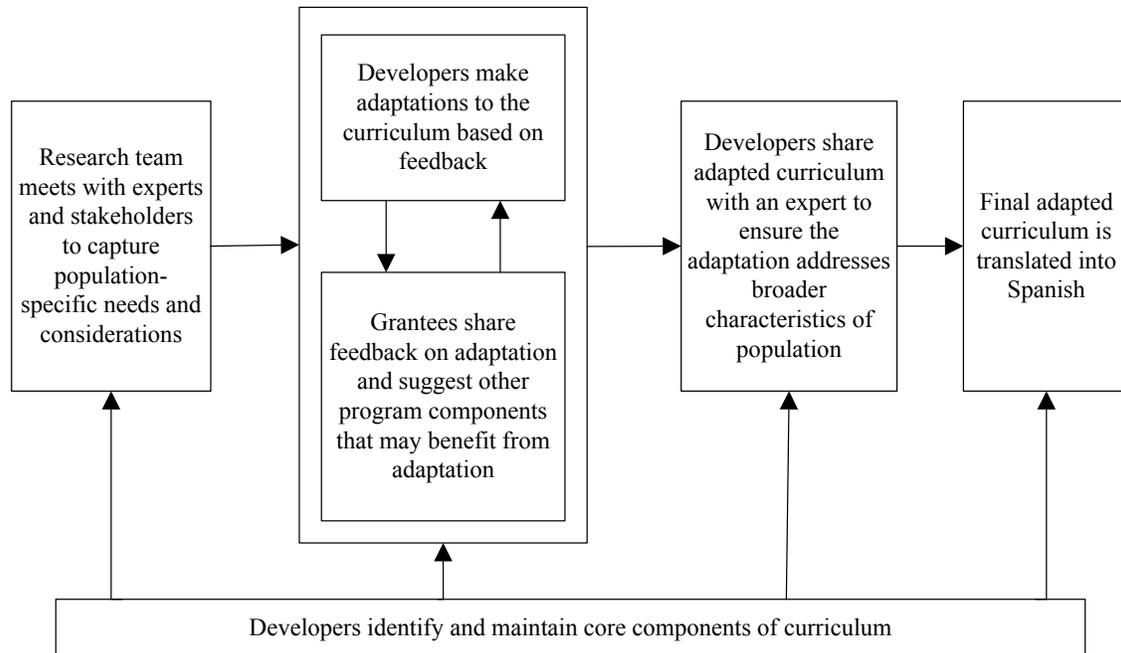
<sup>38</sup>Greenberg and Kusché (1993).

<sup>39</sup>Kusché (2002).

## Migrant and Seasonal Head Start CARES

Figure 2.1

### PATHS Adaptation Process



adaptation. The two PATHS developers collected grantee input through two site visits to each grantee and monthly phone calls with staff, usually a combination of managers, education coordinators, and teaching staff. At one site visit, grantee staff organized a meeting with parents to present families' perspectives on social-emotional development. Grantee staff reviewed Preschool PATHS and provided feedback to the developers on the important emotion lessons to include in the curriculum, the appropriate structure for parent sessions, stories written and revised for the adaptation, and translation of "emotion words" and idioms. This intensive consultation process provided substantial input to the PATHS adaptation and built grantee buy-in and enthusiasm for implementation. In addition, during the adaptation process, consultations with an academic researcher who had expertise on migrant and seasonal communities ensured that developers balanced the site-specific concerns of grantee staff with the broader trends and characteristics of migrant and seasonal communities nationwide.

## **Key Stakeholder Input**

Feedback from experts and stakeholders identified several key areas for Preschool PATHS adaptation. This input included making structural changes to align with varying grantee school years, age range of children in the program, and bilingual classroom instruction. The stakeholders also offered suggestions with regard to the role of parents, respecting parents' cultural views, and addressing immigration concerns, as discussed in detail below.

### **The Role of Parents**

The important role of parents in the MSHS community was a recurrent theme of the stakeholders' input. While parent involvement is a key element of all Head Start programs, stakeholders noted that despite very challenging living conditions, MSHS parents are often active in MSHS through parent committees, regular parent-family evenings, and meetings with teachers. At the same time, parents face long work days and are not always able to personally pick up children from MSHS centers. As parents may not be able to see teachers regularly, MSHS programs look for alternative ways to inform parents of what happens in the classroom. Stakeholders emphasized that an adaptation should include a parent component to increase parent buy-in and engagement. Experts were clear that this component should be delivered in Spanish with minimal written material to accommodate the low literacy rate among parents in this community. An estimated 42 percent of low-income migrant workers struggle with written material in Spanish and 86 percent struggle with reading English.<sup>40</sup>

### **Parents' Cultural Views and Immigration Issues**

Early discussions with stakeholders suggested that parents would accept the adaptation only if it respected their attitudes and expectations for their children's behavior. These experts suggested speaking directly to parents as well as to local grantee staff who are intimately familiar with the families they serve. Grantee stakeholders agreed that many migrant families take a reserved approach to discussing and showing emotion, especially "uncomfortable" feelings. In these households, it is particularly common for fathers to discourage their sons from showing emotion from a young age, emphasizing stoicism as a masculine trait. In general, families do not tend to talk in depth about experienced emotions, and children are expected to respect adults by being quiet in their presence. Stakeholders advised the research team and curriculum developers to ensure that the core concepts of the social-emotional program acknowledge these cultural norms and the differences in socialization norms across diverse cultures.

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<sup>40</sup>ACF (2012).

The Preschool PATHS developers worked to balance the parents' expectations of how well-behaved children should act with the way in which PATHS teaches children to appropriately express their emotions and thoughts. PATHS developers explained to staff and parents that when preschoolers learn to better identify and understand their emotions, they can learn to manage emotions in ways that are considered culturally appropriate. In this way, the adaptation worked within the culture rather than by imposing an external standard.

Stakeholders also cautioned the team to be aware of the importance of immigration issues in the lives of migrant and seasonal families. Concerns about deportation and family separation are common and may figure prominently in children's lives.

## **Preschool PATHS Adaptations**

In response to the input of the experts and stakeholders noted above and the unique needs of the MSHS community, the program developers and research team adapted Preschool PATHS by focusing on three different types of changes: (1) structural adaptations, (2) cultural adaptations, and (3) language adaptations. These adaptations built upon the core theory and structure of Preschool PATHS but did not alter the program in a fundamental manner. The developers sought to be flexible in responding to the needs of the population and programs while staying true to their core principles.

### **Structural Adaptations**

- **Units and lessons were restructured in response to the varying lengths of MSHS operations.**

Developers created *alternative lesson-pacing guides* to facilitate Preschool PATHS delivery for various program durations. The selected MSHS CARES classrooms operated for 10 weeks, 5 months, or 7 months to meet the child-care needs of families in their communities; nationally, MSHS programs can range in length from 6 weeks to 12 months per year. The pacing guides, summarized in Table 2.3, shortened the enhancement to a set of 32 lessons versus the original 43, divided into seven units, with some lessons remaining unchanged from the original curriculum and others adapted based on what was learned from the stakeholders and grantees.

The restructuring of Preschool PATHS preserved core lessons of the curriculum and included a selection of "enriching" lessons considered most relevant to the context in which migrant children live. Lessons that introduce children to the classroom rules, PATHS characters, and the Kid of the Day activity were not altered for the adaptation. Likewise, lessons that primarily introduce basic feelings were unchanged from the original enhancement, although

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### Table 2.3

#### Pacing Guides for Adapted PATHS Enhancement

Lesson	Classroom's Week of Implementation		
	7-month	5-month	10-week <sup>a</sup>
<b><u>Unit One</u></b>			
Lesson 1: Rules	1	1	1
Lesson 2: Animals	1	1	1
Lesson 3: Kid of the Day	2	2	1
Lesson 4: Teacher Compliments	2	2	1
<b><u>Unit Two</u></b>			
Lesson 5: We All Have Feelings	3	3	2
Lesson 6: Happy	3	3	2
Lesson 7: Sad	4	4	3
Lesson 8: "Tomás Is Moving story" story	4	4	3
<b><u>Unit Three</u></b>			
Lesson 9: Compliments	5	5	3
Lesson 10: "Tomás Makes Friends" story	5	5	4
Lesson 11: Mad	6	6	4
Lesson 12: Scared	6	6	4
Lesson 13: My Feelings (Review)	7	7	5
<b><u>Unit Four</u></b>			
Lesson 14: Turtle Story Part I	7	7	5
Lesson 15: Turtle Story Part II	8	8	5
Lesson 16: Turtle Story Part III	8	8	5
Lesson 17: Turtle Technique	9	8	6
Lesson 18: Appropriate Turtle I	9	9	6
Lesson 19: Appropriate Turtle II	10	10	—
Lesson 20: Calm and Relaxed	10	10	7
<b><u>Unit Five</u></b>			
Lesson 21: "Tomás Feels Worried" story	11	11	7
Lesson 22: Excited	11	11	—
Lesson 23: Caring	12	12	8
Lesson 24: Tired	12	12	8
<b><u>Unit Six</u></b>			
Lesson 25: Problem-Solving I	13	13	9
Lesson 26: Problem-Solving II	13	13	9
Lesson 27: Problem-Solving III	14	14	10

(continued)

**Table 2.3 (continued)**

Lesson	Classroom's Week of Implementation		
	7-month	5-month	10-week <sup>a</sup>
<b>Unit Seven</b>			
Lesson 28: Comfortable/Uncomfortable	14	14	—
Lesson 29: Advanced Compliments	15	15	10
Lesson 30: Frustrated	15	15	11
Lesson 31: Proud	16	16	11
Lesson 32: PATHS Review	17	17	12
Lesson 32: PATHS Party	18	18	12

SOURCE: Based on the adapted pacing guide (Domitrovich, Greenberg, Kusché, and Cortes, 2004).

NOTE: <sup>a</sup>At the time the pacing guide was developed, conversations with the grantee suggested that this classroom would be a 12-week program.

some lessons were rearranged to accommodate a new story called “Tomás is Moving” (described in Box 2.2).

Developers included an additional lesson to provide an extended breakdown of the Turtle story to take into account the young 3-year-old children in some of the classrooms. The Turtle story introduces children to the Turtle technique described earlier. Developers also included a selection of intermediate and advanced emotion word lessons based on cultural considerations, discussed in more detail in the following section. A lesson was added to the problem-solving unit to support classrooms with 3-year-olds who needed more assistance to understand this concept. This lesson provided an opportunity for children to learn the word “choice” and to identify situations when choices are made.

- **Pacing guides included an increase in the number of lessons delivered per week.**

Participating MSHS programs ranged from 10 weeks to 7 months in length. In the original Preschool PATHS program, the lessons are delivered at a rate of one per week. To better address the range in MSHS program lengths, the alternative pacing guides increased implementation to at least two lessons a week, enabling teachers to cover all of the adapted content in the given time periods. It was possible to give multiple lessons each week because of the 10- to 12-hour classroom days and extended daily instruction that typify MSHS classrooms. The one 5-month and two 7-month classrooms used the same pacing guide to deliver PATHS lessons because of concerns that the 7-month classrooms might not reach full

## Box 2.2

### Adaptations to Preschool PATHS Stories

In the new story “Tomás is Moving,” PATHS developers address the migrant lifestyle and mobility experienced by the children in MSHS programs. Tomás’s parents tell him that their family is moving away from the little pond where they live. Tomás is sad until he is reassured that the family will still do all of the things they do together at the pond. In the end, Tomás is happy because “wherever his family moved, they would always be together.”

“Tomás Feels Worried” is another addition to PATHS that uses the transition to kindergarten as a situation in which Tomás experiences the feeling *worried*, which teachers find is a common emotion among the children in their programs. When Tomás learns that a new teacher is coming to his preschool class to talk about kindergarten, he is worried and does not want to join “circle time” (a preschool activity during which the children and teacher sit together in a circle). His preschool teacher coaches him to do “Turtle” (a “stop and regulate” activity) and brings him successfully back to the circle. Tomás hears about what he will learn in the next school year and who he will play with (“old and new friends”), and he starts to feel excited about kindergarten.

“Tomás Makes Friends” and “The Turtle Story” are stories that were in the original PATHS enhancement. In the MSHS adaptation, they were shortened and edited to be more developmentally appropriate. Adaptations to these two stories were designed to reach a broader age range rather than to meet specific cultural needs of the migrant and seasonal audience.

enrollments until several weeks after the start of the program, which would necessitate a review of the early lessons once all the children were present.

- **Aspects of the PATHS program were adapted to meet a wide range of ages.**

The original Preschool PATHS curriculum was developed for 4-year-old children. MSHS serves children up to 5 years of age. The participating grantees had classrooms implementing PATHS with students of various ages, from children who had just turned 3 years old to children who were about to turn 5 years old. PATHS developers addressed the distribution of ages in these MSHS classrooms by redesigning the lessons to reflect the growing developmental capacities of children across these ages. Given that 3-year-olds do not have the regulation skills to be able to engage in lessons for as long as the older children, developers included alternative transition points in the lessons, so that teachers who work in these mixed-age classrooms could select when to stop their lesson in order to make the transition to a new

activity. Box 2.3 provides an example of these transition points, which offered a range of developmentally appropriate strategies to move children from one classroom activity to another. The simple transition activity following the first transition point was designed for young 3-year-olds, while the transition activity that followed the later transition point was designed for older children and was slightly more complex. In addition, the developers provided developmental notes to teachers that explained where children of different developmental levels may need support. These adaptations are not exclusive to the needs of MSHS classrooms; the number of 3-year-olds in Head Start classrooms has increased over the last 30 years.<sup>41</sup>

### **Box 2.3**

#### **Alternative Transitions**

PATHS developers included “alternative transition points” to provide flexibility for teachers in classrooms that have children with a range of developmental levels. These transitions enable teachers to end lessons after children lose focus or continue to an enriching dialogue if children respond well to the lesson. For example, after teaching the basic concepts of the emotion “mad,” the teacher can help the class make the transition to the next activity by holding up two pictures, asking each child to point to the picture of the boy who feels mad or the girl who feels sad as they leave the “circle time” area. Alternatively, the teacher can continue the lesson with a longer discussion of the emotion. For the transition that follows this extended lesson, the teacher shares brief examples of situations that make people feel happy (“I celebrated my birthday”) and angry (“My toy fell on the floor and broke”), and asks each child to practice identifying the appropriate emotional reaction before moving on to the next activity.

#### **Cultural Adaptations**

- **The adaptations focused on introducing emotions that are especially useful to children in MSHS communities.**

As was shown in Table 2.3, developers included all of the basic “feeling” lessons in Unit Two (happy, sad) and Unit Three (mad, scared) of the adaptation. However, the adjustment in pacing of the enhancement required that some intermediate and advanced lessons about feelings be eliminated. Developers worked with grantee staff to determine which lessons were particularly important to include for MSHS children. The adaptation incorporated the Preschool PATHS lesson on *tired* because when parents are tired after work, it often has an impact on

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<sup>41</sup>Tarullo, Aikens, Moiduddin, and West (2010).

children’s lives. In addition, the *frustrated* lesson in the adaptation was an opportunity for children to learn how to manage their feelings. *Worried* was an important emotion to include because many children live in stressful conditions; however, the adaptation replaced the formal lesson on *worry* with a new story called “Tomás Feels Worried” (as described in Box 2.2). Developers retained *calm and relaxed* as a counterpoint to these stressful emotions, as well as a lesson on *proud* to promote positive feedback on accomplishments. The developers also adapted a Preschool PATHS lesson on *love* into a lesson on *caring* based on feedback from both grantees to frame the emotion as empathy and comfort, which includes feeling cared for by adults and feeling caring toward friends and adults. Grantee staff believed that this was an important cultural concept to introduce.

In addition to selecting or modifying original Preschool PATHS lessons to keep in the adaptation, the developers introduced two emotions, *lonely* and *safe*, that were not in the original Preschool PATHS curriculum. Stories introduced these “feeling” words and provided opportunities for teachers to incorporate them into class discussions. Preschool PATHS developers also added and revised stories in the enhancement. (See Box 2.2 for examples.)

The pre-adapted version of Preschool PATHS includes a unit on “Sharing, Caring, and Friendship” to promote prosocial interactions among peers. In the adaptation, this unit was eliminated based on grantee feedback that children in their programs were used to sharing with family and siblings, and teachers did not see this as an issue in the classroom.

- **The Preschool PATHS adaptation emphasized a connection with families using parent education sessions.**

Developers responded to stakeholder and grantee feedback that parent involvement is a particularly important aspect of MSHS programs by providing resources and opportunities for teachers to connect with parents about Preschool PATHS concepts. As both grantees emphasized the importance of verbal communication with parents who have low literacy levels in both Spanish and English, the adapted enhancement did not include the parent letters that are in the original Preschool PATHS enhancement.<sup>42</sup> Instead, developers created talking points about each classroom lesson that teachers could share with parents and other caregivers during regular parent meetings and home visits.

To expose parents to the Preschool PATHS concepts that their children learned in the classroom, developers created three parent education sessions based on workshops developed by Preschool PATHS staff in the Head Start REDI (Research-based, Developmentally In-

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<sup>42</sup>Parent letters, sent home throughout the school year, explain the Preschool PATHS concepts that are discussed in the classroom and provide suggestions for how to reinforce the material at home.

formed) Project.<sup>43</sup> These sessions were designed to be conducted during group parent meetings that the centers commonly hold throughout the MSHS program period. Initial drafts of the sessions focused on information about positive parent-child interactions and talking with children about emotions. Based on grantee feedback, the Preschool PATHS developers continued to focus on these general themes while incorporating specific Preschool PATHS content, including lesson demonstrations and activities that can be conducted in the group setting or at home. The final parent sessions encouraged families to communicate about their emotions and provided opportunities for parents to learn about and understand core components of Preschool PATHS (emotion lessons, Turtle technique, and problem-solving strategies).

As shown in Table 2.4, each session covers a certain theme in parent-child interactions, followed by an explanation and demonstration of a Preschool PATHS lesson. Parents were given small games and descriptions of activities to take home to play with their children, with the aim of reinforcing the concepts covered during the sessions.

### **Language Adaptations**

- **As part of the study, all components of the enhancement were translated into Spanish, including the notes, lesson preparations for teachers, and the parent sessions.**

Translation was a critical component of the adaptation process, as MSHS classrooms are taught bilingually. Throughout the teacher notes and lessons, language was simplified before delivering materials to the translator, to both improve comprehension and to streamline the translation process. The translation took into account the national origins and low literacy rates of the MSHS population. As a result, translators used Spanish words and idioms that are common in Mexico as opposed to other Spanish-speaking countries,<sup>44</sup> and selected the simplest Spanish words when an English word could be translated in multiple ways. The lesson materials had English printed on one page and the corresponding Spanish translation on the opposing page, so that teachers were able to open the lessons and see both versions of the materials at once, as shown in Figure 2.2).

In addition, the names of the Preschool PATHS characters that guide children through the lessons were changed to Spanish names that are easier for children who are dual-language learners to remember, pronounce, and identify with. For example, “Twiggle the Turtle” was changed to “Tomás” and “Daphne the Duck” became “Lupita.”

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<sup>43</sup>Bierman et al. (2008a).

<sup>44</sup>The grantees participating in MSHS CARES served Mexican families primarily.

## Migrant and Seasonal Head Start CARES

**Table 2.4**

### **Content of Preschool PATHS Parent Sessions**

Session	Theme	Associated PATHS Lesson
Talking About Feelings	This session focuses on developing two skills: identifying emotions and discussing emotions. Parents learn about the importance of talking about their emotions to help support their child's developing emotional understanding.	The Emotion "Mad"
Supporting Your Child's Effort	Parents are introduced to the idea of supporting their child's efforts during everyday activities and school activities. They are also encouraged to support their child's efforts even when the child does not succeed at a task.	The Turtle Technique
Talking With Your Child	This session focuses on the importance of creating an emotional bond with children through conversation, helping parents identify their child's interests, and supporting them in learning to develop their child's language and learning. Parents observe how interactive reading can be used to create opportunities for conversation. <sup>a</sup>	Problem-Solving

SOURCE: Based on parent sessions of the adapted Preschool PATHS curriculum (Domitrovich, Greenberg, Kusché, and Cortes, 2004).

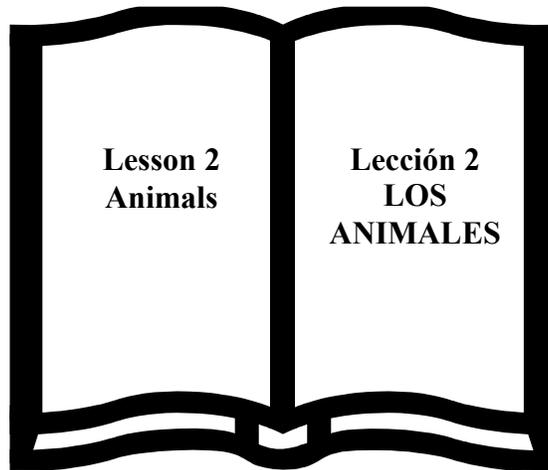
NOTE: <sup>a</sup>In interactive reading, parents are taught how to engage their child with a book using illustrations and discussion as an alternative to reading the full text.

The translators used a rigorous method to ensure that the final product was appropriate for the population being served. This translation process, developed by the lead translator, was intended to produce a more uniform product. The lead translator chaired a translation committee, which included three additional translators, who were responsible for the initial translation. The committee initially randomly divided the material by page among the three translators. Each translator was given pages from all sections and all vocabulary to translate. After translating the pages individually, the committee examined the full document sentence by sentence during group meetings in which Spanish and English versions were reviewed simultaneously. The committee was responsible for maintaining quality control to minimize misinterpretation, while the lead translator resolved any areas of disagreement on issues of style and language

## **Migrant and Seasonal Head Start CARES**

**Figure 2.2**

### **Presentation of Bilingual Curriculum**



nuances among the three committee members. The lead translator also sought to maintain the integrity of the meaning intended by the Preschool PATHS developers within the parameters of the Spanish language. After the translation was completed, two mothers — one Mexican and one Guatemalan — identified any wording that they believed might present a challenge to less-educated populations in their countries of origin.

A PATHS developer reviewed the translation a final time to ensure that the language was developmentally appropriate for preschoolers, reflected common classroom language used by teachers, and included idiomatic phrases commonly used by parents. The developer worked closely with a native-Spanish language assistant who had experience working with migrant families. The developer and her assistant also reviewed the translation to ensure that it accurately conveyed concepts as intended by the developers.

Two of the three parent sessions were translated using this process as well. The developer and her assistant translated the third parent session initially, after which the lead translator reviewed the translation for accuracy.

- **The translation sought to bridge differences in the way that the Spanish and English languages describe emotions.**

Maintaining the meaning of the initial PATHS curriculum was one of the more challenging aspects of the adaptation process. This challenge stemmed primarily from lexical and syntactical differences between English and Spanish. For example, words expressing emotions in English are generally adjectives, allowing speakers to use the same pattern for all emotions (“I am happy”; “I am mad”). In contrast, these concepts in Spanish tend to be conveyed with nouns, turning (in English) “I am afraid” into (in Spanish) “I feel fear.” Additionally, Spanish may have multiple words that are captured in one English word. For example, Spanish has one word for a permanent state of happiness and another word for a more temporary state. In the original Preschool PATHS curriculum, lessons were intentionally restricted to introduce a single emotion word based on the belief that this prevents children from confusing different words. In the adapted and translated version of Preschool PATHS, multiple-emotion words in a lesson are sometimes needed to communicate an emotional concept across contexts that require different vocabulary in Spanish.

Another challenge in the translation was how to approach the Preschool PATHS categorization of feelings as “comfortable” or “uncomfortable.” These categorizations are intended to communicate to children that while some emotions may be unpleasant, it is okay to feel them, an important distinction in the PATHS model. This concept was difficult for the translation committee, as the direct Spanish translations of “comfortable” and “uncomfortable” are not used in this way. The translators ultimately used a word for comfortable that is similar to “acceptable.” However, they incorporated a phrase to distinguish the word as “fine or okay” (the original intent of the developers) rather than an indicator of something positive.

## Chapter 3

# Staff Professional Development: Supports for Program Implementation

This chapter describes the structured professional development and technical assistance effort to support classroom implementation of the Preschool PATHS (Promoting Alternative Thinking Strategies) program that was adapted from the Head Start CARES study and used in the Migrant and Seasonal Head Start (MSHS) CARES study.<sup>1</sup> This effort included several key components: (1) teacher training; (2) weekly coaching; and (3) ongoing technical assistance and monitoring. Notably, these are the same professional development components that were part of the core Head Start CARES study. Other than the need for coaches and trainers to align their work with differing class schedules, no significant adaptations were made to the design of this professional development model.<sup>2</sup>

As discussed in this chapter, all three aspects of professional development were well implemented by the MSHS grantees, providing substantial support for implementation of the adapted program in MSHS classrooms. More specifically, all participating teachers and coaches attended the PATHS training and rated it quite highly. In addition to classroom-focused content, trainers also provided support for the presentation of the parent sessions. Coaches observed classrooms and met weekly with the teachers as planned. Trainers and teachers rated coaching quality as moderately high.

## Teacher and Coach Training

The training component of MSHS CARES included the delivery of a series of training sessions in addition to curriculum and training materials in the form of written manuals and scripts. Experienced PATHS trainers provided three days of teacher and coach training over two sessions. For both grantees in the MSHS CARES study, the first training session occurred before classroom instruction began, and the second session served as a refresher partway through the program's duration. Each grantee independently handled logistics for the delivery of the PATHS training. The two trainers, both of whom were certified PATHS trainers and one of whom was a co-developer of Preschool PATHS, were each responsible for one grantee. These trainers had also adapted the curriculum and parent sessions for MSHS CARES. This experience may have

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<sup>1</sup>MSHS CARES is a companion study to the Head Start CARES demonstration, which evaluated three social-emotional interventions for children in Head Start classrooms, including Preschool PATHS.

<sup>2</sup>Mattera, Lloyd, Fishman, and Bangser (2013).

given them a background about the community that enabled them to introduce the adapted PATHS program with sensitivity to the context of and the reasoning behind its adaptation.

- **Attendance at the training was high, including the participation of all lead and assistant teachers and classroom aides as well as coaches and administrative staff, such as MSHS center directors and family workers with primary responsibility for working with parents.**

The 100 percent attendance rate for the coach and teacher training reflected the strong buy-in by grantee management that started during the adaptation process. The existing Pre-school PATHS training was adapted for the MSHS study to include revised lessons and pacing guides, but the overall agenda and structure of the training were not changed. For a summary of the training sessions, see Table 3.1.

Training sessions were delivered in English, and trainers were not fluent Spanish speakers. Overall, teachers comfortably understood and participated in the training in English. However, English fluency varied among trainees, and one trainer said that it would have been beneficial to have a native Spanish speaker as support at the training sessions to talk with teachers about PATHS concepts while they worked on group activities. To make sure participants understood the training concepts, the trainer frequently asked them to reframe what she discussed using examples from their experience.

- **Participants from both grantees rated the quality of the training very highly.**

All participants rated the training as 4 or 5 on a scale of 1 (low) to 5 (high) with regard to the accessibility and usefulness of the training materials, support of the trainer, and preparation for implementation. Staff reported that they strongly valued the lesson practice and role-playing opportunities that were part of the training.<sup>3</sup> Trainers used the last session to involve coaches in the training and to build on teachers' early implementation experiences, encouraging them to share their successes and challenges with the training group.

In addition to providing training on the enhancement, Preschool PATHS trainers also provided support in the delivery of the parent sessions, discussed in more detail in Chapter 4. Immediately following the first training session, trainers discussed the parent sessions with the staff (either coaches or lead teachers and MSHS center directors) who were responsible for facilitating the sessions. For one grantee, the trainer and coach facilitators met over the phone before the parent session to review the provided scripts and brainstorm about strategies for delivering the material successfully.

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<sup>3</sup>Copies of training feedback forms are available in Appendix C.

## Migrant and Seasonal Head Start CARES

**Table 3.1**

### **Content of Preschool PATHS Training Sessions**

Session	Key Topics
Session 1 (2 days)	The first day of this session provides an introduction to social-emotional learning and an overview of the Preschool PATHS curriculum. On the second day, participants practice “Feeling” lessons and review neuroscience research before learning about the Turtle technique.
Session 2 (1 day)	The second session begins with an opportunity to share reflections on the implementation process to date before reviewing the Preschool PATHS problem-solving model and practicing upcoming lessons.

## **Coaching**

The professional development model used local coaches to support and reinforce the teachers’ implementation of the adapted Preschool PATHS program during the school year. The coach model, developed in the larger Head Start CARES study, was conceptualized as teacher-focused, collaborative, instructional, nonevaluative, and nonsupervisory, and was designed to help teachers use the enhancement models with fidelity in their classrooms.<sup>4</sup> Prior work has shown that training without coaching rarely changes teacher practice and that teachers need ongoing, in-person support during the school day to be able to take what they learn from the training and change their daily practice.<sup>5</sup> The model required coaches to support lead and assistant teachers throughout the Head Start year. Each week, coaches were expected to conduct a one-hour observation of each class and meet with the teaching team for about 30 minutes to discuss adapted Preschool PATHS implementation. Coaches completed a weekly coach log to record these interactions with teachers and completed a monthly coach log to rate each classroom’s fidelity to the intended Preschool PATHS program model.<sup>6</sup> Other than the need for coaches and trainers to align their work with differing class schedules and the decision by one grantee to use existing staff who already had a supervisory relationship with the teaching staffs they were coaching, there were no significant adaptations from the Head Start CARES study model.

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<sup>4</sup>Lloyd and Modlin (2012).

<sup>5</sup>Lloyd and Modlin (2012).

<sup>6</sup>The content of these logs is available in Appendix A.

While the grantees took different approaches to selecting coaches, both did so with an eye toward sustainability of the model in their programs. One grantee chose two internal staff members for the coach positions in order to develop an institutional memory for the program to draw on in potential future Preschool PATHS implementation. These coaches, who were the education coordinators in two participating MSHS centers, already occupied supervisory positions in the classroom, and continued to do so during the implementation of the adapted Preschool PATHS program.<sup>7</sup> Although this approach diverged from the nonsupervisory coaching model that was used in the larger core Head Start CARES evaluation, the grantee believed that the benefits of using existing staff would outweigh the challenges it could create. Both coaches were native Spanish speakers and were comfortable with English. The other grantee chose to use the coaching position to draw attention to the social-emotional needs of migrant children in the broader local education community. Their coach, who worked with two classrooms, was hired as an external consultant and held a position at the County Office of Education working in psychology and special needs. This coach was a native English speaker who had some Spanish language ability but was not fluent. All three coaches were hired before classes started. The coaches had no prior background with Preschool PATHS and were trained alongside the teachers.

Before the initial training session was held, the trainers and research team organized a series of three webinars to expose the coaches to Preschool PATHS and to the coaching model. The 90-minute webinars covered an introduction to MSHS CARES and Preschool PATHS, an introduction to the coaching model and coaching strategies, and training in completing the weekly and monthly coach logs. These three webinars and the on-site PATHS training sessions made up the formal training for coaches.

- **Although dosage (frequency and intensity of program implementation) varied for the two grantees, both grantees' coaching staff met the dosage threshold outlined in the coaching model.**

Coaches conducted classroom observations weekly and met with teaching staff three to four times a month. Classroom observations averaged from one hour to one-and-a-half hours across classrooms, while teacher meetings ranged from 30 to 45 minutes. (Dosage is summarized in Table 3.2.) This variation may have resulted from differences in program duration or coaching style (or both). For one grantee, both teachers and assistant teachers attended all the coaching sessions together. For the other grantee, assistant teachers were either never present or

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<sup>7</sup>Education coordinators provided oversight and support for the curriculum, lesson plans, and classroom activities. Classrooms received formal supervision and assessment from their MSHS center directors.

## Migrant and Seasonal Head Start CARES

**Table 3.2**

### Coaching Components, by Classroom Program Duration

Classroom Program Duration	Number of Coaching Sessions per Month <sup>a</sup>	Length of Coaching Session (Minutes) <sup>a</sup>	Length of Classroom Observation (Minutes) <sup>a</sup>	Coach Preparatory Time per Week (Minutes) <sup>a</sup>
7 months	3.8	39	62	40
7 months	4.2	46	70	58
5 months	3.0	33	104	84
10 weeks	2.8	27	83	108

SOURCES: MEF Associates calculations based on weekly coach MIS logs.

NOTE: <sup>a</sup>Averages over course of classroom implementation.

were present at about half the coaching sessions. Coaches used their classroom observations to guide their coaching sessions, focusing on positive observations while providing constructive feedback. Coaching sessions with the teachers generally occurred during the children’s nap time in all the classrooms.

- **Coach quality was generally satisfactory, although quality varied somewhat among coaches.**

Trainers reported that coaches were of moderately high quality, rating them an average of 3.9 on a scale of 1 (low) to 5 (high). Using the same scale, teachers rated their coach during interviews, with varying responses: some gave their coach a rating of 5, while others rated their coach as a 3. (Trainer ratings of coaches were collected once for each coach through an online log. The content of the rating log is available in Appendix A.)

The two internal coaches benefited from what appeared to be strong, respectful, pre-existing relationships with the teachers they coached. Based on interviews with the teachers and grantee management staff, the coaches’ supervisory status did not appear to impede their work as coaches. The teachers and coaches alike stated that their relationships did not change because of Preschool PATHS. The trainer for this grantee reported that coaches were committed to the program and receptive to suggestions, allowing their understanding of the enhancement to grow over time.

The external coach had a strong mental health background, which was helpful for the many children with disabilities in one classroom. She provided substantial support on classroom management issues. The fact that she was not fluent in Spanish had a negative impact on her relationships with some of the teaching staff. For example, the coach noted that discussing abstract concepts during coaching sessions could be challenging because of the language barrier. Although the staff could understand English, developing a personal connection and encouraging the staff to be open and comfortable was difficult without Spanish. In addition, classroom observations required coaches to understand and provide feedback on Preschool PATHS implementation, often conducted in Spanish. The coach felt that it was sometimes difficult to get a sense of how many “feeling” words the Spanish-speaking children were using. While teachers and grantee management staff were satisfied with the coach’s performance, the fact that she was not bilingual likely reduced her overall effectiveness.

- **Throughout the duration of the program in the classroom, the Preschool PATHS trainers provided ongoing support and technical assistance to the local coaches.**

The three coaches learned about Preschool PATHS alongside the teaching staff and did not have experience with the coach model that was used for the study. Preschool PATHS training for coaches was supplemented by additional support from the trainers. Coach-trainer calls were held weekly for an average of 30 minutes each. Trainers used these discussions to review program content, discuss teacher progress, and explore approaches for improving classroom implementation. In addition, they conducted one visit to each classroom and worked one-on-one with the coaches on implementation progress and strategies to support teachers. The trainer and coach observed the classrooms together and discussed how they would each rate their observations according to the rating scales in the monthly coach logs. This process was intended to help coaches incorporate their trainer’s expectations for the classroom into their future ratings. For example, if a coach had a tendency to be too positive in her ratings, the trainer would use this visit to show the coach why the classroom should receive a more moderate rating. Trainers also participated in monthly calls with the research team to share their impressions of classroom implementation, which were based primarily on the coach calls.

## Chapter 4

# Program Implementation

This chapter summarizes what the adapted Preschool PATHS (Promoting Alternative Thinking Strategies) program looked like in the Migrant and Seasonal Head Start (MSHS) CARES classrooms in which it was implemented, and examines the extent to which the adaptation was implemented with fidelity to the model and adherence to quality.<sup>1</sup> The successes and challenges of implementation are described from the perspectives of the staff from the study's two grantees, coaches, parents, Preschool PATHS developers and trainers, and the research team.

Overall, Preschool PATHS was implemented well in all classrooms. Despite varying lengths of the school years across grantees and classrooms — from 10 weeks (one classroom) to 5 months (one classroom) to 7 months (two classrooms) — teachers were generally able to incorporate Preschool PATHS into their regular classroom schedules and deliver the program as planned. However, there was one important exception to this general pattern: the short program duration in the 10-week classroom proved to be the most challenging schedule to accommodate, suggesting that there are limits to how much Preschool PATHS can be condensed. All classes were conducted largely in Spanish, and the teachers found it feasible to incorporate both the translated Spanish materials and the side-by-side presentation of materials in both Spanish and English. Both grantees that took part in the MSHS CARES study believed that the adapted version of Preschool PATHS met the needs of their MSHS classes. As part of the MSHS CARES study, grantees implemented parent workshops to promote parents' involvement in the program and in their children's education, and considered them to be of great value. Parents also expressed very positive views of Preschool PATHS and MSHS in general.

## Classroom Implementation

Classroom implementation was assessed in the MSHS CARES study based on logs kept by teacher coaches and trainers in the MSHS program, as well as structured interviews with grantee directors, MSHS education coordinators, MSHS center directors, teaching staff, coaches, and trainers. Overall fidelity of classroom implementation, as reflected in the trainer

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<sup>1</sup>MSHS CARES is a companion study to Head Start CARES, which evaluated three social-emotional interventions, including Preschool PATHS, for children in regular (regional) Head Start classrooms. Regional Head Start programs generally serve a broader population of low-income children than those in the MSHS programs.

and coach logs, was satisfactory. Trainers rated two classrooms on fidelity of Preschool PATHS implementation as low to medium and two as medium on a scale of 1 (low) to 5 (high), and their conversations with coaches over time increased their belief that implementation was satisfactory. While coaches' monthly ratings were higher than the trainers' ratings for all classrooms, the pattern across classrooms was similar, with low-to-medium classrooms rating an average of 3.25 and medium classrooms rating an average of 4.25. Coaches' ratings of classroom fidelity showed improvement over time. In two cases, the ratings started high and fell after the coaches jointly observed classrooms with the trainer. From that point forward, the coach ratings improved steadily over time.

While teachers easily implemented structured Preschool PATHS activities such as the "circle time" lessons and "Kid of the Day,"<sup>2</sup> they faced greater challenges in generalizing lesson concepts in the classroom. As is often the case in implementing Preschool PATHS, trainers felt that teachers could expand their efforts to label emotional experiences and encourage children to talk about their emotions during activities that were unrelated to PATHS.

- **Teachers in the 5- and 7-month classrooms were able to incorporate Preschool PATHS into the program year and into their daily schedules.**

The teaching teams in the three classrooms with these schedules thought that Preschool PATHS fit well once they got used to the routine. It was initially difficult to incorporate the program with the rest of the curriculum, but as the year went on implementation became smoother.

The weekly schedules for both 7-month classrooms were fairly similar: teachers presented Preschool PATHS lessons on Tuesdays and Thursdays, and they presented extension activities (which were intended to support the lessons taught earlier) and lesson reviews on Fridays. Teachers generally followed the pacing guide, which specified how much time to spend on each program component, although they spent extra time introducing the "Turtle" technique (used to teach children how to regulate their emotions) and remained two to three weeks behind the guide for the remainder of the classroom program duration. Both classes completed the lessons in about 20 weeks, and spent the remaining weeks reviewing one to two lessons per week. The pacing guide for the 7-month classrooms provided for completion of the lessons in 18 weeks, allowing time for start-up and review at the end.

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<sup>2</sup>"Circle time" is a preschool activity in which the children sit together in a circle with the teacher for various lessons and activities. "Kid of the Day" is a Preschool PATHS activity in which one child each day is selected to undertake a particular task and receives compliments from the teacher and the other children.

In the 5-month classroom, the teachers spread lessons over several days to accommodate the needs of the children, and took time to review if a more challenging concept needed more attention. This included repeating lessons during circle time or delivering them multiple times to small groups of children. The classroom remained about 3 weeks behind the pacing guide but had the flexibility to complete the lessons in about 21 weeks.

- **While teachers in the 10-week classroom were able to present all the Preschool PATHS lessons, the quality of instruction was compromised by the short schedule.**

Ten weeks is considerably shorter than the classroom term for which Preschool PATHS was originally designed. The pacing guide sought to adjust Preschool PATHS for implementation during this short term. Fidelity ratings for the 10-week classroom were very high, and this classroom moved more quickly through the adapted Preschool PATHS' 32 lessons (divided into seven units) than suggested by the pacing guide, which allotted 12 weeks to complete the lessons.<sup>3</sup> The lead teacher chose to pace herself by introducing about one unit per week. To make this possible, the teacher conducted two to four lessons each week and shortened the lesson dialogues. This classroom completed the PATHS lessons in nine weeks in order to review the more challenging lessons, such as how to deal with “comfortable and uncomfortable” feelings. The trainer appreciated the teacher’s motivation and commitment to integrate the Preschool PATHS curriculum into the classroom. According to the trainer and coach logs, Preschool PATHS was incorporated into the classroom routine and practices.

However, the trainer was concerned that this intensive schedule did not allow enough time for children to internalize the concepts before moving to a new topic. The coach echoed that doing fewer lessons for this time period would be preferable. The coach who worked with both the 10-week and 5-month classrooms saw a big difference in the way the program was implemented between the two classrooms. She said that, although having a seasoned teacher was an advantage, the 10-week classroom was “hurried” by completing multiple lessons each week. The teaching team agreed that the concepts introduced by the curriculum were “too intense” for a 10-week program.

- **Teachers successfully managed scheduling pressures in the lives of the migrant and seasonal families they served.**

As noted earlier, weather, crop timelines, and other agricultural factors affect MSHS families’ arrival to and departure from an area. This unpredictability may create challenges for

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<sup>3</sup>At the time the pacing guide was developed, conversations with the grantee suggested that this classroom would implement a 12-week program.

classroom implementation. For example, enrollment in one 7-month classroom was far lower than usual during the first two months (with 4 children at the start of the school year compared with the usual 16); the expected families arrived late because of a longer work season in their previous location. It was not until the third month that the class was full. This had substantial implications for the implementation of Preschool PATHS and for the more general classroom dynamic. While the teachers were used to a somewhat graduated enrollment over the course of the first month of school, the unexpectedly low enrollment to start this school year affected program implementation. The influx of new students later in the growing season meant that much of what had initially been presented to other students needed to be repeated for the new children. As a result, teachers reviewed key Preschool PATHS lessons through the third month of school as new children entered the classroom. This made it difficult for teachers to set the tone in the classroom and pace their implementation of Preschool PATHS. However, it may have been beneficial for the teachers to have an opportunity to “practice” the lessons, as they were more comfortable with them the second time around. Teachers also reported that the children who understood the concepts the best were those who heard the lessons multiple times. While graduated enrollment was a challenge for these teachers, they had the flexibility to adjust their lesson delivery; a class of shorter duration may have faced greater challenges from this slow start-up.

Another classroom experienced turnover of seven children who left in the middle of the season, and new children came in who had not previously been exposed to Preschool PATHS concepts. This is not unusual in the MSHS context, and the teachers adjusted to expose the new children to Preschool PATHS while using it as a review opportunity for the rest of the children. In order to address this need and the diversity of children’s developmental stages in the classroom, the teacher and assistant teacher split the classroom into two groups and delivered the Preschool PATHS lesson separately to each group. Each group also had its own Kid of the Day, giving the children who were new to the classroom or who had special needs a peer mentor who already knew how things worked. The coach reported that this strategy was successful and that “you wouldn’t know when [in the season] each child came in because the classroom is very cohesive.” The adaptation of creating two “buddy” Kids of the Day helped to acclimate new children to the activity and create a cohesive classroom.

- **Teachers were largely able to accommodate the needs of younger children and those with an Individualized Education Program (IEP).**

Two of the classrooms served many 3-year-old children and included a high number of children with IEPs.<sup>4</sup> These children had a more difficult time paying attention to and remembering the Preschool PATHS lessons that teachers presented. Teachers spent the first few weeks in the classroom helping these children acclimate to the MSHS center environment, and started implementation of Preschool PATHS slowly as a result. Three-year-olds had difficulty grasping the concept of compliments. Although they were able to move from only mentioning events that occurred (“Jane and I played in the block area”) to providing repetitive compliments about appearance (“I like your shoes”), they struggled to compliment behavior (“I like the way you shared with me”). Despite having a challenging dynamic in the classroom with several children with IEPs, teachers had time to make adjustments and accommodations. Teachers appreciated the varied length of lessons as well as the alternative options for transition exercises between classroom activities that were built into the adapted curriculum. One coach recommended spending more time on basic feelings in the lessons to give children in lower developmental stages time to understand the concepts.

- **Teachers used both the Spanish and English versions of the curriculum and reported that the translation was appropriate.**

Preschool PATHS classrooms included students with a range of English-only, Spanish-only, and bilingual language abilities. Teachers designed their instruction delivery to support this variance, generally working as a bilingual team, with one teacher speaking primarily English and the second speaking primarily Spanish. When implementing Preschool PATHS, the teaching teams used both versions of the lesson plans. In two classrooms, the teaching team presented the lessons simultaneously in both languages, splitting up the students based on language proficiency. In other cases, teachers would deliver the lesson to the class in one language and repeat key words and emotion vocabulary in the second language. It was also common for teachers to read the same Preschool PATHS story twice over the course of one or two days, once in English and once in Spanish. Teaching teams sometimes saw their students’ language abilities change throughout the program, noting that they were able to provide English-only instruction by the end of the year.

Overall, teachers had positive impressions of the translated Preschool PATHS curriculum, although they noted that “comfortable” and “uncomfortable” were difficult concepts for children to grasp, particularly in Spanish. One teaching team felt that the curriculum was written

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<sup>4</sup>Individualized Education Programs are developed for children who are found through assessment to have a disability that affects their learning process. The program outlines how teachers will help the student learn more effectively considering the individual’s learning style and needs.

at a slightly higher level than would be expected for preschool children. However, the teachers were able to manage the adjustments to the language that they felt were necessary.

- **The PATHS developers made a special adaptation for the classrooms that used High Scope as their core curriculum.**

It is always important to coordinate the implementation of a program enhancement such as Preschool PATHS with a grantee's core curriculum. Commonly, some adjustments are made in the daily schedule to accommodate Preschool PATHS lessons and extension activities. In the case of one grantee that used High Scope,<sup>5</sup> the PATHS developers made some specific adaptations to address their concerns.

In an effort to promote more effective implementation of High Scope, the grantee made a concerted effort to keep compliments and praise out of the classroom, preferring to acknowledge, or "notice," a child's activity. The grantee also expressed concern with the structure of Kid of the Day because it singles out one child for special attention. Preschool PATHS incorporates compliments and Kid of the Day to reinforce positive social-emotional behaviors, including social perspective-taking, the development of a sense of self, and the capacities for taking one's turn and waiting.

As a result of this grantee's practices, the developers created an alternative activity called "Turtle Time" to replace Kid of the Day.<sup>6</sup> Every day the teachers led the class in "noticing" positive behaviors that were expressed around the classroom, such as examples of sharing, giving support to a friend, and solving a problem. Children were also encouraged to share what they observed, and the teachers wrote down examples to send home with all children at the end of the week. The Preschool PATHS developers were comfortable that this adaptation remained consistent with their core principles.

## **Parent Workshop Implementation**

Both grantees implemented the parent education workshops using the materials developed for Preschool PATHS. As described in Chapter 2, PATHS developers added parent workshops to the enhancement in response to the emphasis that grantees and other stakeholders placed on parents' active involvement in the MSHS community. Three sessions introduced parents to basic Preschool PATHS concepts by demonstrating lessons and engaging in activities that

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<sup>5</sup>All Head Start grantees use a curriculum that guides their educational program in the classroom. High Scope is one of the most common curricula.

<sup>6</sup>Turtle Time is distinct from the Turtle technique described in Chapter 2, which is an emotion-regulation strategy used by individual children who experience strong emotions.

mirrored what children experienced in the classroom. All session protocols were translated from English because parent workshops were conducted in Spanish for both grantees.

Parent workshop implementation was assessed during structured interviews with grantee directors, MSHS education coordinators, MSHS center directors, teaching staff, coaches, and trainers. Informal discussions with parents were held during site visits, and staff who conducted the workshops completed a short survey after each session.<sup>7</sup>

- **Parent sessions were stand-alone meetings that lasted about one hour.**

Sessions were held in the early evening and were specific to individual classrooms. For one grantee, each parent session was initially conceived as a 20-minute portion of a one-hour “kindergarten transition meeting” that parents were invited to attend once a month. After the first session, it was clear that a full hour would be needed to cover the material for the Preschool PATHS session, which became the only item on the agenda for the next two sessions.

- **For both grantees, parent session facilitators were actively involved in implementing Preschool PATHS.**

For one grantee, coaches (who were also education coordinators at the MSHS centers) were responsible for conducting the parent sessions. In the case of the other grantee, lead teachers and center directors collaborated to facilitate these parent meetings. In all cases, the staff implementing the parent sessions had attended Preschool PATHS training and were involved in classroom implementation of the enhancement.

- **While session facilitators felt the overall format and content of the sessions were appropriate for the attending parents, they made their own minor adaptations to the materials.**

Facilitators appreciated the topics and sequence of the parent sessions, finding that parents were willing to engage with the presentation activities. Facilitators reported that parents were eager to hear about the Preschool PATHS enhancement and the activities taking place in the classroom. One facilitator made a slight adaptation to an example included in one of the parent session scripts to make it more culturally relevant. The example described someone who felt frustrated while driving a car, but the facilitator noted that many of the parents in the community do not drive or own a car. Instead, she used an example of someone who feels frustrated when learning to cook rice. Some facilitators also simplified the session language to make it more accessible to parents, and used examples of particular situations in

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<sup>7</sup>The parent session feedback form that staff completed is available in Appendix C.

the families' homes (which parents had voluntarily described), to teach parents helpful strategies for talking with their children.

- **Parent sessions were generally well attended and well received by parents.**

An average of 14 parents at one 7-month classroom and 10 parents from the other 7-month classroom attended the sessions, out of a maximum class size of 18 and 16, respectively. An average of 15 parents from the 5-month classroom and 8 parents from the 10-week classroom attended, out of a maximum class size of 20 in each classroom. Most of the attendees were mothers. The high attendance in the Preschool PATHS parent sessions supports the premise that parent involvement is a key component of these MSHS programs.

- **Parent session facilitators reported that parents were engaged during all sessions.**

All session facilitators rated parents' engagement and receptiveness as 4s and 5s on a scale of 1 (low) to 5 (high) for the second and third sessions; two facilitators gave ratings of 3s and 4s for the first session. Facilitators were pleased to see parents comfortably talking about their personal problems at home, and received immediate feedback from parents that they learned something from the session and would try to bring home the strategies they discussed. In the beginning of the first session, it was challenging to encourage some parents to discuss their own feelings. One facilitator explained that once she acknowledged that everyone has feelings and that they are important, the parents opened up. For example, during a parent focus group, one mother reported that she used to yell at her children a lot, but after Preschool PATHS was implemented, she changed her behavior. When she feels angry, she tells her children, "I'm very angry, and I don't want to scream at you or hit you, so we will talk about this later," and she goes into her room to calm down.

Staff saw active participation from parents practicing Turtle and requesting to check out books from the classroom library. Parents were also engaged in brainstorming ways to discuss ideas and feelings in books with children without having to read the story. Two facilitators noted that the parent sessions were one of the most important components of the Preschool PATHS enhancement and showed interest in extending the series with a fourth parent session that focused on the importance of complimenting, a central concept in PATHS Kid of the Day.

- **Other grantee staff also viewed the parent sessions positively.**

When parents learned about a Preschool PATHS strategy, they sometimes made comments to staff indicating that the children were taking PATHS concepts into the home; for instance, a parent might exclaim, "So that's why my daughter was doing that." Staff felt that parents enjoyed the sessions because it was a way to tie the school to the home, and covered

ideas that the parents had not been exposed to or thought about in a long time. One grantee liaison stated that there was “a lot of hunger in this community” for discussions about emotion and believed that “the biggest winners of the program and your [PATHS’] biggest supporters are the parents.” The grantee director at the same location noted the need to think about strategies for working with families to negotiate the disconnect that some children may see between the emphasis on “gentle touching” in the classroom and violence in the home. Grantee staff observed that parents were increasingly involved and eager to learn in the later sessions and practiced doing Turtle.

## **Grantee Assessments of the Adapted Preschool PATHS Program**

Grantee staff perspectives on the adapted curriculum were captured during site visits through structured interviews with grantee directors, MSHS education coordinators, MSHS center directors, coaches, and teachers.

- **Both grantees believed that the adapted version of Preschool PATHS generally met the needs of Migrant and Seasonal Head Start classrooms and teachers.**

The grantee managers observed that Preschool PATHS increased the importance and visibility of social-emotional learning in the classroom and fit well into the regular classroom routine. They appreciated the variety provided by PATHS, including books and extension lessons. Compared with other classrooms, the PATHS teachers seemed to have more tools to deal with issues that came up in the normal day. Managers shared that PATHS helped teachers understand how their actions with and reactions to children make a difference. The PATHS curriculum clarified which behavior issues to expect and how to address them, encouraging teachers to deal with the behavior problem without making it a large issue. Using Kid of the Day improved teacher creativity and confidence.

Coaches also observed that the curriculum was culturally appropriate, that the translations were good, and that the children understood all of the basic emotion words. One coach noted that PATHS is “not just another curriculum” because it includes “everything teachers need” and, in this case, had up-front support for teachers through training, coaches, and administration. She also noted that the story “Tomás Is Moving” hit home for both classrooms. She said that since some children move multiple times over the year, it was clearly relevant to them.

One coach commented that “their [the children’s] lives are a lot harder than Tomás’s.” Preschool PATHS provided a vehicle for these children to talk about some of these issues in a safe environment. She emphasized the fear and uncertainty that is pervasive in the lives of these children, much of it a function of immigration status and the migratory lifestyle. Arrests and

deportations within the community lead to a strong undercurrent of fear of law enforcement among the children. She suggested including themes of deportation and the police in the stories for greater cultural relevance.

- **While the teachers in the 10-week classroom also felt that Preschool PATHS is a good curriculum, they and their coach expressed concerns that 10 weeks is not enough time to implement the program.**

The teachers in the 10-week classroom estimated that about half of their children were able to pick up the lessons and strategies that Preschool PATHS introduced. The Turtle technique and “thumbs up/thumbs down” were easiest for the children to learn,<sup>8</sup> but it was more difficult for them to learn how to state a problem and explain how they feel. The teachers stated that they would like to use Preschool PATHS in the future, but they believed the curriculum was “too intense” for such a short program and would work better in their longer regional Head Start programs.

- **Grantee managers observed changes in children’s behavior.**

Managers reported that Preschool PATHS concepts are embedded in the curriculum so well that the children remember them and use them until it becomes second nature. Children related to the PATHS characters and recognized the importance of stopping and breathing when they felt sad or angry. One coach noted that children were learning to be more compassionate about other people’s feelings and could read their parents’ feelings better. Managers stated that they observed significant changes in children’s peer interactions. One manager summarized the benefit of PATHS this way:

[T]he program expanded deeper into the children’s world. Their teachers, parents, and friends are all on the same page. You can teach them different important concepts but this is one of the most important concepts to help them solidify their ability to learn — when they feel included and cared for.

- **Teachers had strong positive impressions of Preschool PATHS and noted its perceived effect on children’s social behavior.**

Teachers felt that the curriculum was well designed and appreciated having a lot of examples, transition ideas, and long and short versions of the lessons. One teaching team felt that incorporating the concepts of feelings into the classroom was the easiest aspect of Preschool PATHS to implement, and another team felt that extension activities were mapped out clearly

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<sup>8</sup>In Lesson 13 of Preschool PATHS, teachers introduce the thumbs-up and thumbs-down gestures as a teaching tool to explain that while all feelings are okay (thumbs up), some behaviors, such as a child hitting a friend when he is mad, are not okay (thumbs down).

and worked well in the classroom. A third teacher felt that introducing the classroom rules was particularly helpful. One teacher noted that teaching the Turtle technique was a difficult component in PATHS. Another team felt that the biggest challenge was moving children during Kid of the Day from giving compliments about physical attributes, such as hair or shoes, to focusing on compliments about positive behavior, such as sharing.

Teachers suggested that children's increased awareness of their peers' and their teachers' feelings led them to be better behaved. They said they perceived children having increased self-regulation, as well as increased empathy with their peers. One assistant teacher stated that if a child fell down, the other children would "rush toward him, dust him off, get him a Kleenex, comfort him, and even bring him...toys." The children were also more aware of the teachers' feelings, especially if a teacher was feeling ill. One lead teacher mentioned that the children would pick up on her feelings if she was sick or sad and take the initiative to help out more in the classroom.

- **Teachers also reported that Preschool PATHS improved classroom management.**

Teachers said that Preschool PATHS helped children to resolve issues without the teacher's intervention by using the Turtle technique or the "hands to yourself" rule.<sup>9</sup> The teachers in one classroom explained that, by the end of the year, the children knew the classroom rules so well that the teacher only had to state the number of the rule (rule number 2, rule number 3, and so on) and the children would follow it. These teachers spoke about the increased self-regulation among the children. The lead teacher offered an example of a little girl who saw a boy hit another child, told him to "do Turtle," and then approached the teacher to inform her that she had encouraged her fellow classmate to do Turtle.

- **Teachers noted that their motivation to implement Preschool PATHS was reinforced by the children's and parents' response to the program.**

One teacher initially had doubts about whether the curriculum would work because the class felt chaotic, especially because she had never had so many children with IEPs. As the children learned rules and expectations through PATHS, classroom management started to normalize and PATHS implementation became more natural. As teachers reflected on their classroom sessions, they noted that children took Kid of the Day responsibilities seriously and memorized the rules of the classroom. Teachers were encouraged as they began to see children

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<sup>9</sup>"Keep your hands to yourself" is one of the six rules that are introduced in Lesson One of Preschool PATHS. Other rules include "Wait quietly for your turn" and "Gentle touching."

practicing PATHS strategies in the classroom and heard feedback from the parent sessions. Many of them became convinced of its effectiveness when they heard that children were continuing to do PATHS at home. One teacher stated that the curriculum had proven itself because the children could embrace it and even younger children could pick up the concepts. One coach described a child in the beginning of the program who was unable to talk about his feelings because of language delays. By the end, the child was able to go to the teachers when he had conflicts and talk about what was happening, a change the coach attributed to PATHS. Although the child still needs support, teachers and parents have reported improvements.

## **Parents' Impressions of Preschool PATHS**

To capture parents' opinions of the Preschool PATHS program and learn more about the parent engagement component of the adaptation, the research team held informal discussion groups in the evening following site visits to the grantees' centers. The team met with a group of nine parents from each of the four classrooms. Discussions were led in Spanish by a native speaker on the research team. The degree to which parents were familiar with PATHS varied across grantees and classrooms; however, parents were uniformly positive about the aspects of the enhancement that they were aware of. Based on these conversations as well as discussions with grantee staff, it appears that, for some parents, the PATHS strategies that were discussed during parent sessions and that their children practiced at home served as a resource to improve their communication with their children.

- **Parents had positive impressions of Preschool PATHS and observed positive changes in their children's behavior.**

Many parents were very familiar with the PATHS characters (Tomás, Lupita, Diego, and Diana) as well as the Turtle technique, which they reported watching their children use in the home. One mother stated that her child uses the Turtle technique instead of throwing tantrums, and another commented that her daughter encouraged her siblings to "do Turtle" when they were fighting. Another son became more empathetic and would ask his mother how she was feeling if he noticed that she was sad or angry. In one classroom, the child who was selected as Kid of the Day had permission to bring home one of the character puppets for one night, giving parents the opportunity to see the puppet first-hand. Parents relayed how much their children liked taking a puppet home, and one mother shared that her daughter acted out classroom discussions at home with the puppet.

- **The parent group also offered observations of the ways in which Preschool PATHS was affecting their families' interactions.**

Some parents reported using the skills from Preschool PATHS to change and improve their interactions at home. Before PATHS was implemented, some parents said, they communicated with their children by yelling at them or giving them orders, but after PATHS began they became more aware of their own reactions and attempted to react more sensitively and have calmer conversations with their children. Several mothers listed the Turtle technique, feelings, the importance of spending time with your child, and bullying among the topics discussed during the evening parent sessions. One parent felt that the Turtle technique was good for her as well as her child, sharing that “a lot can be learned with that technique to speak softly, how to touch your child, and understand when they are sad or angry.”

One parent shared how learning to comment on her child’s schoolwork changed their relationship. She said that previously, when her son brought home something that he had made at school, she would often tell him to “just put it over there.” Through the parent session, she learned to take time to focus on his accomplishment:

When I mention to my son that the drawing he brought me today is beautiful and ask him questions like how long did it take you to make it, I feel like he’s begun to express himself. He tells me how long it took him, who he made it with, and what friends were next to him. . . He is learning how to feel good about himself.

Another parent reflected on a teacher home visit:

We need to adapt and learn how to better express our feelings, too. Sometimes instead of just telling our kids we are tired, we should acknowledge that they want to share something by at least telling them that we can’t listen to them at that moment.

## **Grantees’ Plans for Ongoing Use of Preschool PATHS**

At the time of the field research, both grantees planned to continue using Preschool PATHS beyond the study implementation period. One grantee manager explained that the PATHS adaptation is one potential tool the grantee can offer its centers and reported that teachers are ready to keep using PATHS and are asking about whether they are able to use it in the regional Head Start program as well. The other grantee’s managers stated that, when asked whether they would implement Preschool PATHS again, the teachers responded that they would definitely implement parts of it. The managers said that the teachers should be responsible for initiating the continued use of PATHS. The teachers and coaches all expressed interest in continuing PATHS the next year. The managers agreed that if they were to implement PATHS on a wider scale, it would be important to provide teachers with the kind of coaching and training support that came through the MSHS CARES study.

Follow-up conversations a year later provided an update on the grantees' ongoing use of PATHS. One grantee indicated that teachers from both MSHS classrooms were using the Preschool PATHS curriculum. The teacher from the 10-week program had incorporated PATHS into her regional Head Start classroom that operated from September to May. She reported that it worked very well; the children in the regional classroom had similar characteristics to those in their MSHS-funded classes and responded to PATHS. The teachers in the 5-month class plan to use Preschool PATHS again during the summer, and the grantee is extending it into another 5-month preschool MSHS classroom. The coach is serving as the grantee's mental health consultant and is available for teacher support. The grantee is very positive about Preschool PATHS and plans to expand its use in the regional classrooms in the fall.

The other grantee indicated that it had not used Preschool PATHS in the year following MSHS CARES implementation. Two of the teachers in one classroom had moved to a classroom with younger children, in which PATHS would not have been appropriate. The other classroom was being used as an intensive training site for High Scope implementation. This grantee also reported going through a federal review during the year that left little room for additional classroom activities. The grantee reported that they are also dealing with new state literacy requirements that require considerable focus, given the demands of dual-language instruction. However, the grantee manager noted that Preschool PATHS was a great program and that she would use it if she were a teacher.

## Chapter 5

# Lessons Learned

Migrant and Seasonal Head Start (MSHS) is part of the larger Head Start program, which provides early-childhood education for low-income children throughout the United States. MSHS specifically targets children from families who are migrant and seasonal workers, and who thus have some unique needs that the regular Head Start program does not meet. The MSHS CARES demonstration, which is the subject of this report, was launched to test whether an existing, evidence-based, social-emotional curriculum for preschoolers could be successfully adapted to fit the MSHS population. The curriculum, Preschool PATHS, was initially part of the Head Start CARES demonstration, which evaluated three social-emotional interventions for the broader population of children served by Head Start. This chapter draws on the findings in this MSHS CARES case study to provide lessons that are especially relevant for curriculum developers and practitioners who are interested in adapting programs for use with special populations.

## Lessons from Migrant and Seasonal Head Start CARES

### **Balancing Fidelity to the Model with the Needs of the Population**

- **The role that the Preschool PATHS developers took in leading the adaptation process, together with the stakeholders' input, helped to maintain the core theory and integrity of the enhancement while responding to the particular needs of MSHS programs and the families they serve.**

The Preschool PATHS developers led an iterative process that involved stakeholder input followed by program adaptation and additional stakeholder review. This process produced a Preschool PATHS adaptation that appeared to balance fidelity to the PATHS model with the need to address the unique requirements and circumstances of MSHS programs.

### **The Role of the Grantees**

- **The direct and focused involvement of the two implementing grantees in the adaptation process provided valuable input for the program developers and built grantee buy-in.**

The grantees' staff members provided direct and specific input to the adaptation process. They described their circumstances; explained their yearly and daily schedules; reviewed

lessons, stories and illustrations; and reviewed the parent workshops. This input helped the program developers tailor changes to Preschool PATHS to address the grantees' specific needs. It also promoted local buy-in, resulting in strong support by grantee managers and teachers for program implementation.

### **Parents' Involvement**

- **Adding a component to Preschool PATHS that involved parents was very important to the MSHS community.**

The parent workshops were well received by the grantees and the parents. Both grantees considered the parent workshops to be of great value and gave high ratings for parent engagement and receptiveness across sessions. Sessions were well received by parents, and the facilitators of these sessions reported the parents' active participation. Facilitators stated that the parental component was one of the most significant pieces of the program for them. Given the important role of parents in Head Start and other preschool programs, the Preschool PATHS developers should explore adding a similar component to the core Head Start program.

### **Program Duration**

- **Challenges encountered in the classroom that ran the 10-week program suggest that there may be limits to the extent to which Preschool PATHS can be condensed.**

The adaptation of Preschool PATHS as a 10-week program included too much content for such a short period of time. Despite a very strong and motivated teacher who covered all the material, the consensus among everyone involved was that the limited classroom time compromised the quality of instruction. The question for PATHS developers is whether 10 weeks is insufficient to attempt implementation or whether additional adaptations could be made to reduce the amount of content without compromising the integrity of the program.

### **Professional Development**

- **A strong professional development model — including teacher training, weekly coaching, and ongoing technical assistance — was essential to the implementation of Preschool PATHS in the MSHS classrooms.**

Teachers reported that the training and coaching gave them the tools they needed to implement Preschool PATHS. Further, grantee managers indicated that they would need a similar approach to professional development if they were to implement the enhancement more broadly in their programs. This is similar to the experience in the larger Head Start CARES study and

further reinforces the importance of ongoing structured professional development for implementing changes in teacher practice.<sup>1</sup>

### **Cultural and Language Fit**

- **Sensitivity to language and cultural fit is important when delivering training and coaching in bilingual and bicultural settings.**

Another important lesson from this study is the importance of cultural and language fit for teachers' professional development. While trainers, coaches, and teachers might be able to surmount language barriers and cultural differences, the MSHS CARES experience suggests that it is preferable to use trainers and coaches whose language and cultural backgrounds match those of the population served.

### **Applicability to Other Head Start Classrooms**

- **Many of the Preschool PATHS adaptations that were made in this project appear to be applicable to the broader Head Start grantee community.**

As Head Start programs are serving an increasing number of three-year-olds, the efforts to adapt the curriculum for different and earlier developmental levels could be helpful in other Head Start classrooms beyond MSHS classrooms. For example, the Preschool PATHS developers who adapted the program for the MSHS CARES study shortened lessons and stories, established clear transition activities, and included developmental notes for teachers. The translation of Preschool PATHS materials from English into Spanish was crucial for MSHS CARES, and many other Head Start classrooms that serve Spanish-speaking children could likewise benefit from a Spanish version of Preschool PATHS. The inclusion of parent workshops, such as those implemented in this project, could be beneficial to other Head Start programs as well.

## **Conclusions**

This study offers insights on the experience of program developers and participating grantees in adapting and implementing the Preschool PATHS social-emotional program in Migrant and Seasonal Head Start classrooms. Both the adaptation and the implementation benefited from enthusiastic developers and local program operators who embraced the opportunity to partici-

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<sup>1</sup>In Head Start CARES, the intensive professional development model that supported classroom implementation contributed to changes in teacher practice. See Mattera, Lloyd, Fishman, and Bangser (2013).

pate, working in collaboration to make structural, cultural, and language adaptations. Together, they implemented a comprehensive professional development model designed to support the delivery of Preschool PATHS in the classroom. Classroom and parent workshop implementation went well and program staff and parents viewed the program positively. However, all parties agreed that the program, as adapted, was too intense for implementation in 10 weeks.

Curriculum developers should be encouraged by this experience as they consider adapting their programs for use in alternative cultural settings. The Preschool PATHS adaptations made the program more accessible to MSHS children and families. Absent this adaptation, local Head Start staff who wanted to implement Preschool PATHS would have had to make their own adaptations to the standard program. It is certainly preferable for developers, who understand their curriculum's core principles, to make these adaptations in collaboration with local Head Start program operators.

MSHS CARES generated a strong partnership among local Head Start program operators, Preschool PATHS developers, and early-childhood education researchers working collaboratively to identify and incorporate key adaptations into Preschool PATHS, implement the program in the classroom, and reflect on their collective experience. The adapted version of the program, together with the implementation lessons that emerged from this case study, offer MSHS grantees a new adapted version of Preschool PATHS as well as considerable food for thought as they focus on the social-emotional development of the children they serve.

**Appendix A**

**Coach and Trainer  
Management Information System (MIS) Logs**

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## Coach MIS: Weekly Coaching Log

1. **I was able to coach and/or observe teachers this week.**
  - a. Yes
  - b. No – *if this option is selected, coach can submit log and end survey.*
2. **Date of coaching session (MM/DD/YYYY). If you did not have a coaching session, please input 00/00/0000.**
3. **Where did this meeting take place?**
  - a. Outside of class, during a scheduled time
  - b. During classroom observations or class time, “on the fly”
  - c. Outside of the classroom, “on the fly” (in the hallway, on the way to lunch, etc.)
  - d. Not applicable, I did not have a coaching session with teachers this week
4. **Was lead teacher present for this coaching session?**
  - a. Yes
  - b. No
  - c. Not applicable, I did not have a coaching session with teachers this week
5. **Was the teaching assistant present?**
  - a. Yes
  - b. No
  - c. Not applicable, I did not have a coaching session with teachers this week
6. **How much time did you spend meeting with your teachers since your last coaching session, including the time spent in this week’s coaching session?**
  - a. How many hours? (0 to 6; If less than 1 hour, please select 0.)
  - b. How many minutes? (00 to 50)
7. **How much time since your last coaching session did you spend in the classroom doing activities such as observing or modeling?**
  - a. How many hours? (0 to 6; If less than 1 hour, please select 0.)
  - b. How many minutes? (00 to 50)
8. **How much time since your last coaching session did you spend preparing for your observation or this week's coaching sessions?**
  - a. How many hours? (0 to 6; If less than 1 hour, please select 0.)
  - b. How many minutes? (00 to 50)

**9. According to the teachers, since your last coaching session, to what extent were they able to use program strategies, lessons, activities or concepts?**

- a. 0 (Not at all)
- b. 1
- c. 2
- d. 3 (A lot)
- e. Not applicable, I did not have a coaching session with teachers this week

**10. What coaching strategies did you use with these teachers in this coaching session? (Check all that apply)**

1. Answered question about the program
2. Demonstrated strategies or techniques
3. Role played strategies
4. Provided feedback using notes or data from observation
5. Problem solved: individual child
6. Problem solved: classroom situation
7. Problem solved: center situation
8. Reflective discussion
9. Goal setting
10. Lesson plan with teacher
11. Set a date for the next observation and coaching session
12. None, I did not have a coaching session with teachers this week.

**11. Which PATHS lessons did this classroom cover in the past week?**

*Coaches select all lessons that apply, from 1-34*

**12. Which PATHS lessons does this classroom plan to cover next week?**

*Coaches select all lessons that apply, from 1-34*

**13. Overall, how productive was this coaching session?**

- a. 0 (Very Unproductive)
- b. 1
- c. 2
- d. 3
- e. 4 (Very Productive)
- f. Not applicable, I did not have a coaching session with teachers this week

**14. Comments:** Open response

## Coach MIS: Monthly Fidelity Report

1. **Classroom for which you are completing this report (Check one)**
2. **For which month are you completing this report?**
3. **Was the Lead teacher present for the majority of observations and coaching sessions in the past month?**
  - a. Yes
  - b. No
4. **Was the Teaching Assistant present for the majority of observations and coaching sessions in the past month?**
  - a. Yes
  - b. No

### A. Coaching, Consultation, and Implementation

*Questions below are rated on a scale from 1 (“strongly disagree”) to 5 (“strongly agree”).*

1. **Teachers are open to consultation with you (Coach) and benefit from the process. They are receptive to feedback and open to suggestions.**
2. **The teachers are committed to a high level of implementation of PATHS in their classroom.**
3. **Meetings feel like a collaborative working session. The teachers actively engage in the meeting by providing examples of situations being discussed and asking questions.**
4. **Are coaching sessions primarily teacher driven (1) or coach driven (5)?**

### B. Modeling and Generalization of Preschool PATHS

*Questions below are rated on a scale from 1 (“strongly disagree”) to 5 (“strongly agree”).*

1. **It is clear when you enter this classroom and look around that it is a PATHS classroom.**
2. **The teachers have taken extra steps to extend the PATHS concepts into other parts of the Head Start program by designing special activities or adapting standard activities to be consistent with PATHS themes.**
3. **The children are actively engaged in PATHS throughout the day. It is not just seen as a special event.**

- 4. The teachers use PATHS as part of their strategies for managing conflicts, as part of classroom procedures, and to help build positive relationships between the children.**
- 5. The teachers model and actively promote PATHS and praise the children when they use PATHS techniques.**

C. Fidelity of Teaching and Supporting Children in Preschool PATHS

*Questions below are rated on a scale from 1 (“strongly disagree”) to 5 (“strongly agree”).*

- 1. The teachers are prepared for PATHS activities and seem familiar with what to do.**
- 2. The teachers use many of the PATHS techniques and modifications or additions are consistent with PATHS goals and objectives.**
- 3. Material is presented in an engaging manner. The teachers are positive, energetic and enthusiastic about PATHS. There is flexibility in the presentation and the teachers appear comfortable with PATHS.**
- 4. The teachers are patient and sensitive to the skill level of the children and adapt their style of presentation and pacing to match the children.**
- 5. The children have fun during, and enjoy doing PATHS activities. They are attentive and engaged during PATHS activities.**

D1. Fidelity of Programmatic Activities (Lead teacher): Preschool PATHS

*Questions below are rated on a scale from 1 (“strongly disagree”) to 5 (“strongly agree”) or Not Applicable.*

Please rate the LEAD TEACHER on how well he/she is implementing the following activities, strategies, or other programmatic activities. Please only select N/A if PATHS activity has not yet been introduced to the teachers.

- 1. PATHS Lessons**
- 2. PATHS Kid of the Day (PKD/Turtle Time)**
- 3. Building a caring classroom: Classroom structure**
- 4. Building a caring classroom: Teacher-student relationships**
- 5. Nurturing emotional understanding: Emotional modeling**
- 6. Nurturing emotional understanding: Emotion expression & support**
- 7. Fostering self regulation: Turtle Technique**

**8. Fostering self regulation: FREE strategies**

**9. Supporting problem solving**

**10. Discipline**

D2. Fidelity of Programmatic Activities (Teaching Assistant): Preschool PATHS

*Questions below are rated on a scale from 1 (“strongly disagree”) to 5 (“strongly agree”) or Not Applicable.*

Please rate the TEACHING ASSISTANT on how well he/she is implementing the following activities, strategies, or other programmatic activities. Please only select N/A if PATHS activity has not yet been introduced to the teachers.

**1. PATHS Lessons**

**2. PATHS Kid of the Day (PKD)**

**3. Building a caring classroom: Classroom structure**

**4. Building a caring classroom: Teacher-student relationships**

**5. Nurturing emotional understanding: Emotional modeling**

**6. Nurturing emotional understanding: Emotion expression & support**

**7. Fostering self regulation: Turtle Technique**

**8. Fostering self regulation: FREE strategies**

**9. Supporting problem solving**

**10. Discipline**

E. Organizational Support of Preschool PATHS

*Questions below are rated on a scale from 1 (“strongly disagree”) to 5 (“strongly agree”) or Not Applicable, unless otherwise noted.*

In addition to your own experiences with PATHS, we are interested in how other people are responding to this initiative during the current school year. Please read the following questions and provide a rating for each person.

In the past month, how well has each of the following people supported you (the coach) and the teachers in implementing Preschool PATHS and integrating the program into daily activities? Please only select N/A if this person was not involved in implementation and, to the best of your knowledge, was not expected to be involved with implementation.

**1. Head Start Director**

2. **Head Start Educational Manager**
3. **Center Director**
4. **Other teachers and TAs in the center**
5. **Mental health specialists or consultants**
6. **Grantee Liaison**

In what ways has each of these people supported implementation? Check all that apply:

1. **Head Start Director**
2. **Head Start Educational Manager**
3. **Center Director**
4. **Other teachers and TAs in the center**
5. **Mental health specialists or consultants**
6. **Grantee Liason**
  - a. Provided material resources (copies, extension materials, etc.)
  - b. Provided time resources (time to meet with teachers, planning time for teachers, etc.)
  - c. Maintained a line of communication with me (the coach) and the teachers
  - d. Sent a clear message in support of implementation
  - e. None of the above: I have not received support from this individual
  - f. Other: please specify

#### F. Co-Teacher Relationship

*Questions below are rated on a scale from 1 (“strongly disagree”) to 5 (“strongly agree”), unless otherwise noted.*

When answering these questions, please consider the relationship between the Lead Teacher (LT) and Teaching Assistant (TA).

1. **The two teachers agree on what the most important goals for PATHS are.**
2. **The two teachers are working together collaboratively to improve the effectiveness of PATHS in the classroom.**
3. **The two teachers work together well in the coaching session.**
4. **The two teachers may be working as a team in implementing PATHS, or one may be more dominant than the other. How would you characterize their working relationship? Please select (1) for a very lead teacher driven relationship, and (5) for a very TA driven relationship.**

**5. Did you experience lead teacher turnover in the past month?**

- a. Yes
- b. No

**6. Did you experience TA turnover in the past month?**

- a. Yes
- b. No

**Comments:** Open response

## Trainer MIS: Coach Supervision Log

1. **I attempted to contact my coach this week but was unable to reach her.**
  - a. Yes – *if this option is selected, trainer can submit log and end survey.*
  - b. No
2. **Date of Contact (MM/DD/YYYY):**
3. **Mode of Contact:**
  - a. Phone call
  - b. Email exchange
  - c. In-person meeting
  - d. Skype or other video conference
4. **Topics discussed during contact (select all that apply):**
  - a. Classroom Coaching: Implementation issues
  - b. Classroom Coaching: Goal setting with coaches
  - c. Classroom Coaching: Strategies
  - d. Training
  - e. Administrative Issues
  - f. Other

**If you chose “Other” from the “Topics discussed during contact” list above, please use this box to tell us what was discussed:**      Open response

5. **Trainer action, if applicable:** Open response
6. **How much time did you spend on this contact?**
  - a. How many hours? (0 to 6; If less than one hour, please select 0.)
  - b. How many minutes? (00 to 50)
7. **Comments:**      Open response

## Trainer MIS: Coach Rating

1. **On what did you base the following ratings for the past month? *Check all that apply.***
  - a. In-person meeting with coach
  - b. Coach's attendance at a training session
  - c. Phone/email conversations
  - d. Other: please specify

**If you visited this grantee in the past month, Date of Visit (MM/DD/YYYY):**

### **Coaching Skills**

*Questions below are rated on a scale from 1 ("strongly disagree") to 5 ("strongly agree"), unless otherwise noted.*

The ratings should be based on your observations of coaches and their classrooms, and/or your impressions of coaches from training sessions, meetings, and phone calls.

1. **The coach is knowledgeable about the strategies or program and can answer teachers' questions.**
2. **The coach ably demonstrates techniques or strategies of program.**
3. **The coach provides good feedback on observations using notes or data.**
4. **The coach helps teachers problem solve about children, other staff, or center issues.**
5. **The coach helps teachers plan for what they are doing in the classroom.**
6. **The coach provides emotional support to his or her teachers.**
7. **The coach motivates his or her teachers.**
8. **The coach is professional: arrives to training and coaching sessions on time and prepared.**
9. **The coach helps all teachers to implement with fidelity.**
10. **Overall, the coach's skills, knowledge, and support of his or her teachers are excellent.**

**Comments:**      Open response

## Trainer MIS: Classroom Fidelity Rating

1. **Was Lead Teacher present for this observation?**
  - a. Yes
  - b. No
2. **Were any other teaching team members present?**
  - a. Yes
  - b. No
3. **Date of Visit (MM/DD/YYYY):**
4. **How long was your observation?**
  - a. How many hours? (0 to 6; If less than one hour, please select 0.)
  - b. How many minutes? (00 to 50)

### Modeling and Generalization of Preschool PATHS

*Questions below are rated on a scale from 1 (“strongly disagree”) to 5 (“strongly agree”).*

1. **It is clear when you enter this classroom and look around that it is a PATHS classroom.**
2. **The teachers have taken extra steps to extend the PATHS concepts into other parts of the Head Start Program by designing special activities or adapting standard activities to be consistent with PATHS themes.**
3. **The children are actively engaged in PATHS throughout the day. It is not just seen as a special event.**
4. **The teachers use PATHS as part of their strategies for managing conflicts, as part of classroom procedures, and to help build positive relationships between the children.**
5. **The teachers model and actively promote PATHS and praise the children when they use PATHS techniques.**

### Fidelity of Teaching and Supporting Children in Preschool PATHS

*Questions below are rated on a scale from 1 (“strongly disagree”) to 5 (“strongly agree”).*

1. **Teachers are prepared for PATHS activities and seem familiar with what to do.**
2. **Teachers use many of the PATHS techniques and modifications or additions are consistent with PATHS goals and objectives.**

- 3. Material is presented in an engaging manner. Teachers are positive, energetic and enthusiastic about PATHS. There is flexibility in the presentation and the teachers appear comfortable with PATHS.**
- 4. The teachers are patient and sensitive to the skill level of the children and adapt their style of presentation and pacing to match the children.**
- 5. The children have fun during, and enjoy doing PATHS activities. They are attentive and engaged during PATHS activities.**

Fidelity of Programmatic Activities: Lead Teacher

*Questions below are rated on a scale from 1 (“strongly disagree”) to 5 (“strongly agree”), or Not Applicable.*

Please rate the teachers on how well he/she is implementing the following activities, strategies, or other programmatic activities.

- 1. PATHS Lessons**
- 2. PATHS Kid of the Day (PKD)**
- 3. Building a caring classroom: Classroom structure**
- 4. Building a caring classroom: Teacher-student relationships**
- 5. Nurturing emotional understanding: Emotional modeling**
- 6. Nurturing emotional understanding: Emotion expression & support**
- 7. Fostering self regulation: Turtle Technique**
- 8. Fostering self regulation: FREE strategies**
- 9. Supporting problem solving**
- 10. Discipline**

Fidelity of Programmatic Activities: Assistant Teacher

*Questions below are rated on a scale from 1 (“strongly disagree”) to 5 (“strongly agree”), or Not Applicable.*

Please rate the teachers on how well he/she is implementing the following activities, strategies, or other programmatic activities.

- 1. PATHS Lessons**
- 2. PATHS Kid of the Day (PKD)**

- 3. Building a caring classroom: Classroom structure**
- 4. Building a caring classroom: Teacher-student relationships**
- 5. Nurturing emotional understanding: Emotional modeling**
- 6. Nurturing emotional understanding: Emotion expression & support**
- 7. Fostering self regulation: Turtle Technique**
- 8. Fostering self regulation: FREE strategies**
- 9. Supporting problem solving**
- 10. Discipline**

**Overall, this class is implementing at what level of fidelity?**

- a. Low
- b. Low-Medium
- c. Medium
- d. Medium-High
- e. High

**Comments:**      Open response

**Appendix B**

**Implementation Site Visit Interview Protocols  
and Parent Discussion Group Guide**

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# MSHS CARES: Grantee/Delegate Agency Director Interview Guide

## *Introductory script:*

I am \_\_\_\_\_ and this is \_\_\_\_\_ from the MSHS CARES Implementation Research Team. As you know, we are visiting to better understand how implementation of PATHS is going. Your experience and opinions are very important to us, and we want to thank you for taking the time to speak with us.

We would like to understand more about your experiences with implementing PATHS. Your comments will remain confidential, and we will not quote your name in any publications or presentations about this project. Do you have any questions for me before we begin?

## **Impressions of Program Models**

1. Why did you agree to participate in the MSHS CARES study?
  - a. What did you hope the enhancements would achieve?
  - b. How did you think it would benefit the Head Start program? The centers participating?

## **Adaptation Process**

1. Please describe your role in the adaptation process of the PATHS curriculum.
  - a. Is there anything you would change about this process?

## **Program Model Implementation**

1. In general, what are your impressions of PATHS implementation to date?
2. Is there anything else that happened to your program this year that may have affected the implementation of MSHS CARES? If so, please explain.

## **Sustainability**

1. Is there a plan in place to consider using PATHS at the conclusion of the MSHS CARES study?
  - a. What factors might influence this decision?

## **Summary Reflections**

1. Is there anything else that you would like to add regarding the implementation of PATHS?

## *Closing script:*

*On behalf of the Head Start CARES evaluation team, we'd like to thank you for your time and efforts in helping to evaluate the implementation of <program model>.*

# MSHS CARES: Grantee Liaison Interview Discussion Guide

## *Introductory script:*

I am \_\_\_\_\_ and this is \_\_\_\_\_ from the MSHS CARES Implementation Research Team. As you know, we are visiting to better understand how implementation of PATHS is going. Your experience and opinions are very important to us, and we want to thank you for taking the time to speak with us.

We would like to understand more about your experiences with implementing PATHS. Your comments will remain confidential, and we will not quote your name in any publications or presentations about this project. Do you have any questions for me before we begin?

## **Background Information**

1. How long have you been working for this grantee?
2. What are your specific job duties and responsibilities in relation to the CARES project?
3. What was your previous experience? Were you ever a Head Start teacher? Some other role in Head Start?

**Transition:** *Now let's talk about the Head Start CARES study. Please remember that your responses will be kept completely confidential and will be used for research purposes only.*

## **Impressions of Program Models**

1. Prior to MSHS CARES, how much emphasis would you say this grantee placed on social-emotional development?
2. What was your initial reaction when you learned you would be implementing the MSHS CARES study?
  - a. What did you hope the enhancement would achieve?
  - b. Did you have any doubts or concerns? Please explain.
3. What are your general impressions of PATHS?
4. On a 1-5 scale, with 1 being "low" and 5 being "high", how would you rate your satisfaction with PATHS?
5. *[Ask for each of the program enhancements separately:]* How appropriate do you think these enhancements are for your Head Start classrooms?
  - a. In terms of fit with Head Start performance standards?
  - b. In terms of fit with staff?
  - c. In terms of fit with current curriculum and program philosophy?

- d. In terms of fit with cultural experiences and language needs of community?
- e. In terms of fit with MSHS calendar?

### **Adaptation Process**

1. Please describe your role in the adaptation process of the PATHS curriculum.
  - a. Is there anything you would change about this process?

### **Program Model Implementation**

1. What role(s) do you play in implementing the program model? What is your day-to-day interaction with them? Does this differ by model?
2. Do you set expectations and monitor the implementation of PATHS, such as how much teachers are using PATHS?
3. How do you hear about program implementation or receive updates (formal or informal)? How is information communicated to you? What kind of feedback do you get? *Probe: center directors, teachers, staff, coaches.*
4. How did you allocate study resources to support implementation? *Note: This question can be informed by your discussions with site teams.*
  - a. What difficulties, if any, arose?
5. Have you noticed any changes in the study classrooms since implementation began? Please provide an example. *Probe for classroom level, child level, and teacher level changes Prompt: Does this differ by model?*
6. What factors do you think contribute to the ease or difficulty of implementation? *Probes: training received by the teachers; coaching provided to the teachers; grantee leadership/input; competing demands on time; teacher buy-in?*
7. Is there anything else that happened to your program this year that may have affected the implementation of MSHS CARES? If so, please explain.

### **Parent Engagement**

1. What feedback have you heard from parents about PATHS?
2. What were your impressions of the evening PATHS parent sessions?

### **Training**

1. What were your impressions of the training sessions? How do you think these have gone? Is there anything about them that you would have changed?

### **Coaching Sessions**

1. How often do you interact with CARES coaches and to what extent? Please explain. *Probes: types of things discussed, supervisory interactions*
  - a. How much of your interaction revolves around PATHS?
2. What are your impressions of each coach? *Probes: strengths, weaknesses*
3. Based on your experiences this year, what qualities would you look for in a hypothetical coach hire?

**Transition:** *I'd like to ask you some questions about the management structure and organizational climate of this grantee. Please remember that your responses will be kept completely confidential and will be used for research purposes only.*

### **Organizational Setting**

1. What's your perception of the work climate at <name of grantee>? *Probe: How well do staff get along? Do you find that this is a supportive environment for teachers to work? Do you think this varies by center?*
2. How do you think the characteristics of your organization influence implementation? *Probe: size, structure, management style. E.g. If a coach is in need of materials, how do they get them?*
3. Who supervises you? What relationship do you have with the center directors?

### **Sustainability**

1. Is there a plan in place to consider using PATHS at the conclusion of the MSHS CARES study?
  - a. What factors might influence this decision?
2. If you were to implement PATHS next year, what do you think can be done to implement PATHS well? *Probe: additional funding, training, coaching*

### **Summary Reflections**

1. Is there anything else that you would like to add regarding the implementation of PATHS?
2. Do you have any recommendations for Migrant/Seasonal grantees that implement these types of social-emotional program enhancements in the future?

***Closing script:***

*On behalf of the Head Start CARES evaluation team, we'd like to thank you for your time and efforts in helping to evaluate the implementation of <program model>.*

# **MSHS CARES: Center Supervisor Interview Discussion Guide**

## ***Introductory script:***

I am \_\_\_\_\_ and this is \_\_\_\_\_ from the Head Start CARES Implementation Research Team. As you know, we are visiting to better understand how implementation of PATHS is going. Your experience and opinions are very important to us, and we want to thank you for taking the time to speak with us.

We would like to understand more about your experiences with implementing the CARES program models. Your comments will remain confidential, and we will not quote your name in any publications or presentations about this project. Do you have any questions for me before we begin?

## **Background Information**

1. How long have you been working for this grantee?
2. What are your specific job duties and responsibilities in relation to the MSHS CARES project?
3. What was your previous experience? Were you ever a Head Start teacher? Some other role in Head Start?

**Transition:** *Now let's talk about the Head Start CARES study. Please remember that your responses will be kept completely confidential and will be used for research purposes only.*

## **Impressions of Program Models**

1. Prior to MSHS CARES, how much emphasis would you say this grantee placed on social-emotional development?
2. What was your initial reaction when you learned that a classroom in your center would be implementing the MSHS CARES study?
  - a. What role (if any) did you play in the PATHS adaptation process?
  - b. What did you hope the enhancements would achieve?
  - c. Did you have any doubts or concerns? Please explain.
3. What are your general impressions of PATHS?
4. On a 1-5 scale, with 1 being "low" and 5 being "high", how would you rate your satisfaction with PATHS?

5. How appropriate do you think PATHS is for your Head Start classrooms?
  - a. In terms of fit with Head Start performance standards?
  - b. In terms of fit with staff?
  - c. In terms of fit with current curriculum and program philosophy?
  - d. In terms of fit with Migrant and Seasonal culture and experience?
  - e. In terms of fit with the seasonal schedule of the classrooms?
6. How does the training and coaching associated with the program models complement or displace professional development for center staff?

### **Adaptation Process**

1. Please describe your role in the adaptation process of the PATHS curriculum.
  - a. Is there anything you would change about this process?

### **Program Model Implementation**

1. What role(s) do you play in implementing PATHS? What is your day-to-day interaction with PATHS?
2. Do you set expectations and monitor the implementation of PATHS, such as how much teachers are using PATHS?
3. How do you hear about program implementation or receive updates (formal or informal)? How is information communicated to you? What kind of feedback do you get? *Probe: center directors, teachers, staff, coaches.*
4. Have you noticed any changes in the study classrooms since implementation began? Please provide an example.
5. What factors do you think contribute to the ease or difficulty of implementation? *Probes: training received by the teachers; coaching provided to the teachers; grantee leadership/input; competing demands on time; teacher buy-in?*
6. Is there anything else that happened to your program this year that may have affected the implementation of Head Start CARES? If so, please explain.

### **Parent Engagement**

1. What feedback have you heard from parents about PATHS?
2. What were your impressions of the evening PATHS parent sessions?

### **Training**

1. Did you attend any PATHS training sessions?

2. What were your impressions of the training sessions? How do you think these have gone? Is there anything about them that you would have changed?

### **Coaching Sessions**

1. How often do you interact with PATHS coaches and to what extent do you interact? Please explain. *Probes: types of things discussed, supervisory interactions*
2. What are your impressions of the coach(es)? *Probes: strengths, weaknesses*
3. Based on your experiences this year, what qualities would you look for in a hypothetical coach hire?

**Transition:** *I'd like to ask you some questions about the management structure and organizational climate of this grantee. Please remember that your responses will be kept completely confidential and will be used for research purposes only.*

### **Organizational Setting**

1. What's your perception of the work climate at <name of center>? *Probe: How well do staff get along? Do you find that this is a supportive environment for teachers to work?*
2. How do you think the characteristics of your organization influences implementation? *Probe: size, structure, management style. E.g. If a coach is in need of materials, how do they get them?*
3. Who supervises you? What relationship do you have with the grantee liaison?

### **Sustainability**

1. Is there a plan in place to consider using PATHS at the conclusion of the MSHS CARES study?
  - a. What factors might influence this decision?
2. If you were to implement PATHS next year, what do you think can be done to implement PATHS well? *Probe: additional funding, training, coaching*

### **Summary Reflections**

1. Is there anything else that you would like to add regarding the implementation of PATHS?

### **Closing script:**

*On behalf of the Head Start CARES evaluation team, we'd like to thank you for your time and efforts in helping to evaluate the implementation of PATHS.*

# **MSHS CARES: Teacher/Assistant Interview Discussion Guide**

## ***Introductory script:***

I am \_\_\_\_\_ and this is \_\_\_\_\_ from the MSHS CARES Implementation Research Team. We are visiting to better understand how implementation of PATHS is going. We would like to understand more about your experiences with PATHS, what's helped you implement PATHS, your opinion of the coaching sessions, as well as what makes your job easier or more difficult. We do recognize that your work climate contributed to the implementation of this project, and we'd like to discuss the support provided by your organization at the end of this interview.

Your comments will remain confidential, and we will not quote your name in any publications or presentations about this project. We will be recording this discussion since we are conducting many interviews, and we want to remember the information you are providing. Only a few members of the research team will have access to the recording, and it will be uploaded to a secure place on the MDRC internal network.

We do appreciate that you have taken additional time out of your day to speak with us. Your answers will go a long way in helping to inform other MSHS sites who are considering adoption of these programs. Do you have any questions for us before we begin?

## **Background information**

[3-4 minutes]

1. How long have you been a Head Start teacher? How long have you worked with this grantee?

## **Impressions of program models**

[7 minutes]

1. What was your initial reaction when you learned you would be implementing PATHS as part of the MSHS CARES study?
  - a. What role (if any) did you play in the PATHS adaptation process?
  - b. What did you hope PATHS would achieve?
  - c. Did you have any doubts or concerns? Please explain.
2. What are your general impressions of PATHS?
3. What are the key goals of PATHS?

4. On a 1-5 scale, with 1 being “low” and 5 being “high”, how would you rate your satisfaction with PATHS?
5. On a 1-5 scale, with 1 being “low” and 5 being “high”, how would you rate PATHS in terms of:
  - a. Its effect on children’s social behavior? Please provide an example or two.
  - b. Its effect on classroom management? Please provide an example or two.
6. Can you give me an example of a change you have witnessed in your children’s behavior that you think is due to PATHS?

**Adaptation Process**

1. Please describe your role in the adaptation process of the PATHS curriculum.
  - a. Is there anything you would change about this process?

**Program model implementation**

[10 minutes]

1. On a 1-5 scale, with 1 being “low” and 5 being “high”, how well do you feel you implemented *PATHS*?
  - a. What do you find easier to implement? Please explain.
  - b. What do you find especially challenging to implement? Please explain.
2. How easily does PATHS fit into your typical Head Start day? *Probe: curriculum, assessments, planning periods. Note: This question can be informed by your pre-visit research.*
3. How easily did PATHS fit into your Head Start season? *Probe: Did you feel you had the time necessary to implement the curriculum according to the pacing guide? What changes had to be made? Look for number of lessons/week, frequency of extensions*
4. How much child turnover did you have in your classroom this year?
  - a. Did this affect implementation? If so, how?
5. How do you navigate between Spanish and English in your classroom?
6. How did you navigate between Spanish and English in PATHS implementation?
  - a. Was the format of the bilingual PATHS content useful?
  - b. Overall, did you find the Spanish translation of PATHS to be appropriate? *Probe: Are the translated emotion words appropriate? Did you substitute a different Spanish word for any of the emotion words?*

7. Was the PATHS content culturally appropriate and approachable for the children in your classroom? *Probe: Does the curriculum capture the experience of MSHS children: Emotions, dialogue, stories, pictures in stories and lessons?*
8. What changes did you make to PATHS to make it more useful or relevant to your classroom? *Note: Preface this question by assuming that they did make changes to the enhancement to make it relevant to their classroom. Probe for whether changes involved altering existing materials, incorporating new materials, shortening, reducing, or not using parts of the program, etc.*
9. How have you seen your classroom change by using this enhancement (including academically)?
10. **[Only for Cohort 2]** Have there been any particular challenges in working with 3-year-olds in the context of PATHS? If so, please explain.
  - a. How much do you think that 3-year-olds understand and benefit from the concepts? Please explain.
  - b. Did you use the transition alternatives in your classroom? Please explain.

### **Parent Engagement**

1. When did you communicate with parents about PATHS?
2. How well did the teacher/family support worker guidelines prepare you to discuss PATHS with parents during home visits and parent-teacher conferences?
3. What feedback have you heard from parents about PATHS?
  - a. Were parent handouts and materials well-received by parents?
  - b. Is there evidence that parents used some of the PATHS strategies and concepts at home?
4. Were parents engaged in the discussions during the evening PATHS sessions?
5. How well did parent materials support classroom implementation?

**Transition:** *Now let's talk about your relationship with your teaching partner. Please remember that your teaching partner, and anyone else at your center, will not see how you responded to these questions.*

## **Teacher Dyad**

[5 minutes]

1. In your classroom, do you share teaching responsibilities with anyone? If so, please tell me about the relationship you have with your co-teacher.

**(If there is no teaching partner, SKIP to 02)**

2. In general, how would you describe the role of the lead teacher and the assistant in the classroom?
3. How would you describe the role of the lead teacher and the assistant in implementing PATHS?
4. Did implementation of PATHS affect the way in which you shared teaching/classroom responsibilities with your assistant?
  - a. If so, has it influenced your relationship in a positive or negative way?

## **Training**

[3 minutes]

1. How well did the training workshops prepare you to implement PATHS in the classroom with your kids? *Probe on the timing, frequency and duration.*
  - a. What did you like best about the training?
  - b. What could have been done differently that would have been more helpful to you in learning the program model?
  - c. In what areas of the enhancement do you feel you could have used more training?
  - d. Did you find the PATHS binder and other training materials to be useful? Please explain.

**Transition:** *The next series of questions will focus on the coaching process and how it helped you implement PATHS in your classroom. Please remember that your responses will be kept completely confidential and that your coach will not see how you responded to these questions.*

## **Coaching Sessions**

[15 minutes]

1. In general, how would you describe your coach's role?

2. How does coaching fit into your week?
  - a. When does coaching fit into your week?
3. Please walk me through a typical coaching session, starting with where and when your meetings would take place and who would typically be present, all the way up until the meeting ends.
  - a. Is there anything you would change about the coaching sessions or structure (e.g., frequency of meetings, duration, location, time) that would have made these more helpful to you? Please explain.
4. How if at all has your coach's schedule and/or role evolved throughout the season?
5. On a 1-5 scale with 1 being "not very effective" and 5 being "very effective", how effective was your coach in helping you implement PATHS in your classroom? Please explain.
6. Overall, is your coach providing helpful guidance on how to implement PATHS in your classroom?
  - a. Can you give me an example of how your coach has helped you implement or integrate PATHS into your daily classroom activities?
  - b. Can you give me an example of how your coach has been less effective in helping you implement or integrate PATHS into your daily classroom activities?
  - c. What would have enhanced the coaching process? (*Ex: more planning*)
7. What skills did your coach bring to the process that helped? What else might have helped? (*Ex: early childhood background, adult education experience, administrative experience, experience in a Head Start setting*)
8. Would you consider your coach to be an expert in your enhancement?
  - a. If so, please explain.
  - b. If not: was the coach still a resource to you?
9. Do you see your coach *primarily* as a peer or a mentor? Please explain.
10. Has PATHS coaching changed the standing relationship you had with your coach? Please explain.

**Transition:** *Now let's talk more broadly about your work environment and how that relates to your use of PATHS. And again, your comments will remain confidential.*

## **Organizational Setting**

[10 minutes]

1. What's your perception of the work climate at <name of center>? *Probe: How well do staff get along? Do you find that this is a supportive environment for you to work?*
2. What steps, if any, has your organization taken to support your implementation of PATHS? *Probe: What kinds of things do you discuss with your supervisor regarding PAHTS? e.g., how CARES is being implemented, scheduling conflicts.*
3. What message has the grantee sent you about implementation, if any? Please explain.
4. Do you think your grantee supports the implementation of this enhancement? Please explain.
5. Did you have adequate resources to implement PATHS? (*e.g. books, photocopies, time to implement*)

## **Summary Reflections**

[2 minutes]

1. Do you think you will use skills or strategies from PATHS at the conclusion of the MSHS CARES study? Please explain.
  - a. What factors might influence this decision?
2. Is there anything else that you would like to add regarding your experiences as a teacher implementing PATHS?

### ***Closing script:***

On behalf of the MSHS CARES evaluation team, I'd like to thank you for your time and efforts in helping to understand the implementation of PATHS.

# **MSHS CARES: Coach Interview Discussion Guide**

## ***Introductory script:***

I am \_\_\_\_\_ and this is \_\_\_\_\_ from the MSHS CARES Implementation Research Team. We are visiting to better understand how implementation of PATHS is going. We would like to understand more about what coaching is all about – how you conduct the coaching sessions, your assessment of what is effective, and the role of coaching in how teachers use PATHS in their classrooms. We would also like for you to share your thoughts on the role of organizational structure in implementing PATHS, as well as what future coaches need to know in order to be successful.

Your comments will remain confidential, and we will not quote your name in any publications or presentations about this project. We appreciate your taking the time to speak with us. Your answers will go a long way in helping to inform other Head Start sites looking to use these programs. Do you have any questions for us before we begin?

## **Background Information**

[2 minutes]

1. What aspects of your professional background do you feel prepared you to be a PATHS coach? *Note: Do not prompt this section.*

## **Impressions of Program Models**

[5 minutes]

1. What are your general impressions of PATHS?
2. What are the key goals of PATHS?
3. On a 1-5 scale, with 1 being “low” and 5 being “high”, how would you rate PATHS in terms of:
  - a. Its effect on children’s social behavior? Please provide an example or two.
  - b. Its effect on classroom management? Please provide an example or two.
4. Can you give me an example of a change you have witnessed in the children’s behavior that you think is due to PATHS?

### **Adaptation Process**

1. Please describe your role in the adaptation process of the PATHS curriculum.
  - a. Is there anything you would change about this process?

### **Program Model Implementation**

[20 minutes]

1. What do PATHS teachers find easier to implement? Please explain.
  - a. [OPTIONAL: Do you find that teachers do these elements more often as a result?]
2. What do PATHS teachers find especially challenging to implement? Please explain.
  - a. [OPTIONAL: Do you find that teachers do these elements less often as a result?]
3. How easily does PATHS fit into a typical Head Start day at the center where you work? *Probe: curriculum, assessments, planning periods. Note: This question can be informed by your pre-visit research.*
4. How easily did PATHS fit into the Head Start season? *Probe: Did you feel you had the time necessary to implement the curriculum according to the pacing guide? What changes had to be made? Look for number of lessons/week, frequency of extensions*
5. How much child turnover did teachers have in their classroom this year?
  - a. Did this affect implementation? If so, how?
6. How did teachers navigate between Spanish and English in PATHS implementation?
  - a. Was the format of the bilingual PATHS content useful?
    - i. What could be improved?
  - b. Overall, was the Spanish translation of PATHS appropriate? *Probe: Are the translated emotion words appropriate? Did teachers substitute a different Spanish word for any of the emotion words?*
7. Was the PATHS content culturally appropriate and approachable for the children in the classroom? *Probe: Does the curriculum capture the experience of MSHS children: Emotions, dialogue, stories, pictures in stories and lessons?*
8. What changes did the teachers make to PATHS to make it more useful or relevant to their classroom? *Probe for whether changes involved altering existing materials,*

*incorporating new materials, shortening, reducing, or not using parts of the program, etc.*

9. Are there distinguishing characteristics of the migrant/seasonal community that you think could have been addressed better in this adaptation?
10. How have you seen the classrooms change by using this enhancement (including academically)?
11. What teacher characteristics have facilitated implementation in the classroom?  
What teacher characteristics have been a drawback to implementation?
12. Overall, on a 1-5 scale with 1 being “low” and 5 being “high”, how would you rate the average teacher implementation of PATHS? Please explain.
13. If you could target your coaching efforts, who would benefit most from coaching? High, medium, or low implementing teachers? *Probe: Where is the greatest potential for coaching?*
14. **[For Cohort 2 only:]** Have there been any particular challenges in working with 3-year-olds in the context of PATHS? If so, please explain.
  - a. How much do you think that 3-year-olds understand and benefit from the concepts? Please explain.
15. Did you use PATHS differently for 3- and 4-year-olds? Please explain. *Probe: transition options*

### **Parent Engagement**

1. How did you help parents learn about PATHS?
2. What feedback have you and the teachers heard from parents about PATHS?
  - a. Were parent handouts and materials well-received by parents?
  - b. Is there evidence that parents used some of the PATHS strategies and concepts at home?
3. How well did parent materials support classroom implementation?
4. What was your general impression of the PATHS parent sessions?
  - a. Were parents engaged in the discussions during the evening sessions?
  - b. How receptive were parents to the topics introduced in the sessions?
  - c. What types of adaptations did you make to the parent sessions?
  - d. What could have been done differently that would make these PATHS sessions more accessible to parents?

### **Teacher Dyad**

[3 minutes]

1. Is it necessary to have a collaborative teacher/teaching assistant (or co-teacher) effort to implement PATHS well? Please explain.
2. In general, how would you describe the roles of the lead teacher and the assistant in the classroom?
3. How would you describe the role of the lead teacher and the assistant in implementing PATHS?
4. Did implementation of PATHS affect the way in which the teacher and TA shared teaching/classroom responsibilities?
  - a. If so, has this influenced their relationship in a positive or negative way?
5. If one teaching team member did not buy into the enhancement, how did this influence the way you coached?

### **Training**

[5 minutes]

1. How well did each of the three coach training webinars prepare you for your coaching role? Please explain. *Probe: PATHS webinar, coaching webinar, coach log webinar.*
2. How well did the training workshops prepare you for your coaching role? Please explain. *Probe on the timing, frequency and duration.*
  - a. How did you feel about being trained alongside teachers? Did this help/hinder your work as a coach? Please explain.
  - b. What did you like best about the training?
  - c. What could have been done differently that would have been more helpful to you in learning the program model?
  - d. In what areas of the enhancement do you feel you could have used more training?
3. How well did the training workshops prepare teachers to implement PATHS in the classroom with their kids? *Probe on the timing, frequency and duration.*
  - a. What did they seem to like best about the training?
  - b. What do you think could have been done differently that would have been more helpful to teachers in learning PATHS?

- c. In what areas of the enhancement do you feel they could have used more training?
4. Aside from logistics, what did you perceive your role as a coach to be during training sessions?
  - a. What role did you take supporting the delivery of training content?
5. Did you find the PATHS binder and other training materials to be useful for teachers? Please explain.
  - a. Did you find the training materials to be useful for you?
    - i. What additional materials would have been helpful?

**Transition:** *The next series of questions regard your trainer's assistance in implementing PATHS in this grantee. Please remember that your responses will be kept completely confidential and that your trainer will not see how you responded to these questions.*

### **Trainer-Coach Relationship**

[3-4 minutes]

1. Tell me about the relationship you have with your trainer/mentor.
  - a. Are you comfortable raising questions and concerns about how your coaching is going? Please explain.
2. To what extent does s/he listen to your questions and concerns? Please explain.

### **Trainer-Coach Sessions**

[10 minutes]

1. Please tell me about how you and your trainer communicate (including e-mail, phone calls, one-on-one sessions)?
  - a. How frequently do you communicate with your trainer?
  - b. What do you discuss? Do you typically raise questions with your trainer, or do they raise issues with you, or both?
2. How has this mentoring helped you coach? Please provide examples.
3. How has trainer/mentor feedback changed your understanding of PATHS?
4. What aspects of mentoring have been least effective in helping you coach? Please explain.

5. Is there anything that you would change about the sessions with your trainer/mentor (e.g., frequency, duration, structure)? Please explain.
6. What feedback do you receive from the trainer's classroom observations of teacher performance?
  - a. How do you integrate this feedback into your coaching sessions?

### **Coaching Sessions**

[20 minutes]

1. How would you describe your role as a coach and your coaching philosophy?
2. Please walk me through a typical coaching session, starting with where and when your meetings would take place and who would typically be present, all the way up until the meeting ends.
  - a. To what extent does this vary by teacher?
3. What strategies do you find to be most effective in your coaching sessions? (e.g. modeling)
  - a. Is there anything you would change about the coaching sessions (e.g., frequency of meetings, location, time, structure)? Please explain.
4. What was helpful in structuring or informing your coaching sessions? *Probe: self made agendas or feedback forms, MIS, enhancement-specific materials*
5. Did you have a systematic way to provide feedback to teachers on program implementation?
  - a. To what extent did you use the MIS to provide feedback?
  - b. To what extent did you use your own forms to provide feedback?
6. Tell me about a typical classroom observation. *Probe: variation in day and time; any debriefing afterwards?*
  - a. What is your goal for these observations? Do you try to see certain things?
  - b. How did you spend your time during your observations?
    - i. To what extent does this vary by classroom?
  - c. How do you incorporate information from your observations into your coaching sessions?
7. Were the time and resources provided to you adequate? Did you spend additional time and resources to implement this enhancement? *Note: This is referencing additional personal time and resources (money) spent on this project.*

8. How has your role as a coach evolved over the year?
9. What overall challenges have there been to the coaching process? *Probe: Did the coach have enough flexibility in her schedule to effectively coach? e.g. observe classrooms at different times of day, have make-up sessions for coach-teacher meetings etc.*
10. Has coaching for PATHS changed the standing relationship you had with the teachers in this classroom? Please explain.
  - a. Has this coaching role changed the way you perceive your overall responsibilities at the center?

**Transition:** *Now let's talk more broadly about teachers' work environment and how that relates to use of PATHS. Again, your comments will remain confidential.*

### **Organizational Setting**

[10 minutes]

1. What's your perception of the work climate at <name of center>? *Probe: How well do staff get along? Do you find that this is a supportive environment for teachers to work? You?*
2. Do teachers at the center feel comfortable sharing classroom problems with each other?
3. What steps, if any, has your organization taken to support your implementation of PATHS? *Probe: What kinds of things do you discuss with your supervisor regarding PATHS? e.g., how CARES is being implemented, scheduling conflicts.*
4. What message has the grantee sent you about implementation, if any? Please explain.
5. Do you think your grantee supports the implementation of this enhancement? Please explain.
6. Did you and the teachers have adequate resources to implement PATHS? (*e.g. books, photocopies, time to implement*)
7. Did you talk to the other coach about how PATHS was going?

### **Summary Reflections**

[2 minutes]

1. On a 1 to 5 scale, with 1 being “low” and 5 being “high”, how would you rate yourself as a coach? What contributed to this?
2. Overall, did you get the supervisory support you needed as a coach from the trainer? Please explain.
3. Overall, did you get the supervisory support you needed as a coach from the grantee? Please explain.
4. Is there anything else that you would like to add regarding your experiences as a coach implementing PATHS?

#### ***Closing script:***

On behalf of the Head Start CARES evaluation team, we’d like to thank you for your time and efforts in helping to understand the implementation of PATHS.

# MSHS CARES: Trainer Interview Discussion Guide

## *Introductory script:*

I am \_\_\_\_\_ and this is \_\_\_\_\_ from the MSHS CARES Implementation Research Team. We are speaking with you to better understand how implementation of PATHS is going. We would like to understand more about your experiences working with <grantee name>.

Your comments will remain confidential, and we will not quote your name in any publications or presentations about this project. We appreciate your taking the time to speak with us. Your answers will go a long way in helping to inform other Head Start sites looking to use these programs.

Do you have any questions for us before we begin?

## **Background Information**

[2 minutes]

1. How long have you been working with PATHS?
2. How long have you been doing trainings?
3. What was your involvement in the HS CARES study?

## **Training**

[5 minutes]

1. What was your impression of how trainings went at this grantee?
  - a. How engaged were the teachers? / How engaged were the TAs?
2. What kinds of modifications, if any, did you make to your usual training format and strategies in order to better suit the MSHS CARES audience?
3. How did you incorporate training for the parent meetings into these sessions?
4. Did you perceive that teachers' language needs were met during the training?
  - a. Were any Spanish language options offered?
5. Are there any things you would have liked to do differently? Probe: time, content, duration.

Aside from logistics, what did you perceive the role of the coach to be during the training sessions? **Transition:** *Please remember that your responses will be kept completely confidential and that the coach you mentor will not see how you responded to these questions.*

### **Program Model Implementation**

[15 minutes]

1. How do you obtain information on teacher implementation of PATHS?
2. How easily does PATHS fit into a typical Head Start day within this grantee?  
*Probe: curriculum, assessments, planning periods. Note: This question can be informed by your pre-visit research.*
3. How easily did PATHS fit into the grantee's Head Start semester? *Probe: Did teachers feel they had the time necessary to implement the curriculum according to the pacing guide?*
4. Based on your observations, what other factors do you think affect CARES teachers' ability to implement PATHS? *Probe: Knowledge/understanding of program model elements; Teacher attitude; Center support; Coaching?*
5. We have received your classroom observation ratings on the CARES survey system. Is there anything else you'd like to add?

### **Adaptation Process**

1. What was your initial assessment of the PATHS adaptation before implementation started? *PROBE: alignment with PATHS, consideration of cultural issues,*
  - a. How has this assessment changed over the course of the implementation year?
2. Based on your experience with this cycle of implementation, please rate the following components of the PATHS adaptation on a scale of 1 (does not effectively address MSHS needs) to 5 (very effectively addresses MSHS needs):
  - a. Emotions selected for lessons
  - b. Other cultural adaptations (ex: changes to Turtle story, pictures and examples in lessons)
  - c. Parent sessions and materials
  - d. Bilingual presentation of lessons

3. How do you think the adaptation can be improved for future MSHS classrooms?
4. In developing this adaptation, the team took into consideration a variety of characteristics unique to MSHS (length of program, length of day, language needs, cultural norms). Aside from these traits, have you observed other attributes of the migrant/seasonal community that distinguish MSHS from other Head Start programs?
  - a. How did this attribute interact with PATHS?
5. **IF RELEVANT:** What are your impressions of the Turtle Time adaptation for High Scope? *PROBE: alignment with PATHS, teacher's ability to implement*

**Transition:** *Next, I'd like to discuss your classroom observations of teachers' implementation of <program model> and your perceptions of their experiences with <program model>.*

### **Trainer-Coach Sessions**

[20 minutes]

1. Please tell me about the kinds of communication you have with your coach (including e-mail, phone calls, one-on-one sessions).
  - a. How frequently do you communicate with your coach?
  - b. What do you discuss? Do you typically raise questions with your coach, or do they raise issues with you, or both?
2. What are areas that you found the coach needs the most guidance?
  - a. How have you helped the coach work through these issues? Please provide examples.
3. How do you integrate information from your and/or the coach's classroom observations of teacher performance into mentoring sessions?
4. Did you have a systematic way to provide feedback to coaches?
  - a. To what extent did you use the MIS to provide feedback?
  - b. To what extent did you use your own forms to provide feedback?
5. Is there anything you would change about the mentoring sessions? Please explain.
6. On a 1 to 5 scale with 1 being "low" and 5 being "high", how would you rate the coach's understanding of the enhancement? Please explain.

7. On a 1 to 5 scale with 1 being “low” and 5 being “high”, how would you rate the coach’s effectiveness in supporting implementation? Please explain.

### **Trainer-Coach Relationship**

[5 minutes]

1. Tell me generally about the relationship you have with your coach.
  - a. Does the coach seem comfortable raising questions and concerns about how to coach PATHS?
  - b. Do you find that the coach is generally open to receiving feedback? Please explain why or why not.
2. On a 1 to 5 scale with 1 being “low” and 5 being “high”, please rate your effectiveness as a mentor. Please explain.

### **Organizational Setting**

[10 minutes]

1. What’s your perception of the work climate at <name of center>? *Probe: How well do staff get along? Do you find that this is a supportive environment for teachers to work? You?*
2. What steps, if any, has this organization taken to support implementation of PATHS? *Probe: What kinds of things do you discuss with your supervisor regarding <program model>? e.g., how CARES is being implemented, scheduling conflicts.*
3. What message has the grantee sent you, the coaches, and the teachers about implementation, if any? Please explain.
4. Do you think this grantee supports the implementation of this enhancement? Please explain.
5. Were there adequate resources to implement PATHS? (Ex: books, photocopies, time to implement)
6. In your view, are there other organizational issues at this grantee that influence the implementation of PATHS? Please explain.

## **Summary Reflections**

[2 minutes]

1. Is there anything else that you would like to add regarding your experiences as a trainer implementing PATHS?

### ***Closing script:***

On behalf of the Head Start CARES evaluation team, we'd like to thank you for your time and efforts in helping to evaluate the implementation of PATHS.

## **MSHS CARES: Parent Discussion Group Guide**

### ***Introductory script:***

Thank you for coming to talk with us about some of the things your children have been learning this year. My name is \_\_\_\_\_ and this is \_\_\_\_\_. We have been working with RCMA to introduce ways for teachers to teach kids about emotions and problem-solving using a program called PATHS. You may have heard about PATHS, which uses puppets and something called “doing Turtle,” during your meetings with [NAME OF FACILITATOR], in your discussions with the teachers, or from your own child.

We would like to know what you have heard about the PATHS program and what you thought about it. Please remember that there are no right or wrong answers. We will not share anything you tell us with the staff at RCMA, and we will never use your name in any reports that we write. The opinions that you share will help us to understand more about the best ways to help children using PATHS and other similar programs.

**Note to Facilitator:** Use props to support parents’ understanding of the questions. For example, hold up one of the PATHS puppets, a PATHS book, and a copy of what goes home to parents from “turtle time” or “kid of the day” when discussing a related topic.

### **Introductions**

1. How does your son/daughter like Head Start this year?
2. Can you briefly describe where you have traveled for work in the past year? Do you return to Immokalee every year?

### **Learning About PATHS from Parent Sessions**

Let’s start by discussing the three parent meetings when [NAME OF FACILITATOR] talked with you about how to support your child’s effort, read with your child, and talk about feelings with your child. [NAME] also showed an example of how the teachers taught about feelings in the classroom by using puppets.

1. What do you remember about those parent meetings with [NAME OF FACILITATOR]?
  - ➔ *Do you remember discussing the Turtle technique for calming down, ways to talk with your children about emotions, watching an example lesson with puppets during the meeting?*

2. One of the things that was discussed was using a Turtle Technique for calming down, by taking a deep breath, folding arms, and saying what the problem is. What did you think about that approach for your children?
3. Another topic that was discussed in the parent meetings with [NAME OF FACILITATOR] was ways to talk with your child about feelings and why it is important for children to learn about feelings. What did you think about that idea for your children?
4. Did you try any of the ideas from the parent meetings with your child?
  - a. How did they work for you?

➔ *Did you try to sit with your child to read a book, notice and comment on your child's effort, share your feelings with your child, or use the Turtle Technique with your child?*
5. At the end of the parent session, [NAME OF FACILITATOR] handed out small games and activities to share with your child. Did you use these with your child?
  - a. If so, what did you think about these activities?

### **Learning About PATHS from Teachers**

Now I'd like to ask you about what kind of conversations you had with your children's teachers about these ideas.

1. What opportunities did you have to talk with teachers about how your child is doing in school this year?
 

➔ *PROBE: conferences, home visits, informal discussions (during pick-up, drop-off)*
2. Did you talk with the teachers during these times about how your child is using Turtle or learning to solve disagreements he or she has with others?
  - a. What kind of information did the teachers give you about these topics?
  - b. What do you feel that you learned from these conversations, if anything?
3. Did you talk with the teachers about how your child is using emotion words to describe how they feel?
  - a. What kind of information did the teacher give you about this topic?
  - b. What do you feel that you learned from these conversations, if anything?

### **Learning About PATHS from Children**

The next few questions are about things that your child might have told you or shown you about what they are learning in their classroom about feelings and solving problems.

1. What does your child tell you about the puppets or characters the teachers use in the classroom?  
     ➔ *Tomas the Turtle, Diego the Dog, Lupita the Hedgehog, Diana the Duck*
2. What do you think about the Turtle Time paper that your child brings home at the end of every week?
  - a. How does your child share this with you?
3. Does your child use the Turtle Technique for calming down at home? Please give me an example of a time when you saw your child use this idea.
4. How often do you hear your child talking about feelings at home?
  - a. How, if at all, is this different from how often your child talked about feelings before this year of school at RCMA?

### **Reflections**

Finally, I'd like to ask you about your general thoughts on the ideas we have been talking about.

1. Before this year of Head Start, how did you talk with your children about how they were feeling or how you were feeling?
  - a. Has this changed since you have learned about the information we discussed earlier? If so, how?
2. Before this year of Head Start, were there differences between how the mother and father in your family handled issues around your child's feelings?
  - a. Has this changed since your family has learned about the information we discussed earlier (*talking about emotions, using Turtle, and solving problems*)? If so, how?
3. Have you noticed anything else about how you interact with your child that you think is different because of the information you have heard about problem solving and emotions?
4. Do you agree with the lessons your child has learned about solving problems and how to calm down?
5. Do you agree with the lessons your child has learned about emotions and talking about feelings?
6. Is there anything else you would like to add about your experiences or opinions about these topics?

**Appendix C**

**Coach and Teacher Training Forms  
and  
Parent Session Feedback Forms**

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## CARES Training Feedback Form Coach Version



**DIRECTIONS:** Please take a moment to provide feedback on the training that you received. Check or fill in the circle that corresponds to your opinion for each statement. Please add any additional comments that you may have at the bottom of the page. Your answers will be kept strictly confidential and used only for research. Averaged ratings across the trainings may be shared with the trainer and program developer, but without any identifying information included.

Date: \_\_\_ / \_\_\_ / 20\_\_

Grantee name: \_\_\_\_\_

School / Center Name: \_\_\_\_\_

Preschool PATHS

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. The material was presented in an accessible and easy-to-understand manner.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
b. Information presented by the trainer was useful.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
c. The trainer's teaching was excellent.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
d. Suggested classroom activity assignments were useful.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
e. The group discussion and sharing of ideas was useful.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
f. Participants were supportive of each other's learning.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
g. The trainer was supportive, interested, and concerned about my progress learning the program enhancement.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
h. The training supported my relationship with my teacher.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
i. I was integrated into the training.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
j. I would recommend this workshop to teachers.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
k. Overall quality of the training was excellent.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>

*Thank you!*

## MSHS CARES Training Feedback Form Teacher and TA Version



**DIRECTIONS:** Check or fill in the circle that corresponds to your opinion for each statement. Your answers will be kept strictly confidential and used only for research purposes.

Date: \_\_\_ / \_\_\_ / 20\_\_\_

Grantee name: \_\_\_\_\_

School / Center Name: \_\_\_\_\_

Preschool PATHS

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. The material was presented in an accessible and easy-to-understand manner.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
b. Suggested teacher activity handouts and/or classroom activity assignments were useful.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
c. The trainer was supportive, interested, and concerned in my progress.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
d. The training supported my relationship with my coach.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
e. The training prepared me to successfully implement the program's strategies with my students.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>
f. The overall quality of the training was excellent.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>5</sub>

**How could this training have been better or more useful to you as you think about how to implement this program or these practices in your classroom?**

**Do you have any additional concerns about doing this program in your classroom?  
Select all that apply.**

- Having enough supplies, materials, or books
- Finding the time to fit the program into the day's schedule
- Making the program fit Head Start or grantee regulations or requirements
- Making the program fit the cultural needs of Migrant/Seasonal Head Start children
- The time it will take to coordinate with co-teacher about the program
- The age of the children in my class
- I don't agree with the philosophy
- Other: \_\_\_\_\_

## MSHS CARES Preschool PATHS Parent Sessions: Feedback Form for Facilitators

Parent Session \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Center \_\_\_\_\_

Facilitator \_\_\_\_\_

1. How many children are currently in your classroom? \_\_\_\_\_
2. How many mothers attended? \_\_\_\_\_
3. How many fathers attended? \_\_\_\_\_
4. How many couples attended (both father and mother of a child are counted above)? \_\_\_\_\_

*For questions 4-6, please respond on a scale of 1 to 5, with 1 being "Not at all" and 5 being "Very Much."*

5. How engaged were parents in the session?

1      2      3      4      5

6. How receptive were parents to the session material?

1      2      3      4      5

7. Overall, how successful did you feel this session was?

1      2      3      4      5

8. Please describe parent engagement during the session.

9. What adaptations did you make to the session to make it more appropriate for your audience?

10. Did any issues arise when preparing for or delivering the session? If so, what were they and how did you resolve them?

11. Briefly describe any feedback you have received from parents about the session.

12. Other comments

**Appendix D**

**Registrants for the  
Migrant and Seasonal Head Start CARES Meeting,  
November 8, 2010**

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The following individuals confirmed their intent to attend the Migrant and Seasonal Head Start CARES meeting on November 8, 2010:

## **Stakeholders**

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Assistant Professor of Clinical Psychology, Catholic University of America

### **Dina Castro**

Scientist, FPG Child Development Institute

### **Guadalupe Cuesta**

Director, National Migrant & Seasonal Head Start

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### **Donalda Dodson**

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### **Vicki Gonzalez**

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### **Joseph Grzywacz**

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**Eileen Torres**

New York State Federation of Growers and Processors, Inc./Agri-Business Child Development/Migrant, Head Start

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Project Director of Migrant and Seasonal Head Start Technical Assistance Center

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Director, Environment and Health Programs, Physicians for Social Responsibility

**MDRC/MEF Associates Team**

Pamela Morris (MDRC)

Chrishana Lloyd (MDRC)

Frieda Molina (MDRC)

Mike Fishman (MEF Associates)

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**Administration for Children and Families,  
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Naomi Goldstein

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Sandra Carton

Amy Hunter

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Jim O'Brien

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## **Earlier Publications on Head Start CARES**

*A First Look at the Head Start CARES Demonstration*

*Large-Scale Implementation of Programs to Improve Children's Social-Emotional Competence*

2013. Shira Kolnik Mattera, Chrishana M. Lloyd, Mike Fishman, Michael Bangser.

*Coaching as a Key Component in Teachers' Professional Development*

*Improving Classroom Practices in Head Start Settings*

2012. Chrishana M. Lloyd, Emily L. Modlin.

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NOTE: A complete publications list is available from MDRC and on its Web site ([www.mdrc.org](http://www.mdrc.org)), from which copies of reports can also be downloaded