

Supporting the Social-Emotional Development of Culturally Diverse Kindergarten Students using the Kimochis Curriculum

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INTRODUCTION:

A significant increase in behavioral challenges for kindergarten students led to the implementation of Tier 1 instruction using the Kimochis curriculum (<https://www.kimochis.com/>) in an effort to improve student behavior, social skills, and academic outcomes. (Durlak, J.A., et al, 2011).



METHOD:

- School psychologist at each elementary school coordinated the implementation of the Kimochis Social and Emotional Learning Curriculum (ages 3-6) as Tier 1 instruction for a total of 12 Kindergarten classrooms comprised of socio-economically, linguistically and racially diverse demographic student populations.
- Coaching, modeling, consultations and fidelity checks were utilized to increase the integrity of the implementation of the curriculum with lessons completed three times per week (per class) over a 25-week period during the 2019-20 SY.

Measures:

- Student discipline office referrals, student report card data, (including measures of life, work, and citizenship skills, language arts and mathematics)
- Kimochis Social-Emotional and Behavior Scale (KSEBS) as a pre-post skill development measure (4-point likert scale, 21 questions on social and emotional skills)



Tier 1 Social and Emotional instruction at the Kindergarten level was effective in increasing the social, emotional and behavioral skills of students. An increase in Academic performance and effort was also observed.

RESULTS:



- Discipline referrals: average decrease of 6 referrals.
- KSEBS: average increase in rating = 0.81 (1-4 scale), improvement in 77.56% of students.
- Work and Citizenship grades: average increase of .14 total (1-4 scale)
- Average increase of 1.56 and 1.28 in reading and math skills, while academic effort showed an average increase of .57 points (1-4 scale)

DISCUSSION:

- Covid-19 led to the termination of the project. Therefore, not all lessons or fidelity checks were administered prior to the completion of the KSEBS post survey.
- Although the implementation of the Kimochis program was correlated with the increase of academic effort and performance outcomes, causation cannot be determined.
- Future exploration should include the longitudinal maintenance of learned skills across grade levels and the academic impact.
- Assess student applications of social and emotional skills outside of the classroom (e.g., within the home) via parent report rating scales.



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For more detailed information about this project, including references, please scan the QR code