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Children's Profile at School Entry (CPSE) 2008 – 2015

Evaluation of the Preparing for Life Early Childhood
Intervention Programme by UCD Geary Institute

Teacher survey instrument

THIS VERSION OF THE SURVEY HAS BEEN PREPARED FOR THE ARCHIVE BY THE CHILDREN'S RESEARCH NETWORK PREVENTION AND EARLY INTERVENTION RESEARCH INITIATIVE (2017). SOME OF THE CONTENT OF THIS SURVEY HAS BEEN REDACTED DUE TO COPYRIGHT RESTRICTIONS ON STANDARDISED INSTRUMENTS THAT WERE USED IN THE CPSE STUDY. REDACTED CONTENT IS MARKED IN THE TEXT IN YELLOW BOXES.

Dear Teacher,

Thank you for agreeing to participate in the PFL Junior Infant Survey. This questionnaire will ask about your background and education as well as about the school readiness of the participating children in your class. It includes questions related to the children's physical health and well being, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge.

The average amount of time to complete this survey is about 5-10 minutes per child. During the questionnaire you can move at a comfortable pace and take breaks if you need them. You can log on to complete the questionnaire in as many sessions as you would like as your information is automatically saved.

Please remember that all of your answers will be kept confidential.

By taking part in this study, you will be helping parents, children, schools, and other teachers like you to understand more about school readiness in young children from disadvantaged environments. In addition, this survey will serve as an important step toward understanding the needs of young children. Furthermore, findings from this research will allow your school to identify the specific areas of schools readiness (e.g., language development, peer relations) to invest and concentrate their efforts on.

Your participation is highly valued and key to the success of this project. We again thank you for taking part.

Regards,

UCD Research Team

Section 1. We would first like to ask you some questions about yourself.

Q1.1 What is your age?

Q1.2 What is your sex?

1. Male
2. Female

Q1.3 What is your highest level of education completed?

1. Applied Leaving Certification
2. Leaving Certification/A Levels
3. Non-degree Qualification (Diploma, Technical or Vocational Qualification)
4. Primary Degree (Third Level Bachelor Degree)/Professional Qualification or Degree
5. Postgraduate Qualification
6. Other (Please specify_____)

Q1.4 How many years have you been teaching?

Q1.5 How many years have you taught junior infants?

Q1.6 How many years have you been teaching in this school?

Q1.7 How many students are in your class?

Section 2. The next section is about the pupils in your junior infants class. Please answer each question as best you can for each pupil whose parent has given you consent to complete the survey.

Please read each question and select the answer that best answers the question in relation to each child in your class.

Some children will be able to do all of the things we ask about and others will not. These are things that the children might have learned at home or at school. We are not interested in knowing where they learned them, rather if they are able to do them.

Please read each section carefully as the responses change throughout the next few pages.

BELOW SURVEY QUESTIONS REDACTED DUE TO COPYRIGHT MATERIAL FROM THE FOLLOWING SCALE: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005)

S-EDI Section A: Physical Well Being

Q	Item
Q2.1	S-EDI Physical Well Being item 1
Q2.2	S-EDI Physical Well Being item 2
Q2.3	S-EDI Physical Well Being item 3
Q2.4	S-EDI Physical Well Being item 4
Q2.5	S-EDI Physical Well Being item 5
Q2.6	S-EDI Physical Well Being item 6
Q2.7	S-EDI Physical Well Being item 7
Q2.8	S-EDI Physical Well Being item 8
Q2.9	S-EDI Physical Well Being item 9

S-EDI Section B: Language and Cognitive Skills

Q	Item
Q2.10	S-EDI Language and cognitive skills item 1
Q2.11	S-EDI Language and cognitive skills item 2
Q2.12	S-EDI Language and cognitive skills item 3
Q2.13	S-EDI Language and cognitive skills item 4
Q2.14	S-EDI Language and cognitive skills item 5
Q2.15	S-EDI Language and cognitive skills item 6
Q2.16	S-EDI Language and cognitive skills item 7

Q2.17	S-EDI Language and cognitive skills item 8
Q2.18	S-EDI Language and cognitive skills item 9
Q2.19	S-EDI Language and cognitive skills item 10
Q2.20	S-EDI Language and cognitive skills item 11
Q2.21	S-EDI Language and cognitive skills item 12
Q2.22	S-EDI Language and cognitive skills item 13
Q2.23	S-EDI Language and cognitive skills item 14
Q2.24	S-EDI Language and cognitive skills item 15

PFL measures

Would you say that this child:	YES	NO	DON'T KNOW
Q2.25 demonstrates special numeracy skills or talents			
Q2.26 demonstrates special literacy skills or talents			
Q2.27 demonstrates special skills or talents in arts			
Q2.28 demonstrates special skills or talents in music			
Q2.29 demonstrates special skills or talents in athletics/dance			
Q2.30 demonstrates special skills or talents in problem solving in a creative way			
Q2.31 demonstrates special skills or talents in other areas			

BELOW SURVEY QUESTIONS REDACTED DUE TO COPYRIGHT MATERIAL FROM THE FOLLOWING SCALE: Early Development Instrument Short version (S-EDI; Janus, Duku & Stat, 2005)

S-EDI Section Social and Emotional Development

Q	Item
Q2.32	S-EDI Social and Emotional Development item 1
Q2.33	S-EDI Social and Emotional Development item 2
Q2.34	S-EDI Social and Emotional Development item 3
Q2.35	S-EDI Social and Emotional Development item 4
Q2.36	S-EDI Social and Emotional Development item 5
Q2.37	S-EDI Social and Emotional Development item 6
Q2.38	S-EDI Social and Emotional Development item 7
Q2.39	S-EDI Social and Emotional Development item 8
Q2.40	S-EDI Social and Emotional Development item 9
Q2.41	S-EDI Social and Emotional Development item 10
Q2.42	S-EDI Social and Emotional Development item 11
Q2.43	S-EDI Social and Emotional Development item 12
Q2.44	S-EDI Social and Emotional Development item 13
Q2.45	S-EDI Social and Emotional Development item 14
Q2.46	S-EDI Social and Emotional Development item 15
Q2.47	S-EDI Social and Emotional Development item 16
Q2.48	S-EDI Social and Emotional Development item 17
Q2.49	S-EDI Social and Emotional Development item 18
Q2.50	S-EDI Social and Emotional Development item 19
Q2.51	S-EDI Social and Emotional Development item 20
Q2.52	S-EDI Social and Emotional Development item 21
Q2.53	S-EDI Social and Emotional Development item 22
Q2.54	S-EDI Social and Emotional Development item 23
Q2.55	S-EDI Social and Emotional Development item 25

PFL measures

Would you say that this child:	OFTEN OR VERY TRUE	SOMETIMES OR SOMEWHAT TRUE	NEVER OR NOT TRUE	DON'T KNOW
Q2.56 is inattentive				
Q2.57 doesn't seem to feel guilty after misbehaving				
Q2.58 is defiant or refuses to comply with requests or rules				
Q2.59 tries to help someone who has been hurt				
Q2.60 is unable to concentrate or pay attention for long				
Q2.61 punishment doesn't change this child's behaviour				
Q2.62 has difficulty waiting his/her turn in games				
Q2.63 physically attacks people				

Would you say that your child:	YES	NO	DON'T KNOW
Q2.64 demonstrates knowledge of the alphabet			

Q2.65 understands the purpose of writing			
Q2.66 can do/undo buttons or zips			
Q2.67 writes letters and words			
Q2.68 can manage his/her lunch or snack on his/her own			
Q2.69 uses emerging reading skills to make meaning from print			
Q2.70 is able to put on his/her coat independently			

Q2.71:

Does this student have a problem that influences his/her ability to do school work in a regular classroom?

1. Yes
2. No

Q2.71a:

For students that have a specific problem that influences their ability to do schoolwork in a regular classroom, please mark all that apply. Base your answers on medical diagnosis or parent/guardian information. Please scroll over to see all possible options.

1. Physical Disability
2. Visual Impairment
3. Hearing Impairment
4. Speech Impairment
5. Learning Disability
6. Emotional Problem
7. Behavioural Problem
8. Problems at Home
9. Developmental Delay
10. Restrictive Diet (prescribed by Dr.)
11. Don't Know
12. Other

Q2.72:

If you have any comments about this child and his/her readiness for school, please list them in the space provided:

Q2.73:

Is this child repeating junior infants?

1. Yes
2. No

Q2.74:

Has this child received or is this child receiving additional support from a Learning Support Teacher/Resource Teacher?

1. Yes
2. No
3. Don't Know

Q2.75:

Has this child received or is this child receiving additional support from a Home School Community Liason Co-ordinator?

1. Yes
2. No
3. Don't Know

Q2.76:

How many days of school (approximately) has this child missed to date?

1. 0
2. 2-3
3. 4-7
4. 8-9
5. 10+

Q2.77:

In terms of school readiness, how would you have rated this child when he/she started school in September, 2012?

1. Definitely Ready
2. Somewhat Ready
3. Definitely Not Ready

Q2.78:

In terms of school readiness, how would you rate this child now?

1. Definitely Ready
2. Somewhat Ready
3. Definitely Not Ready

Q2.79:

Based on your experience so far would you say that this child has had:

1. Very successful adjustment to school, virtually no problems.
2. Moderately successful adjustment to school, some problems, mostly minor.
3. Difficult adjustment to school, serious concerns or many problems.

Q2.80:

Which of the areas below do you think is most important and least important for a child's school readiness?

Physical Health and Well- being

(e.g., child's health status, growth, disabilities, motor skills)

Social Competence

(e.g., ability to get along with peers, readiness to explore new things, responsibility)

Emotional Maturity

(e.g., comforts others, behaviour, attentive, not fearful or anxious, does not get into physical fights)

Language and Cognitive Development*(e.g., interest and skills in literacy and numeracy)*

Communication Skills and General Knowledge

(e.g., overall ability to communicate and general knowledge)

Most Important:

Least Important:
