

ED Abstract Narrative

Project Title: Supporting Preschool and Kindergarten Students' Self-Regulation through HighScope Curriculum Enhancements: Plan-Do-Review and Conflict Resolution.

Type of Grant Requested: Development. **Absolute Priority:** 4-Influencing the Development of Non-Cognitive Factors. **Competitive Preference Priority:** Supporting Novice i3 Applicants.

Project Description: The proposed project will enhance, pilot, implement, and test for evidence of effectiveness two key elements of the HighScope curriculum, Plan-Do-Review (PDR) and Conflict Resolution (CR), which offer a promising way to support the development of preschool and kindergarten students' self-regulation skills. We will engage teachers in an iterative process to develop, then support their implementation of PDR/CR. **Project Objectives and Expected**

Outcomes: The project objective is to develop an enhanced PDR/CR training/coaching and resource kit infused with updated self-regulation research, assess the usability/feasibility of enhanced PDR/CR, and train and coach teachers to implement enhanced PDR/CR with fidelity. The preschool version will be an enhancement while the kindergarten version will be a new development. Outcomes include teachers' successful implementation of enhanced PDR/CR and students' increased self-regulation which may also support academic achievement. **Number of**

Students Served: A total of 88 classrooms with approximately 2,024 students will be served.

Ten students from 80 classrooms (40 preschool, 40 kindergarten) will be assessed using standardized measurement tools. **Special Project Features:** We will extend PDR/CR into kindergarten to support school transition, train internal Detroit Public Schools trainers, and distribute 100 new resource kits to sustain the intervention after the grant ends. **HighScope**

Educational Research Foundation and Oakland University will partner with Detroit Public Schools, and with Michigan State University who will serve as the independent evaluator.