



2018-2019

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***Lisa Worden-Sickles, Teacher Assistant/
Child Associate***

Key Points

- Grant proposal submitted to the Children's Institute in February 2017 by Dr. Leh. Grant awarded in Spring 2017 for a start date of September 2017
- Maximum of \$15,000 per school awarded
- Funds are for a three year period with decreased funding in years two and three.
- Schools must maintain the same level of Child Associate time in years two and three for sustainability.

Key Points

- September 2017 start-up
 - Required 2-day introductory training for Child Associates, Supervisor, and Project Coordinator
 - Required 2-day training for site supervisors only

Children's Institute

Begun in 1957, Primary Project is the foundational program of Children's Institute. It has helped countless children since then, and continues to grow throughout New York and the nation. It identifies young children who show emerging school adjustment difficulties and provides them with one-on-one time with a specially trained and supervised paraprofessional.



Primary Project

Primary Project is a national evidence-based program that helps selected children in pre-k through third grade adjust to school, gain confidence, social skills, and focus on learning. Through child-led play, Primary Project addresses children's school adjustment difficulties and increases their chances for success.

Goals

- Detect school adjustment difficulties early
- Children develop a school-based, trusting relationship with an adult
- Reduce social, emotional, and school adjustment difficulties
- Enhance learning skills

Benefits

- Reduces negative adjustment behaviors
- Improves children's self-confidence, social skills, learning skills, and other school-related competencies
- Allows school mental health professionals to focus on children who need more intensive interventions

Why Screen?

Universal screening of students is best practice:

- Early identification of at-risk behavior provides opportunity for early interventions which improve outcomes
- Social/emotional wellness is a key factor in school performance and likelihood to graduate
- Functions as a needs assessment for all levels (student, class, school, district); provides guidance for intervention needs, supplemental programming, and professional development

Program Parameters

- Helps with student adjustment to school
- Relationship based
- An **early** intervention prevention program
 - early in age: K-2
 - early in onset of difficulty
 - (mild to moderate)

Outside the Parameters

Not for:

- children with diagnosed difficulties
- tutoring
- mental health treatment or counseling

Core Components

1. Focus on young children
2. Systematic screening and selection
3. Use of individual in direct role
4. Changing role of mental health professional
5. On-going program evaluation
6. Integration

Core Component One

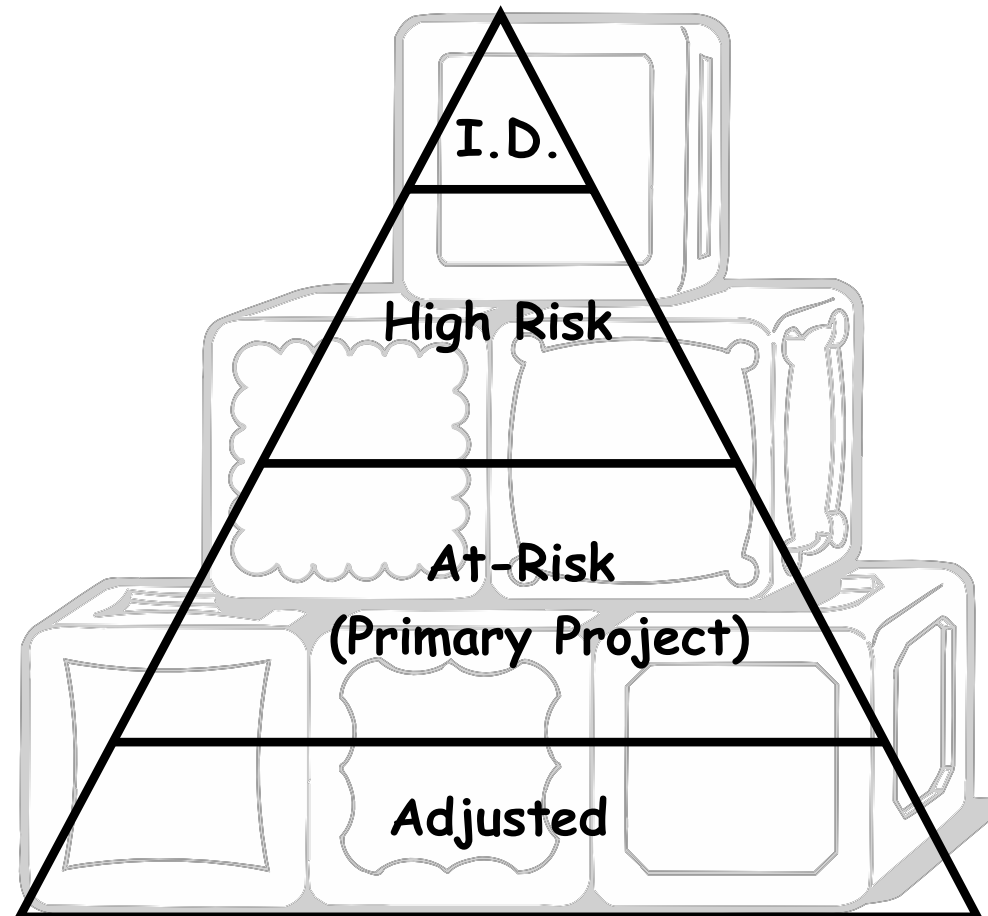
Focus on young children (K-2) for short term

- Typically seen 12-15 weeks during a semester
- One to one sessions 30-40 minutes in length

Core Component Two

Focus on systematic screening and appropriate selection

- All children in targeted grades (grades 1 & 2)
four to six weeks into school year
- Kindergarten selection at mid-school year
- Multiple sources of information
 - Qualitative and quantitative data
 - ❖ Task Orientation
 - ❖ Behavior Control
 - ❖ Assertiveness
 - ❖ Social Skills



Core Component Three

Use of Teacher Assistant in a Direct Service Role

- Teacher Assistant in the Child Associate Role
- Empathic and understanding
- Training in child-centered play therapy
- Child led strategies used

Child develops and enhances skills through the natural way young children learn, problem-solve and communicate ... through play



Welcome to

PRIMARY PROJECT



Mrs. Worden-Sickles

be
KIND

Let's
DO
THIS!

be
SUPER

be
BRAVE

SHINE
BRIGHTLY

Core Component Four

School Social Worker/Mental Health Professional as Supervisor, Consultant, Leader

- Understanding of intervention which is relational child centered play
- Listen, support, and guide
- Weekly supervision of Child Associate
- Serve as liaison with teachers and parents
- Gatekeeper for program

Core Component Five

Ongoing Program Evaluation

- Data (measures/instruments) is collected via COMET (a web-based data management system)
- Evaluation reports reviewed annually and shared with stakeholders

Core Component Six

Integration into school and community

- Part of district SEL initiative
- Link with RTI (Tier 2)
- Continuum of care and support
- Parental consent and involvement







