

TEACHERS' PERCEPTIONS ON THE INFLUENCE OF EARLY CHILDHOOD
SCREENINGS: A QUALITATIVE CASE STUDY

By

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Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

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Abstract

The purpose of this qualitative case study was to examine the perceptions of teachers' experiences with the Early Childhood Screening for students attending XYZ School in Eastern Saudi Arabia. The study was guided by the theory of social constructivism and the theory of self-regulation, as they explain how early experiences influence child and adult development. The central research question addressed the experiences of early childhood educators implementing mandatory screening assessments in Pre-K and Kindergarten. The central research question was “What are the experiences of early childhood educators that implement mandatory screening assessments in Pre-K and Kindergarten?” The study followed a qualitative case study research design. An in-depth explanation of why the case study research design was the best measure for the research is included. Data were collected using individual interviews, document analysis, and observations in four XYZ Schools in Eastern Saudi Arabia. The sample included 12 educators from the four XYZ schools. The research also addresses how thematic and qualitative analysis synthesized the collected data. These approaches provided information relevant to the research by identifying common themes in the responses provided by the participants. I also looked at the screening documents and educator observations to search for meanings and patterns that were later coded and grouped by theme.

Keywords: Screening, childhood, outcomes, development, cognitive, perception, schools.

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Dedication

To my children, Layla and Jacob, may you pursue knowledge throughout your lives.

Acknowledgments

I would like to acknowledge my committee chair Dr. Ellen Ziegler for all the guidance she provided, my committee member Dr. Jerry Woodbridge for reviewing my work, my friends for cheering me on during challenging times and my family for supporting me through this long endeavor.

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List of Abbreviations

Early Childhood Education (ECE)

Early Childhood Screening (ECS)

Behavioral and Emotional Problems (BEP)

Thematic Content Analysis (TCA)

More Knowledgeable Other (MKO)

Zones of Proximal Development (ZPD)

Institutional Review Board (IRB)

Rapid Automatized Naming (RAN)

CHAPTER ONE: INTRODUCTION

Overview

The academic programs to which parents will expose their children in the future were determined by how well-prepared their children are for school. Early childhood screening was necessary to meet this demand and to assist parents in making investments in initiatives that expose their children to the necessary education. In a similar vein, parents can take note of their children's talents and prowess to enhance their interactions with them as well as their development and growth. This study addresses how teachers perceived the impact of early childhood screenings on support services for students in their early lives. A brief historical, sociological, and conceptual framework is provided in this chapter as an introduction to the subject. The authors explained how teachers' opposition to early childhood screening changed over time in the historical context. Aspects of Early Childhood Screening (ECS) related to social development were investigated in the social environment. The theoretical foundation focused on the effects that ECS had on children. The goal of the study was to determine how ECS affected the services that were offered to young children. It focused on the study's significance on three levels: theoretical, practical, and empirical. The study objectives were then further developed, with the main study question concentrating on the experiences of early childhood institutions that use ECS. Finally, the study's terminologies were defined, and a synopsis was offered.

Background

The literature discussed in this part revealed various historical, sociological, and theoretical viewpoints on early childhood screening. Early childhood screening has historically received less attention because schooling was seen as a universal endeavor. The disadvantage of curricular differentiation was that it made it difficult for children with developmental delays to

keep up with their peers. But as teachers began to see its advantages, they eventually embraced early childhood screening. Studies that look at early childhood screening, including community relationships, academic achievement, and parent and teacher engagement, were theorized to exist. Early childhood screening is essential in identifying a child's personality attributes, which impact how they interact with their classmates and those who surround them in the social environment. This information helped educators and parents create social situations for children that match their unique needs.

Historical Context

Early childhood screening results aided children in their educational and developmental journeys. Later, to actualize their growth and development, for instance, children who required special services and support received this assistance. Over time, teachers' assessments of the effects of early childhood screenings have improved. They took this action in an effort to educate all of the pupils, including those who have special needs. Likewise, the desired versatility of the program in fulfilling the demands of the students is the cause of the altered perception (Akpan & Beard, 2016). The inability of many students with learning difficulties to advance to higher academic levels in the past detracted from educators' motivation (Rhew et al., 2018). The prevalence of Behavioral and Emotional Problems (BEPs) in children has historically been estimated at 9% to 12%. Children experienced significant troubles and difficulties as a result of these issues, which had an impact on them at home, at school, and in daycare facilities (Douglass, 2019). If these problems are not resolved during this critical developmental stage, the children may endure long-term consequences throughout adulthood (Paulus et al., 2015). Because of this, early detection of these issues through screening programs for young children was a crucial first step in getting the child access to appropriate therapy in the social situations

where they developed. Also, an early evaluation was helpful in altering the child's developmental trajectory, which can prevent physical and social issues later in life. Yet, the development of early childhood screening encouraged the availability of education for such children with special education needs and the personalization of technical support to meet their demands (Ansari et al., 2019).

The developmental stages that children must pass in order to achieve optimal results were often unknown to parents. Many parents were unaware of these issues until their children started school (Flower et al., 2020). Due to this difficulty, they had to spend a lot of money on programs intended to help the children and fix their problems (Kaufman et al., 2018). Similarly, some parents were so concerned about their children's development that they were unable to let them grow up without unwarranted protective behaviors that resulted in mental problems and impairments (Luo et al., 2019). Early childhood screening, however, allowed parents to identify behavioral impairments and make particular program investments to help their children develop and mature properly. These adjustments raised academic performance, accomplishments, and mental wellness (Masuda et al., 2021). The recent fashion involved identifying children's eating patterns and creating diets that were suitable for them without impeding their development.

Social Context

The social development and growth of children were assessed in early childhood. Early childhood screening was once believed by instructors to be crucial for children's social development (Lipkin et al., 2021). For instance, these screenings assisted the teachers in providing the students with peer-peer interpersonal counseling. These encounters were essential to the relationships that these children will have in the future. For instance, if not given counseling, a youngster who fears their peers may develop an inferiority complex and low self-

esteem and end up being a loner. Similarly, when the teachers mentioned the benefits of early childhood screening, public opinion changed. Children who had undergone childhood screening gained enhanced conflict-resolution abilities and the ability to express their thoughts freely (Chen et al., 2020).

All initiatives pertaining to early childhood screening were focused on early childhood caregivers and educators. Even when their children are young, many working-class parents today do not have a lot of time to spend with them. The children were left in the charge of teachers and other caretakers. As a result, these people were best suited to check the child's growth and point out any delays in their expected schedule. They were the first to notice any delays that might have had an impact on the development of the child (Vill et al., 2019). Finding children with intellectual deficits required collaboration with teachers and caretakers to conduct behavioral and developmental screening (Lipkin et al., 2020). The caretakers and teachers were also the ideal people to help pinpoint the potential causes of these delays in children. The primary determinants of the child's future development were the teachers who cared for them. They were the ones who regularly checked the child's academic progress (Lipkin et al., 2020). Both parties were aware of the child's capacity for language acquisition, interplay with other children, and socializing. Language growth in children and how they interacted with other children and teachers was a crucial part of children's development that had an impact on teachers (Alatalo & Westlund, 2019). They assisted in identifying children who required specific learning spaces and particular interventions. Early childhood education collaborated with educators to develop learning strategies that guaranteed children would develop properly and in line with their peers. It also supported maximizing efforts to deal with the child's mental disabilities.

Early childhood screening helped parents and educators because it allowed them to

tailor the technical support to the requirements of the child. Early childhood screening, for example, identified these children's psychological and behavioral challenges as they acclimated to the school setting (Ouherrou et al., 2019). This realization aided educators in guiding students or parents by suggesting that their children participate in therapy sessions aimed at preparing them for the rapidly evolving social environment (Souza et al., 2019). Teachers also assisted children in developing social-emotional learning abilities, which enhanced their interpersonal interactions. As a result, early childhood screening was seen more favorably by teachers.

Theoretical Context

In an ideal setting, children would grow at the same rate from birth to age five. Under the same nurturing circumstances, they developed their linguistic, cognitive, physical, and socio-emotional skills synchronously (Bufferd et al., 2012). The principle of early childhood screening was essential to explaining why there were more and more instances of children in the same age group raised under the same circumstances who did not consistently acquire these crucial features of child development (Turan & Nagihan, 2019). A child's development was tracked by milestones like greeting, taking their first steps, and uttering their first words at specific ages.

Many children do not have the opportunity to receive early care and assessment of their developmental issues or potential future issues. The American Academy of Pediatrics has expressed worry over problems affecting young children's development (American Academy of Pediatrics, 2006). Early screening was advised by pediatric organizations as a crucial component of children's primary care to help detect these issues. Early screening identified youngsters who could be evaluated further, and potential intervention methods were planned to support the children's proper development into adulthood (Boan et al., 2015). Early childhood screening in primary care, however, had a significant disadvantage that left many children vulnerable to

unrecognized BEPs, which burdened them as they interacted with various components of their environment in the future (Wolff et al., 2020).

Early developmental delays were brought on by a variety of circumstances related to the child's growth. These elements originated naturally or were induced from within. One of the most important internal aspects is the child's biology, including genetic makeup. Biology has contributed to issues such as mental illness and physical disabilities (Fuhrmann et al., 2014). Significant influences on the social development pathway include the child's interactions with caregivers, teachers, and peers, as well as other external social contexts. Deprivation, maternal stress, unstable accommodation, and migration are additional elements that greatly divide youngsters from various parts of the world. Additional problems could include malnutrition, abuse of drugs and alcohol, trauma, or drinking. These elements affected the child's ability to develop normally.

Several researchers discussed the facets of this subject to comprehend how it affects students. For instance, Correia-Zanini et al. (2018) explained the impact of early childhood screening on young children's social development. These researchers discovered that early education promotes academic success and lessens signs of stress (Correia-Zanini et al., 2018). Similarly, Demirtaş-Zorbaz and Ergene's (2019) research showed that early childhood screening was necessary for peers, teachers, and parents to be involved in helping children adjust to first grade. Such research contributed to addressing the need for specialized care for children with learning and developmental difficulties.

Furthermore, it was critical in this field of study to understand how teachers viewed the effect of early childhood screenings on student support services in later years. The teachers' perceptions were shown as to what changes might be made to these screenings to meet the

requirements of the children and boost teacher motivation (Booj & Nicolosi, 2021). In a similar vein, their opinions promoted the ways in which other parties, such as parents, can step in and advance the growth of their children (Penuel et al., 2020). By highlighting specific beliefs that, if ignored, could affect children's development and progress, this research improved the body of knowledge already available.

The socio-cultural theory of Lev Vygotsky encouraged investigation into perspectives that may affect children's development and progress. According to this notion, social connection has helped young people learn (Taber, 2020). This theory suggested that teachers may not efficiently provide guided and group learning if they had a poor perception of early childhood screening (Bryant & VanGraafeiland, 2020). As a result, the interactions between the children who missed the early-life screening programs and their teachers were difficult.

The stage theory of Jean Piaget understood how people view children's growth and development (Piaget, 1971). According to the hypothesis, children's intellectual development has occurred as a result of biological change and interaction with their environment (Sidik, 2020). The ability to recognize a child's shortcomings and provide them with the proper learning programs depends on teachers having the correct perspective on a child's growth. This theory contributed to the idea of coaching because coaches assisted students in improving their performances after identifying their areas for improvement (Alqahtani, 2022).

The notions mentioned above provided in-depth insights for what to watch out for in early childhood screening. Because they became defined characteristics in the relationships between teachers and students, these impressions had the potential to alter the outcomes or destinies of the children. Therefore, in order to guide their change and enhance the growth and development of the children, this study determined the implications of the activation.

Problem Statement

The issue is that early childhood screenings, which are essential for providing effective early intervention programs, are not often delivered to preschoolers. Testing children between the ages of three and five is included in early childhood screening (usually preschool-kindergarten). While there are many different aspects to screening, some are quite important, including psychological development, cognition, communication, cooperation, visual perception, and listening (Sanfilippo et al., 2020). Stakeholders in the education sector constructed support services for students in later grades by concentrating on such narrow areas and identifying developmental and health issues that contributed to those characteristics. It was crucial to realize that screening aids in the creation of tailored education plans for the succeeding educational stages (Nielsen, 2020). By addressing unique learning requirements, these programs enabled students to give teachers the resources they needed to be successful.

Coming to the realization that screeners are beneficial was needed to fill the current research gap in light of the nature of screening and its importance. Assessment of the reliability of tests was performed by stakeholders for listening, visual, cognitive, and emotional development. That was essential to looking into the possibilities in this area. Some possibilities included raising public awareness of early childhood screening (Nielsen, 2020). Early detection by educators was essential to provide children with specialized support that enabled them to obtain the knowledge they needed to succeed in higher-level classes (Campbell, 2020). To evaluate the topic, I employed a qualitative approach. To acquire information from the respondents, the researcher employed questionnaires (educators). The researcher needed descriptive statistics as a necessary requirement before drawing any conclusions about the topic.

Purpose Statement

This qualitative case study's objective was to investigate how instructors perceived the early childhood screening that was conducted on pupils at the XYZ School in Eastern Saudi Arabia. ECS broadly referred to the research as a test of cognitive and social-emotional abilities.

Significance of the Study

A large body of literature on early childhood screening had been published, and much of it had high potential benefits. Children were frequently prioritized as the subjects of these investigations. The other facets of the process received very little focus. This study helped shed light on how the stakeholders, in particular the teachers, viewed the influence of this approach on the children and the support services that are provided to them as they advance in their schooling. The results of the study affected the research body in three different ways: theoretically, experimentally, and practically.

Theoretical Significance

The research literature provided more insight into the social constructivism theoretical framework, particularly regarding the use of social interactions to enhance learning outcomes (Trent et al., 1998). The teacher's perspectives were critical in determining how early childhood screening recipients adjust when they enter first grade and progress in their academic careers (Walker & Graham, 2021). The results of the study looked at how teachers create relationships with students and whether these ties are beneficial for a child's development using the theory of self-regulation (Olivier et al., 2018). Teachers had a lot of influence over their pupils. They got the knowledge from early childhood screeners, which gave them this power. The screeners gave them access to the knowledge and abilities that students need to develop in order to succeed as students. The teachers then understood how to structure their lessons to benefit every student.

Teachers had the power to use it either positively or negatively. If a teacher did not encourage their students, the students began to doubt their own abilities. On the other side, teachers who sought to build a good self-concept were more likely to have self-confidence, and they were successful in their lives (Reyhing & Perren, 2021).

Empirical Significance

By examining teachers' perceptions on the influence of early childhood screening on the child's development and the services they need to be engaged in, such as entertainment education, this study furthered the empirical studies (Bubikova-Moan et al., 2019). The state of early childhood screening was determined with the input of educators, and this information was a crucial resource for policymakers (Hirai et al., 2018). To improve the lives of the children, policies that had a favorable impact on early childhood screening were looked into. This action entailed talking with lawmakers about the best ways to mandate early childhood screening for all children (Ulferts et al., 2019). The right stakeholders better planned and implemented the strategies to improve the quality of early childhood screening by evaluating these opinions (Silver et al., 2018). This study gathered the pertinent data from schools with teachers that use ECS in order to create complex policies to solve this issue.

Practical Significance

Early childhood screening had a significant impact on children's growth and learning in both the short and long term (Watts et al., 2018; Lipkin et al., 2020). The success or ineffectiveness of screening tools as perceived by the teachers in this study helped assess how appropriate the tools now in use were and whether they had the potential for widespread adoption in all learning centers throughout Saudi Arabia. The findings of the study show if the tools being used fit within the context of the county's early learning system's programs and

services. The screeners enabled stakeholders, in particular teachers and parents, to understand which tools to use and whether it was necessary to create a brand-new tool that addressed all of the important factors.

Research Questions

It was clear that much work had to be done before early childhood screening was fully adopted in all educational facilities in Saudi Arabia. Few institutions, though, have made this process mandatory because they recognize its advantages. These institutions served as helpful standards for expanding this initiative. Due to this, the following research questions were posed in this study:

Central Research Question

What are the childhood educators' experiences with the mandated screening tests that are used in Pre-K and Kindergarten?

Sub-Question One

What are the ways in which the Pre-K and Kindergarten instructors use the screening data to guide their instruction?

Sub-Question Two

How do Pre-K and Kindergarten instructors make use of screening data to establish beneficial connections with their students?

Sub-Question Three

How can Pre-K and Kindergarten instructors use screening data to enhance their children's social-emotional learning goals?

Definitions

1. *Developmental milestones*- The behaviors and physical characteristics that children should possess as they mature and develop. For instance, a toddler (ages 1-3) should be able to walk unassisted (English et al., 2019).
2. *Early Childhood Screening (ECS)* - A method for identifying potential health or developmental disorders in young children between the ages of three and five (Pauker et al., 2018).
3. *Perception*- How something is viewed, perceived, or comprehended (Qiong, 2017).
4. *Pre-K (short for Pre-Kindergarten)* - A free preschool program that is held in classrooms for children under five (Carr et al., 2021).

Summary

This qualitative case study's goal was to investigate how teachers perceive their interactions with the ECS for students at the XYZ School in Eastern Saudi Arabia. The researchers emphasized the importance of early intervention in supporting students with targeted interventions that allowed children to acquire knowledge that would support their success in subsequent grades. Reading through the research, I found that preschoolers did not get the early screenings required for efficient intervention services. In order to support learners, the authors also emphasized the importance of cooperation between parents, educators, and healthcare professionals. In preparation for this study, the research on the conceptual, social, and historical backgrounds of teachers' opinions of early childhood screening was reviewed. This led to the identification of a research void that this study aims to close. The favorable impact that the study's findings had on the theoretical, empirical, and practical aspects of this field of study was noted by the authors. In particular, the study aims to shed light on the element of teacher-student

connections in the conceptual framework of self-efficacy proposed by Olivier et al. (2018). The findings of the study provided stakeholders with information on suitable screening technologies. It served as the foundation for the creation of a strategy for the national adoption of early childhood screening programs. By examining teachers' opinions on how ECS affected children's development and the activities they were given, the study empirically contributed to the body of knowledge. Four research questions were developed by the researchers; one is the main topic, and the other three are sub-questions.

CHAPTER TWO: LITERATURE REVIEW

Overview

To investigate the lack of early childhood screening in schools, a thorough assessment of the literature was done. In this chapter, a survey of recent literature on the subject of the study is presented. The ideas related to social constructivist theory, the theory of the priority of needs, the education quality offered in early childhood centers and schools, as well as how pupils adjust to school in an early childhood environment, were reviewed in the first portion. The second section compiled recent research on how attendance influenced early childhood screen time achievement scores. The literature on the advantages of early childhood interventions was then discussed. There was a gap in the research that had been found, which suggested a necessity for the current investigation. Researchers in the field of education increased the body of knowledge and created instructional models that were more successful by identifying research gaps. Because learning began long before a child enrolled in formal training, the modern instructional system was built on the parent-teacher partnership.

Theoretical Framework

A theoretical framework was essential for serving as a framework for the survey questions and a lens for evaluating the data gathered from this study. Over the past ten years, early childhood screening in schools has been remarkably accepted. Nonetheless, various educators had differing views on the issue of children being screened for schooling (Booj & Nicolosi, 2021). There was a discussion among instructors about how early childhood screening affects future success. On the one hand, some educators contended that early childhood screening improved the effectiveness of student assistance programs including peer tutoring, private tutoring, note-taking, and test preparation, among others (Accardo et al., 2019). On the

other hand, some educators were of the opinion that early childhood screening had little bearing on how well student support programs performed in subsequent years.

Early childhood screening included tests for vision, hearing, weight, IQ, language skills, social development, and flexibility, among other things (Kelly, 2019). Children's phenomena were extensively examined, as was already noted. Unfortunately, there were gaps in our knowledge of how instructors see screening and its significance (Brayant & VanGraafeiland, 2020). To build a framework for comprehending teachers' perspectives on child screening, social science ideas in education were applied.

The notions of self-regulation and social constructivism were compatible since both philosophies were based on cognitive development theory, which holds that people are intrinsically motivated and active learners. Experience reflection, social interactions, and cultural contacts all helped refine development (Oppong et al., 2019). So, according to social constructivists, developing beliefs and theories about how students control their skills, efforts, and tactics to accomplish their goals was self-regulation. Students' opinions and views were tied to their developmental stage and evolved as they gained new knowledge and experience.

As a result, the chapter discussed a few possibilities concerning how early childhood screenings were seen by instructors. The social constructivism hypothesis was one of the best-known theories in the field (Broodie et al., 2022). This idea contended that social contact and language usage were the sources of knowledge. The theory of self-regulation was the other theory that was utilized in early childhood education. According to this hypothesis, performance was significantly influenced by confidence (Margolis & McCabe, 2006). In other words, low-self-efficacy students did worse than high-self-efficacy pupils.

Theory of Social Constructivism

The social constructivism hypothesis was created by Lev Vygotsky, one of the most prominent Soviet psychologists. After conducting an extensive investigation to gather all of his thoughts, Vygotsky developed the theory in the early years of 1978. (Vygotsky, 1978). The main goal was to confirm that the theory adequately explained the importance of collaborative learning. Piaget and Perry's perspectives on education and learning differed, which was the main reason Perry developed the constructivism hypothesis (Douglass, 2019). Whereas Vygotsky believed that social and cultural interactions were the source of human development and learning, Piaget proposed that cognitive development occurred in universal and sequential stages. He therefore developed his theory based on his disagreements with them as well as their fundamental presumptions. His main goal was to demonstrate how cognitive activities were crucial for the learners' development of fundamental interactions. In order to avoid making any fundamental assumptions, he concentrated on using facts rather than making assumptions about how the students would react to schooling.

Table 1*Researcher Beliefs*

Researchers:	Vygotsky:	Piaget:	Perry:
Views on Learning:	<ol style="list-style-type: none"> 1. Takes place through social contact. 2. There was a Zone of Proximal Development for cognitive growth. 	<ol style="list-style-type: none"> 1. Children actively participated in their education. 2. Children learned when they adjusted to what was going on around them. 	<ol style="list-style-type: none"> 1. Students went through stages of intellectual and moral development while in college. 2. Imagined novel ideas
Education in a School Setting:	<ol style="list-style-type: none"> 1. Believed in team-based learning. 2. Believed in social environments 	<ol style="list-style-type: none"> 1. Favored research and experimentation. 2. Instructors offered activities that encouraged critical thinking. 	<ol style="list-style-type: none"> 1. You will be smarter the more facts you learn. 2. Powerful individuals own all the solutions

Vygotsky elaborated on how a learner's viewpoint on education was influenced by culture and language. It had a significant impact on how young toddlers began to comprehend their environment and their own cognitive development. The constraints imposed by cultures were being completely removed by children (Campbell, 2020). As a result, culture and language were crucial in ensuring that children interacted with those in their nearby surroundings. The main goal of social constructivism was to make the learners aware of the importance of observing the real world around them (Odom, 2016). While agreeing with other theorists, Vygotsky placed more emphasis on the importance of describing the stimulus. He used the factor of collaborative learning, which previous theorists had not covered. It had aided Vygotsky in developing the various developmental stages that learners should experience.

According to social constructivist learning theory, social contact and language usage are the sources of knowledge. Trent et al. (1998) claimed that this hypothesis guided early childhood screening. Trent et al. (1998) argued that taking socio-cultural circumstances into account was crucial in enhancing educational attainment, even though this theory does not provide the ultimate solution to all issues in special education. In this situation, teachers modified their teaching tactics to benefit children with learning difficulties by utilizing social connections. It implied that children with learning impairments interacted socially with others. That was a great tactic since children pick up on social context (Flower et al., 2020). They committed to picking up new skills from the brand-new social environment that advanced their schooling.

Trent et al. (1998)'s arguments are supported by Odom (2016), who claimed that theory was still a key component of early childhood screening and teaching. Constructivism and other psychological theories were crucial in this situation for comprehending how children learned and developed. The idea of social constructivism, according to Odom (2016), guided scientific and professional opinion based on social circumstances that characterized learners with disabilities and their interactions with family and societal institutions. Akpan and Beard (2016) broadened this viewpoint by pointing out that this theoretical approach cuts down on the amount of time students spend studying for exams. In this situation, there was a change from educator training to learner-centered plans.

According to Akpan and Beard (2016), a strong legislative framework was used to support the use of the constructivist educational philosophy. The *Every Student Succeeds Act's* (ESSA) 2015 enactment reflected the goal of meeting the needs of all students. Such a strategy was essential for increasing the adaptability of learning models (Lipkin et al., 2019). Students'

strength was regarded to be a strong driver in reaching learning goals if educators acknowledged scholars' independence.

According to Odom (2016), who supported this new strategy, sociological and psychological approaches were used in meeting the demands of learners. Structuralism and functionalism were combined to help educators comprehend how social influences like supportive family networks impact children's behavior.

Social constructivism was not without its detractors. The conceptual theory argued that knowledge developed or was found in an individual eccentrically because it was not personal and not transmitted straight from one person to another (Jung, 2019). They emphasized learning strategies that were beginner-centered and discovery-oriented. This internal psychological debate was only fueled by social interactions and settings. Contrarily, social constructivists or realists acknowledged that social context was a key factor in learning. They argued that students got immersed in their learning community through contact with their immediate learning environment and gained the required understanding from their prior skills (Shotter, 2019). Hence, it was thought that learning was a situation- and context-specific process.

Theory of Self-Regulation

The self-regulation hypothesis was concerned with how individuals select and work toward goals and adjust their efforts in light of challenges and opportunities arising from their social and natural environments. Wesarg et al. (2020) asserted that the self-regulation hypothesis placed a strong emphasis on the role played by individuals in selecting, pursuing, and modifying objectives in light of the possibilities and constraints that direct their developmental routes. With adolescence came increased educational, social, and social demands, as well as changes in

physical, cognitive, emotional, and social capacities. These additional demands and opportunities created new hurdles to self-regulatory competence.

Self-regulation in adolescence was the capacity to choose and pursue individually important and socially beneficial goals, as well as to restrain or divert urges pertaining to one's quality, development, or health. After describing theoretical frameworks for self-regulation, the constructs associated with these theories were applied to assignments, leisure-time physical exercise, thinking about one's purpose in life, parenting, and therapy (Ten Braak et al., 2019). Individual success requirements were established by participants, such as the obligation to place at least once in a competition, even if the competition received external prizes. People had learned the standards they set for themselves through modeling. Issues occurred because the model was significantly more accurate than the observer (Geeraerts et al., 2020). On the other hand, children appeared to be more likely to imitate the values of underwhelming or mediocre role models and establish reasonable expectations for their age group.

Self-evaluation is the result of comparing one's performance to certain standards over time. With relation to social learning, a person's self-concept changes from a favorable one to a negative one depending on how they perceive themselves (Brandes-Aitken et al., 2019). Overall, the complexity of this process made predicting an individual's behavior difficult. Unexpected ways in which behavior departs from conventional societal norms are common. Nonetheless, it appeared that this was the case in many different civilizations, indicating that it was a typical human process.

When adults were friendly and warm to children, they developed self-control. Children had been picking up knowledge from watching adults around them. Early infancy was when children began to regulate themselves. It grew quickly throughout infancy and before the start of

school but had been continuing to do so until maturity (Robson et al., 2020). For instance, a baby might have been looking away when she was sleepy, wanted to leave her caretaker, or sucked her finger to comfort herself. For food and toys, toddlers held out for a short while. Little toddlers, however, had the ability to take things from other children if they so desired. Early childhood education students had begun to learn how to play with other children and what was expected of them. For instance, young toddlers were encouraged to be spoken to quietly in movie theaters. Children who were in school got better at controlling their wants and needs, visualizing other people's viewpoints, and weighing all of their options (Savina, 2021). Preteens and teenagers were able to plan, persevere through demanding activities, act in socially acceptable ways, and show empathy for other people's feelings (Cole et al., 2019). While discussing a curfew with their parents, for instance, teenagers understood their parents' perspective.

Related Literature

In the past 20 years, a lot of material on child screening and education has been compiled. The literature covers a wide range of the ideas covered in this section. These ideas included the value of early childhood education, school adjustment, quality of education, and development (Wolff et al., 2020). The effectiveness of education was examined in terms of how a learning environment affects the growth of learning competencies. Also, this subsection showed how student performance was impacted by the quality of education. Also, children's ability to learn was significantly impacted by how well they acclimatized to school. The capacity for self-regulation was one of the factors that affected school adjustment. The success of students took early indicators of performance into account.

The section also emphasized how attendance affects performance. The idea of self-regulation was highlighted in this section (Booj & Nicolosi, 2021). This covered the area of self-

regulation and techniques for enhancing it in early childhood and early schooling. On the basis of cognitive and social factors, the impacts of participation on performance were explored (Brayant & VanGraafeiland, 2020). The advantages of early childhood education were discussed in the final section. These advantages result from primary prevention as well as social and emotional growth.

Early Education Factors

In young people, the growth of the brain and other bodily organs happens quickly. All other bodily components were developed under the guidance of the brain. Garcia et al. (2020) found that brain development aided a child's social, cognitive, motor, and psychological development. The developing brain of the youngster aided in the development of new skills. Early education had an impact on preschool pupils' brain development.

Preschool education was related to students' mathematics abilities and skills in the first and third grades, according to Lehl et al. (2016). Children in elementary school performed better academically when their homes provided supportive learning environments. Preschool education, according to Lehr et al. (2016), increased students' proclivity. Children who had exposure to reading and writing before beginning formal education performed better academically than those who had not (Schochet et al., 2016). Children learned to count at a young age, preparing them for the first grade's mathematical needs (Lehl et al., 2016). This viewpoint was expanded by Schochet et al. (2020), who claimed that early care was still crucial for screening children. The requirement for learners to go on to the next stage was highlighted in this context by center-based early childhood education.

Lehr et al. (2016) asserted that the home learning environment is crucial for preschool education. So, early and subsequent educational environments were essential for the transition to

high school. Lehl et al. (2016) sampled 554 German children between the ages of 7.5 and 9.3 for the study (grades 1-3). The findings showed that enhanced preschool quality through qualified teachers and helpful resources was essential in the following stages of children's lives. The study also showed that parents' encouragement was crucial in helping elementary school students maintain their math abilities. The authors of the study by Schochet et al. (2020) concentrated on the crucial role that inclusion plays in meeting the needs of diverse learners. Researchers claimed that educators take socioeconomic disparities in society into account (Walker & Graham, 2021). Teachers and preschool directors took into account the use of tools and educational resources that support children from underprivileged backgrounds as well as those with developmental and cognitive impairments.

Environment

Youngsters didn't need to be overly pushed to acquire certain talents or learn from them (Brayant & VanGraafeiland, 2020). A quiet setting where children could exercise their creativity was necessary for some of these abilities, which were innate. Early childhood education was crucial because it provided children with the best setting to learn and develop their innate skills (Ansari, 2018). Due to their lack of experience teaching children, parents were not in the best position to teach their children the basic skills of childhood (Twum-Antwi, 2019). As a result, they turned to enrolling their children in preschools run by qualified early childhood educators (Booj & Nicholas, 2021). How a child learns and interacts with others in society depends on the kind of foundation they receive during their early schooling.

According to Broodie et al. (2022), learners built their early numeracy skills in supportive preschool contexts. Parental support was another foundation for preschoolers' intellectual curiosity. According to Campbell (2020), learners beginning at age three had superior

pre-reading and writing ability than kindergarteners at age four, which lends credence to this claim. The two arguments demonstrated how important early learning environments were for enhancing students' abilities (Bryant, 2020). To support this theory, there was evidence that preschool training also had an impact on early childhood cognitive development. Wolff et al. (2020) discovered in their study that executive functions and other cognitive capacities started to develop around the age of two. At this age, the majority of children had not yet started formal education (Campbell, 2020).

According to Sokol et al. (2019), interactive consequences occurred in preschool and home learning contexts. The two environments worked together in this situation to support young learners' learning results (Broodie et al., 2022). The authors looked into how settings at home and in preschool affected learning (Amin et al., 2021). The study found that if appropriate training materials were used in both settings, learners developed early numeracy abilities. In the study, the idea of inclusive learning as a crucial step in handling diversity arose.

In order to create inclusive educational environments, it was essential to implement tailored education programs. This viewpoint was supported by Booj and Nicholas (2021), who mention that Jumpstart (child development) programs allowed educators to assess children's health and social-emotional development (Campbell, 2020). Such a strategy continued to be important for raising the standard of pre-K programs at the state level. In their research in Oklahoma, Souza et al. (2019) found that tailored educational methods and peer interaction were essential for raising academic achievement.

Quality of Instruction

Preschoolers in rural areas experience differences from their urban counterparts. The supportive home learning environments and center-based early childhood care that were present

in urban centers were key benchmarks that some schools in rural areas failed to satisfy (Burchinal et al., 2014). A similar viewpoint was expressed by Johnson et al. (2019), who stated that kindergarten teaching in very well-equipped settings was of greater quality than that in minimal settings (Ulferts, 2019). In this regard, the ability of low-income schools to manage students' emotional, social, and cognitive development was weaker. The inequalities between students in low-income settings and their counterparts in high-income communities needed to be taken into account, according to Bryant (2020) and Duglass (2019). In this context, it was difficult to disregard differences in the amount of ongoing professional development provided to teachers in rural (low-income) contexts.

According to Johnson et al. (2019), administrators raised the level of instruction by boosting public funding for preschools, which lends credence to their claim. The findings by Johnson et al. (2019) were consistent with those by Sokol et al. (2019). They argued for getting a head start on fostering early reading abilities in pupils and assessing young learners at each level of the academic cycle (Flower et al., 2020). In addition, instruction quality differed according to household income. Low-income children attend public schools that are overcrowded (Ancheta et al., 2021). The large population made it difficult to provide high-quality instruction. Contrarily, children from wealthy families were accepted into reputable private schools that had the necessary funding for top-notch instruction (Lipkin et al., 2020). Such differences frequently showed up in academic accomplishment and later-life success.

Early Predictors of Poor Performance

It was crucial to screen children for sleeping issues from birth through age five. Problems with adjusting to school beginning around age six were what led to the need for this (Sadeh et al., 2015). Children with sleeping issues frequently struggled to attend school, according to

Campbell (2020). Moreover, sleep issues had impacted on focus, which eventually results in poor academic achievement. In severe circumstances, sleep issues are the cause of emotional issues, including mood changes (Souza et al., 2019). If a child had sleep problems, social-emotional adjustment became difficult around the seventh year. Early therapies were necessary for behavioral and concentration problems, claim Sadeh et al. (2015). Many parents were unaware of how sleep issues might affect children's cognitive development (Sokol et al., 2019). This method postponed early treatment during the following stages of the learners' lives (Walker & Graham, 2021). Education professionals were trusted based on comments made by parents regarding developmental and behavioral problems. These details were crucial during the screening process and assisted teachers in implementing inclusive curricular strategies and inclusive learning. Delayed speech was one of the signs that a child had reading difficulties. Delayed speech indicates that a child's brain was developing slowly, which reduced his capacity for reading (Turan & Nagihan, 2019).

Ability to Self-Regulate

Recent years have seen remarkable advancements in self-regulation theory and research growth (Douglass, 2019). The theory of self-regulation and how it affects children's academic performance and achievement in adulthood are topics that more researchers are starting to pay attention to (Wolff et al., 2020). Turan and Nagihan (2019) defined self-regulation as the process by which a learner activates and maintains cognitions and behaviors to attain learning goals, despite the fact that there was no universally accepted definition of the concept. Similar to this, Schunke and Greene (2018) described self-regulation as the process through which students influence their ability to achieve academic goals. In educational environments, self-regulation is unquestionably important (Booj & Nicholas, 2021). Self-control strengthened the idea of lifelong

learning. There was a wealth of literature available that focused on self-regulation in the classroom (Campbell, 2020). Although Lipkin et al.'s (2020) study addressed some aspects of self-regulated learning in the classroom, this study was notable for highlighting the importance of self-regulation in young children. According to Bryant (2020), self-control and regulation were crucial for academic success, adaptability, and preparation (Broodie et al., 2022). By putting an emphasis on emotional stability and task attention, students developed the skill of self-control (Booj & Nicoloci, 2021). In order to improve self-regulation, caregivers and children had healthy interactions.

Strong self-regulation was essential for students' performance in the classroom and in adult life, according to Broodie et al. (2020) and Lipkin et al. (2020). Children who developed strong self-control early on had an easier time making the transition to formal education. The conceptual paradigm for self-regulation and its relation to academic success was immature despite receiving notable study attention recently (Eggers et al., 2021). Yet Campbell (2020) was certain that early self-regulation was used as a predictor of success in adulthood. The idea of self-regulation among toddlers is still complex at the moment (Howard & Vasseleu, 2020). The multi-component structure was used by Douglass (2019) to reduce self-regulation. Therefore, the physical, social-emotional, behavioral, cognitive, and motivational levels of self-regulation were grasped (Souza et al., 2019). Flowers et al. (2020) supported this strategy. Children's self-regulation depended on their capacity to coordinate and handle a variety of processes that progressively got more sophisticated, claimed Sokol et al. (2019). As a result, top-down synchronization of processes like the memory system and cognitive, motor, and verbal abilities resulted in self-regulation.

Five Domain Model

Zimmerman (2011) concurred that the self-regulation process might be challenged. Etkin (2018) thus presented a five-domain model that was essential for comprehending students' self-regulation. The five domains helped make pupils more composed, focused, and attentive. Five domains biological, emotional, pro-social, cognitive, and social were found in Etkin's (2018) study. The biological field of study was nascent and poorly documented. But the evidence that was now available showed that self-regulation is a biological process that starts in infancy (Motroy et al., 2016). Yet, due to insufficient predictive methods, it was difficult to evaluate self-regulation. At the moment, teachers mostly evaluate students' self-regulation. McClelland and Cameron (2012) disagreed with this strategy and claimed that observer bias is an inherent flaw in teacher evaluations. As a result, it was difficult for young children to properly understand the biological domain. Children who struggled with self-regulation found it easy to adjust to school with the help of these boundaries.

The biological domain, according to Etkin (2018), emphasized physical endeavors and educational opportunities. But, as was already said, the biological realm was well established. Problems in biology had a direct impact on the other four categories that Etkin (2018) listed. Teachers helped students' behavioral self-regulation in the classroom, even if it might be impossible to fix these issues before they enter school. By controlling the students' conduct throughout the day, this was accomplished. According to Singer and Bashir (1999), teachers altered their tone, voice, and speech rate in order to help their students with self-regulation.

The executive and meta-cognitive domains were highlighted in connection to how students acquired knowledge in the cognitive domain (Etkin, 2018). According to recent studies on executive functions, pupils needed to understand when self-regulation was crucial (Binns et al., 2021). Better concentration, rational and critical thinking, effective comprehension, task

prioritizing, and awareness of one's own strengths and shortcomings were all guaranteed by cognitive domain proficiency. According to Etkin (2018), the core competencies of the cognitive domain are meta-cognition and executive functioning. As a result, they are essential for special education teachers and other educators in the classroom.

Positive feelings were widely acknowledged as the cornerstone of academic performance and mental health. Early childhood educators must therefore prioritize developing emotional self-regulation. In order to help children achieve the finest emotional self-regulation, teachers encouraged perseverance and positive self-esteem, according to Etkin (2018). Akin and Radford (2018) supported this claim. According to Akin and Radford's (2018) research, academic achievement is built on resiliency and high self-esteem. Students' capacity to recover from damaging feelings like shame or frustration was hampered by issues with emotional self-regulation (Faith et al., 2020). According to Faith et al. (2020), success in the emotional domain supported the social domain.

A key factor in the success of self-regulation was the social domain (Zimmerman, 2011). The social domain, according to Etkin (2018), was crucial since children spent a lot of time interacting with others during extracurricular activities or at school. Faith et al. (2020) found that issues with self-regulation in the social domain were a result of issues in the emotional domain. Giving children equal opportunities and demonstrating empathy for them improved the social domain (Miranda et al., 2020). Social self-regulation helped students become more aware of who they were as learners.

The pro-social domain highlighted constructive conduct in the educational setting (Etkin, 2018; Twum-Antwi et al., 2019). Issues in the pro-social area result from issues in social relationships. Student disputes led to problems that impacted the other four domains. The ability

of students to self-regulate was enhanced by pro-social excellence. Pupils cooperated with other classmates and gained empathy and altruism (Zhang et al., 2018; Zimmerman, 2011). As a result, educators concentrated on encouraging character traits like integrity, genuine concern for others, and compassion in their pupils.

Learning Disabilities and Self-regulation

Research and practices had been dominated by the false notion that students with impairments lack self-regulation. In the areas of auditory, memory, kinesthetic, visual, critical thinking, and logical thinking, learning disabled students struggled with self-regulation (Etkin, 2018; Zimmerman, 2011). Therefore, it was crucial to teach students who struggled with learning self-regulation abilities in order to combat impulsivity (Odinokaya et al., 2019). In order to ensure that all students have access to equal learning opportunities, an inclusion model has been developed.

Although having equivalent intellectual capacities to their peers, students with impairments faced particular difficulties that impaired their scholastic and performance levels (Etkin, 2018; McClelland & Cameron, 2012; Zimmerman, 2011). In addition, the majority of disabled students behaved impulsively (Odinokaya et al., 2019). Impulsivity, according to Erkin (2018), prevented self-awareness and the capacity to adapt behavior to the environment. According to Zimmerman (2011), teachers encouraged students with learning disabilities to be intrinsically motivated in order to increase their capacity for self-regulation (Walker & Graham, 2021).

Mindfulness

The study of using mindfulness to achieve self-regulation has received attention recently. "Being present and attentive in the moment aided pupils in making appropriate, aware

judgments", according to mindfulness research (Etkin, 2018, p. 37). Students who practiced mindfulness had to be attentive and conscious of their surroundings, thoughts, and feelings (Zimmerman, 2011). Through adhering to the principles of CorePractice, self-regulation in the form of mindfulness was accomplished. The three steps of the CorePractice technique were to halt, listen, and breathe (Hedges & Cooper, 2018). Choosing a comfortable seating position was the first stage (pause), and while listening, it was important to pay close attention to any sounds in the area. The final step entails methodical breathing, which required taking slow breaths. Zimmerman (2011) asserted that breathing improves introspective responses and behavior management. Moreover, CorePractice lessens stress and fosters thinking. This promoted well-being and the ability to achieve serenity through increased happy feelings.

There was scientific agreement that self-regulation and mindfulness were closely related. Moreover, the use of particular tools, such as singing bowls or nature sounds, helped to enhance awareness (Ahn et al., 2018). These resources aided students in unwinding and smoothly transitioning to the following assignment. According to Ahn et al. (2018), singing bowls aided students in regaining focus after finishing a task.

Classroom and Self-regulation

Success with student self-control was dissociably linked to the educational environment (Zimmerman, 2011). The majority of a student's time was spent in the classroom. As a result, the effectiveness of their learning environment was crucial. According to Etkin (2018), educators have motivated students to own their learning, promote intrinsic motivation, and encourage them to actively participate in decision-making. Students better regulated themselves when they participated actively. Teachers provided a variety of self-regulation tools, like weighted blankets, yoga balls, microphone systems, and chewing gum when irritated (Kestenberg et al., 2018).

Etkin (2018) also highlighted learning conversations and communication as a way to encourage students to take ownership of their education. This encouraged their self-control both inside and outside of the classroom.

School Adjustment

Parent-child contacts were essential for school adjustment, claim Kim et al. (2018). Adaptive adaptation results from parents' control over their children's social behavior. Williams et al. (2016) supported the viewpoint by pointing out that youngsters with self-regulation and sleep issues had a harder time adjusting to school life.

According to Chen et al. (2020), management in preschool classes during the early years of school involves relationships and social aspects. Based on how the children were engaged with their teachers and peers, the correlation between the two helped define the likelihood that the children will adjust to school. The child's overall personality development, including behavior and academic achievement in the classroom, was enhanced by proper school adjustment. The researchers also discuss the importance of parents and teachers in ensuring that children develop interpersonal interactions in the classroom through inquiry. Children's perceptions of social support from peers were greatly influenced by proper school adjustment. Peer victimization increased in the absence of support for school transition (Chen et al., 2020). Also, for a learner's present and future growth, positive interactions between students and teachers have been shown to enhance school adjustment (Hosan & Hوجلund, 2017).

The work by Chen et al. (2020) was supported by Kahraman and Apak (2021), who described how teachers encouraged school modifications, particularly during the COVID-19 pandemic. Due to masks and distance limits for children, the pandemic had a significant impact on learning. Teachers planned their lessons accordingly and encouraged students to understand

the value of masks and distance features. The study confirmed the closeness between parents and children, teachers and students, and peer groups as factors in school adjustment. This promoted the growth of interactions between students on a classroom level and provided cognitive, psychological, and emotional support, which promoted better adjustments. According to Zhu et al. (2021), social change had a significant impact on shyness and adjustment in early childhood education. As a result, a child's socio-emotional prospects had a significant impact on their ability to adapt. Preschool environments, which were demanding and stressful, were one of the main causes of adjustment problems. Due to the unfamiliar peers and social-evaluative concerns that preschoolers had while interacting with peers, children feel this way (Zhu et al., 2021). Early in life, children responded to the school environment in various ways. While some people were calm and had little distress, others experienced fear and anxiety. Hence, ensuring that the children had a better experience adjusting to their diverse schooling contexts was largely the responsibility of the teachers and parents.

While their interest, comfort, and engagement in school boosted their academic performance characteristics, a successful adjustment improved the children's experiences later in life (Demirtaş-Zorbaz & Ergene, 2019). A child's aptitude, skills, interpersonal environment, and related adjustment traits all affect how they adjust to school. The learners' behavior in the school environment was encouraged by the engagement of family, teachers, and classmates during the adjustment phase. A child had to learn to self-regulate and had to be introduced to different educational practices in a healthy way with the support of appropriate school modifications.

Cognitive Development

Early infancy was crucial for forming immediate and long-term cognitive development practices, claim Tremblay et al. (2015). During this time, language, memory, and executive

function all experienced optimal cognitive growth (ability to control attention and action) (McClelland & Cameron, 2012). Students' academic achievement and task performance were negatively related to poor cognitive development in early childhood and school (Balkis et al., 2012). These observations were backed up by Sammons et al. (2004), who discovered that preschool experiences were essential for cognitive development. However, according to some researchers (Correia-Zanini et al., 2018), early experiences have more of an impact on cognitive development than the age at which a child enters school and the intensity of the educational program.

Children's cognitive development depends greatly on early instruction (Correia et al., 2018). It was clear that school attendance affected children's cognition based on the definition of cognitive development provided by Gauvian and Richert (2016), who defined it as "the process by which human beings obtain, organize, and learn to use knowledge" (p. 1). According to this viewpoint, the learning environment affected how students viewed the outside world. Children interacted with many environments, which shaped their worldview as a result of exposure to a variety of events at home and school.

The age at which students were admitted, the length of the programs, and the level of the academic program were all used to gauge student attendance. There were several different types of data on how entrance age affected cognitive development. The majority of the research focused on how other social characteristics, such as socioeconomic class, were constructed during early childhood cognitive development. Correia-Zanini et al. (2018) and Correia-Zanini and Marturano (2016), for instance, investigated the effect of social influences on the growth of cognitive abilities in young children. As a result, it was difficult to determine that attendance at school was the only factor that influenced cognitive growth.

Nonetheless, several cohort studies had been successful in examining the effect of children's attendance at a high-quality school on their performance (Bijmans & Schakel, 2018; McCarey et al., 2007; Temple & Reynolds, 1999). These studies showed that students who started school much earlier achieved more academically than those who started school later. Morrissey et al. (2014) found a link between poor academic performance and low household income. Morrissey et al. (2014) claim that high absenteeism and tardiness among students from low socioeconomic backgrounds lead to poor academic performance. Compared to pupils from high-income homes, children from low-income families arrived at school significantly later (McCarey et al., 2007).

Correia-Zanini et al. (2018) investigated the connection between family background and early childhood education success despite the paucity of research on the effects of social factors on academic achievement. The study's conclusions (Correia-Zanini et al., 2018) might not, however, have been conveyed to the general public. Children were entering school at progressively younger ages (Byrnes, 2021). The majority of people adhered to the suggested age for starting school. Hence, socioeconomic variables might not have an effect on attendance age. Yet, wealthy families frequently provided access to preschool education for their children before they started school. Early exposure stimulated the growth of their cognitive abilities.

Children had a variety of psychological traits that influenced how they learned on the first day of school, according to Byrnes (2021). Pupils' prior knowledge, memory skills, motivation, and inherent aptitudes were all important factors in their capacity to learn (Papanastasiou et al., 2018). These learning-related variables, which guided how a student learns in the classroom, were referred to as "propensities" by Byrnes (2021). Another intriguing discovery from research on early cognitive development was that learning capacity increased with age (Germine et al.,

2011). Byrnes (2021) suggested that classroom teachers study cognitive-developmental views in order to better grasp the elements that influenced learning propensities. The teacher had monitored the development of the children throughout their education by looking at their learning preferences. The success of students in the future might be tracked using developmental perspectives (Papanastasiou et al., 2018).

Effects of Attendance on Achievement

In order to achieve academic success in the first and third years, attendance at school was essential. Attendance had promoted behavioral modification, social development, and academic achievement stability (Correia-Zanini et al., 2018). Interaction between students, friends, and teachers in this setting enhanced general intelligence (Haslip, 2018). Such a framework fostered the development of the brain's cognitive processes (Booj & Nicolosi, 2021). The number of times a student had attended and engaged in various classroom activities was used to evaluate their performance. Attendance at school indicates that the young learner has taken part in all learning activities and has learned more.

In their setting, regular attendance was really important. Students from the municipal public elementary schools in Sao Paulo were sampled by Correia-Zaniniet et al. (2018). The authors found that higher preschool quality was associated with higher attendance rates and better performance after conducting numerous linear regression analyses. Students became more connected with one another and successfully adapted to new learning contexts as their attendance rates increased. Also, the researchers discovered little signs of stress in preschool-aged students who engaged with their friends often. The dispute over the fundamental importance of preschool quality and attendance rates for early learners' academic achievement persists.

According to a study by Ancheta et al. (2021), a student who misses class is losing out on the chance to learn something new. This explained how the connection between instruction and student attendance was made in order to improve their performance. When it came to motivating and ensuring that students were present for their lessons, the teacher's effectiveness had the biggest impact on successful attendance rates. The academic achievement of students who regularly attend school was higher than that of students who did not (Duke, 2020). After a youngster performed well in reading and arithmetic, their attendance helped them advance their academic careers. Attendance also lessens major consequences later in life, such as the epidemic of school dropouts and other adverse childhood experiences as a person matures. As a result, the issue of increased accountability among states, districts, and school administrations to maintain high student attendance was raised.

According to Sekiwu et al. (2020), students' grades improve when they attend class regularly. As a result, performance and attendance were related. Not all physical attendance, though, encourages or mandates improved student achievement. For instance, during this pandemic, the majority of schools shuttered and selected online education. As a result, participation in virtual learning also had an effect on learning, depending on the student's engagement and presence. The only way to guarantee that the pupils were participating in class was to create monitoring mechanisms. To encourage active engagement in the lesson during virtual learning, questions were asked of every student (Wolff et al., 2020). How professors interacted with their students, illustrated the course material, and provided effective feedback on their academic achievement in the wake of tests was more crucial (Kirksey, 2019). As a result, poor attendance among students became a risk factor for failure but was not always the root of

poor performance. Frequent attendance encouraged interaction between students and teachers, who acted as guides in elaborating on various points.

Social-Emotional Learning Adaptations

The classroom, according to Pritchard and Woollard (2013), was a very social setting. Pupils were engaged with teachers and other students the majority of the time. Certain events in daily interaction were aided or hindered by learning (Barrish et al., 1969). Attendance helped children develop coping mechanisms against pressure and behavioral skills like self-control and assertiveness. Collaboration with peers helped students raise their academic achievement (Correia-Zanini et al., 2018).

Children worked in groups in this situation to improve their skills. The first step in raising academic performance was to comprehend how social contact affected learning. Correia-Zanini and Marturano (2016) found that children developed friends from a variety of social backgrounds. Different friendships broadened their horizons and helped them get ready for adult life. Yet, these relationships occasionally produced pressures that hindered learning in later school years, particularly in early childhood schooling. According to Correia-Zanini et al. (2018), these pressures made it difficult to adjust to elementary school. Because of this, understanding socio-emotional stresses was essential for effective early childhood screening. Preschool and early education environments influenced the social and economic structure of society.

According to Correia-Zanini and Marturano (2016); Correia-Zanini et al. (2018), the period of early childhood education affected how well children adjusted to primary school. These studies showed that children who attended early childhood institutions for a longer period of time (greater than two years) adjusted better to elementary school. These assertions were debunked by

a Shonkoff et al. (2012) study. Children that spent too much time in early schooling generated toxic stress, which impacted their academic achievement in later years, claim Shonkoff et al. (2012). Yet, genetic susceptibility that was not taken into consideration in a student's social life prior to or during school also impacted their socio-emotional development. For the treatment of disruptive stress, Shonkoff et al. (2012) offered a multidisciplinary eco-bio developmental framework that helped students who were under toxic stress.

The research also demonstrated that students' relationships outside of the classroom impacted their social lives inside it (Farrington et al., 2012). Student performance in the classroom was causally influenced by the nature of the relationships that children built with one another during playtime. Moreover, a student's socio-emotional development was affected by the quality of their relationships with their parents at home. Children from violent households experienced toxic stress, which impaired their academic performance, according to Correia-Zanini and Marturano (2016). Several researchers expanded on this line of inquiry, such as Morsy and Rothstein (2019) and Shonkoff et al. (2021). This field of study was growing in a promising way. Low-income family dynamics had impacted students' attentiveness and attendance at school.

Benefits of Early Childhood Education

A child must receive early childhood education before entering primary school. The programming and lifelong preparation of children for learning were necessary (Ames et al., 2019). Early education laid the groundwork for this, instilled a love of learning in children, and equipped them with the social cues they needed to lead fulfilling lives in their communities (Heckman et al., 2021). Children who received early education were better prepared for the social, emotional, psychological, and physical growth that was necessary for a bright future. The

brain of a youngster was like a sponge, ready to take in any knowledge or programming that was presented to it (Ancheta et al., 2021). As a result, a child's early years are very important, and it is important to take great care to make sure they are introduced to the right kind of training and education. One significant benefit of enrolling children in early childhood education with poorly trained staff was that it increased the likelihood of seeing any behavioral or developmental issues (Jamison, 2018). These educators had received training to understand the characteristics of a child's typical development at every stage of life. As a result, teachers were able to quickly identify the children who didn't like the tools and techniques for learning that were being used.

Early childhood education seems crucial for maintaining children's cognitive development, claim Bakken et al. (2017). Early childhood nutrition, education, and health interventions were combined to benefit children's wellbeing. The long-term benefits of early childhood education, including emotional maturity, improved social interactions, higher academic skills, and discipline, were highlighted by Vikram and Chindarkar (2020), who lend credence to this idea.

Early childhood education is essential for holistically shaping a child and providing them with a solid foundation for life. Their schooling was crucial because it improved their socializing with classmates and professors who were people from contexts other than their families (Gupta, 2020). Schools had offered a secure setting for a child's relationship development while exposing them to other situations so they met new friends and gained more life support (Ansari et al., 2019). A youngster had developed self-assurance while developing social skills and an understanding of cooperation, sharing, taking turns, and perseverance in secure learning environments. With a solid basis for their social, emotional, mental, and physical growth, this promoted their development as a whole.

Early childhood education was essential because it fostered in children a love of learning that lasts a lifetime. Their enthusiasm for learning grew, which encouraged them to read, learn, and explore. In addition, teachers served as role models for students by sharing their own experiences. Students were taught the importance of respect for others, their property, and the environment in early childhood education. Children learned and were exposed to the value of teamwork as a result of the educational opportunity. Children pick up skills including listening, respecting others' perspectives, equality, and teamwork. This helped them become more socially aware and more employable when they got older.

According to another study by Ulferts et al. (2019), a child's start in life is enhanced by high-quality early childhood education. In this situation, the child had the opportunity to learn and grow on cognitive, psychological, and physical levels. The ability of the child to make friends, gain independence, and pick up new habits were three key advantages of early childhood education. Following their learning environment, education was supported young children's brain growth. Children are prepared to learn from birth, and the first five years of life account for 90% of brain development (Ulferts et al., 2019). Also, schooling gave children a solid foundation for their future, including their upcoming academic and professional endeavors. They met new pals during their preschool years through interactions in the classroom. So, in the context of their early childhood education, their interpersonal skills and attributes were developed. Finally, when they learned to spend time away from home in an unfamiliar setting, the children gained independence.

Early Intervention

When nurtured and trained in the same manner, children developed consistently. Regrettably, not all children developed and behaved in ways that were expected for their age and

stage. To keep up with other children and go through every developmental stage required for life, these children needed extra care (Sediqzadah et al., 2022). As a result, early childhood educators were critical and well-suited to identify these children and provide the necessary diagnostics of their behavior. They were in the best position to recommend interventions that would promote the children's healthy development. Early intervention was the process of spotting a problem in a child's behavior and developmental pattern and giving young children who were at risk of developmental difficulties early and efficient support systems (Chanen et al., 2020). It aided in preventing or preparing for potential developmental issues in children before they had an irreversible negative impact on their adult lives.

Early intervention for children with developmental issues took many different forms, like visiting the children at home to support parents who were in need. The main methods for assisting children in growing their social and emotional abilities around other children were school-based programs. Other approaches included mentoring programs that work with impressionable young children who might develop criminal lives (Ulferts et al., 2019). Due to limited exposure to negative stimuli and immature character development, child development experts argued that the most significant effects of intervention occurred in the early stages of a child's development. As the children had not developed any ideals or opinions about anything, it was relatively simple to alter their mentality at this age. Nonetheless, a child were benefited greatly from a successful intervention at any stage of their development. The expression and impact of risk factors were lessened with the aid of early intervention, which also strengthened the child's protective factors. Risk factors were items a child encountered in their surroundings that endangered their ability to develop normally. These experiences restricted the child's possibilities for social and economic advancement, caused them to engage in criminal activity, or

encouraged them to begin using or abusing substances. They found them at the family, group, and individual levels. Protective factors supported the prevention of risk factors and promoted the healthy growth and well-being of the children.

The purpose of early detection was to promote normal physical, behavioral, cognitive, social, and emotional development (French & Kennedy, 2018). These elements were evaluated in accordance with predetermined standards, which changed depending on the variables influencing the child's growth in each location. The child's health, physical impairments, and bodily maturation rates all fell under the category of physical development. Learning language and speaking, reading and writing skills, numeracy or arithmetic skills, and reasoning were all components of cognitive development. The ability of the children to control and manage their behaviors and impulses was considered in the study of behavioral development. It entailed assisting children in controlling aggressive tendencies, antisocial behaviors, and criminal propensities (Vivanti & Stahmer, 2018). Children who were socially and emotionally developed were better able to identify and understand their own emotions as well as those of other children. It taught children how to handle self-esteem difficulties and deal with hurtful remarks and emotions. It aimed to lower the likelihood of mental health problems and depression while assisting in the development of healthy relationships. Child abuse, exposure to and expression of dangerous sexual behaviors, and substance abuse were three main early intervention targets that endanger a child's development. These were the primary factors linked to the child's actions throughout adolescence and adulthood that had significant consequences.

Early childhood interventions have a significant impact on the academic and cognitive development of underprivileged children (Luo et al., 2018). Early interventions aided educators in understanding the unique requirements of particular children in this area. It was

important that, through early intervention, educators and caregivers uphold societal standards like equality (Luo et al., 2018). This claim was supported by Ramey and Ramey (2004), who pointed out the importance of early childhood interventions for linguistic development and school readiness. In this context, early childhood paved the path for mathematical and reading abilities. It was also criticized for ignoring the importance of early intervention in the placement of students in special education.

Social-Emotional Learning Development

Early childhood development was dependent on social and emotional learning techniques, including emotional control, empathy, and perspective-taking (McClelland & Cameron, 2012). These abilities helped create pleasant interactions with others in this situation. According to Zimmerman (2011), social and emotional development in the early years of life supported heterogeneous backgrounds and relationships. Such a viewpoint was aware of the variety in children's developmental needs.

Children between the ages of three and five were the students of early childhood educators. They were qualified and in charge of involving children in a range of activities that fostered their growth in all facets of life. They took great care to monitor the children's welfare and ensure that they experienced normal childhood development as they moved through the phases of development, keeping an eye out for risk indicators and making appropriate intervention requests when necessary (Jeon et al., 2019). These educators played a variety of other functions that promoted the growth of young children. They assisted in creating schedules and routines that focus on a certain area of the child's development (Sulistyaningtyas & Fauziah, 2019). Also, educators contributed to the development and upkeep of secure, comfortable learning environments for the children in their care. They carefully monitored children and

assisted in implementing age-appropriate disciplinary measures to educate them about what was and was not acceptable in society. They were aware of which lessons would promote particular types of development in a child, and, as a result, the format of suitable lessons was planned for children at various developmental stages (Hoyne & Egan, 2019). Also, educators were in charge of addressing the cultural needs of the children and keeping an eye out for children with special needs. Also, they kept track of children's behavior, wrote reports, and interacted with parents and authorities to provide advice on what the children needed to improve their development.

Summary

Early childhood screening procedures were scarce, which harmed both students and teachers. Therefore, as instructors, we informed the educational system of the advantages of early childhood screening methods by presenting data to back this claim because we must offer the greatest educational possibilities available (Ulferts, 2019). Researchers had looked closely at the quality of education provided to at-risk children when they examined why students were put in special education later rather than earlier in their academic careers. In addition, researchers investigated how students adapted to their academic environments. Such inquiries also examined the reasons some pupils were designated for special education. The focus of research on school adjustment was shifted to the influence of attendance on academic performance, social skills, conduct, and stress.

The study made use of theoretical frameworks to demonstrate the many perspectives that were included in a child's education. It had aided the study's development of an argument in which the theory was presented as the answer (Ulferts, 2019). The study made use of theoretical frameworks to demonstrate the researcher's expertise and commitment to his argument regarding special education.

Many early experiences prepared children for great success in their academic careers, according to a study. There was a void in the literature, nonetheless, regarding the long-term advantages of early childhood screening for students. According to evaluations of the claims made by various writers, there was a lack of research on the effects of both regular and irregular attendance patterns. To determine the consequences that happened when some students didn't attend preschool continuously for a year, more research was required. Stakeholders in education were better able to understand the effects of erratic attendance patterns on students' receptivity to statistical assessments and foundational early reading abilities with the aid of such analyses (Twum -Antwi, 2019). Although towns, rural areas, and metropolitan areas were used as study locations, it was crucial to consider the differences across K–12 preschools in North America, Europe, Australia, and other regions of the world. Such studies aided in understanding how different nations assess young children and carry out interventions, promoted inclusivity, and supported students with impairments. Evaluation of the considerable role that assistive technology plays in early childhood screening and curricular methods was also crucial. By filling in these gaps, academics have increased the body of literature.

Although educational screening procedures had been the subject of substantial research, little of it had focused on early childhood. We were also aware that by examining how early childhood screening procedures benefited both children and teachers, we laid the groundwork for education's continued success (Walker & Graham, 2021). We aimed to identify a thread connecting early childhood screeners to at-risk children who benefited most from early interventions by examining the quality of early childhood schooling, young students' preparation for school, and how their attendance affected accomplishment. In order to have an effect on young children, additional research was required in this area.

The literature that was available showed that academic success and success later in life were products of numerous trans-disciplinary elements. While creating screening processes for children, it's important to consider social variables, cognitive factors, self-regulation, and the learning environment. This literature review suggests that propensities and characteristics that influence learning be examined as early as possible. This made it easier for teachers to create teaching methods that were tailored to each student's individual needs.

Also, the literature that was now accessible showed that parents played a crucial part in their children's academic success. Because children's cognitive growth begins as early as two years old, early exposure to learning was essential. Parents worked to limit screen time and promote growth. Also, because every child had a particular tendency, the period for enrollment was not viewed as a universal phenomenon. Thus, the government needed to change some laws to let parents enroll their children in school when they were sure they were ready. More significantly, parents gave their children a stimulating environment that promoted the best possible cognitive growth. Working with teachers undoubtedly improved learning and future achievement.

CHAPTER THREE: METHODS

Overview

This qualitative case study's objective was to investigate how instructors perceived the early childhood screening that was conducted on pupils at the XYZ School in Eastern Saudi Arabia. The study methodology, steps, and techniques were covered in detail in this chapter. Given the nature of the investigation, an instrumental case study approach was chosen for this study. The study was based on a Saudi Arabian school system with an American-style curriculum. Teachers from this school district participated. The study covers three philosophical presuppositions: ontological, epistemological, and axiological. Also, the researcher asked participants and the appropriate authorities for permission to perform the study. They wanted to use a sample of 12 to 15 individuals. Individual interviews, document analysis, and observations were used to acquire data. Thematic content analysis (TCA) and thematic synthesis were used to assess the data obtained using these techniques and to create a single collection of themes. The validity of the study was also assessed using the framework proposed by Lincoln and Guba (1986).

Research Design

A qualitative case study research design underlies this study. I have decided to adopt a qualitative research design for my study in order to foster dialogue that is beneficial to all parties involved. I was able to interact in real time with the participants, who were educators, by using a qualitative approach to the subject of early childhood screening. Considering that the case study design was created to ensure that it delves deeply into the research, I also chose it. I have gathered all the data I need to put the final report together and present it. A research technique called the case study design was utilized to gain in-depth, comprehensive knowledge of a

challenging issue in its actual context (Hancock et al., 2021; Schoch, 2020). Its fundamental tenet was the requirement to thoroughly examine an event or phenomenon in its natural setting. This study, which aims to determine teachers' perspectives on employing early childhood screening instruments in the school context, was therefore considered to have the most suitable design. In particular, to get a deeper knowledge of early childhood screening methods, the study used a single instrumental case study approach, concentrating on one school (Pedersen et al., 2018; Piccioli, 2019). The case study made use of a variety of sources of data to investigate the phenomenon and illuminate a series of choices. The many sources of evidence used in this study included interview transcripts, screening records, and field research notes.

Research Questions

Central Research Question

What are the childhood educators' experiences with the mandated screening tests that are used in Pre-K and Kindergarten?

Sub-Question One

How do the teachers of Pre-K and Kindergarten use the screening data to guide their instruction?

Sub-Question Two

How do Pre-K and Kindergarten instructors make use of screening data to establish beneficial connections with their students?

Sub-Question Three

How do Pre-K and Kindergarten instructors use screening data to enhance their children's social-emotional learning outcomes?

Setting and Participants

The location of this study was described in detail in the parts that follow. They also talked about the participants and the selection process. The prerequisites for their participation in this study were further described in the parts that follow. The sections went into detail about how the participants gave their consent so they might take an active part in the study and respond to any questions that were posed to them.

Site

This research was conducted in the XYZ school district, which uses an American curriculum, in the Eastern Province of Saudi Arabia. This school district had a superintendent, principals, and assistant principals in positions of leadership. Also, the district had a student body that was diverse in terms of culture and employed teachers and staff who were primarily from western cultures. The students and staff at our institution hail from 66 different nations, including Saudi Arabia. Every teacher in the district is certified in North America and able to communicate clearly in English. The majority of children in the district were also proficient in English. The schools occasionally accepted older students who were ESL students (ELL). These students received ELL assistance until they achieved fluency. Children in the preschool program frequently spoke only rudimentary English when they first started school. The pupils started using English as their primary language of communication as the school year went on. Because it was crucial to consider early childhood screening on a worldwide level because it had the most influence on children, this location was selected.

Participants

I used data from the early childhood screening exams in this study's part on document analysis. Data from students who were currently enrolled in the preschool program and moving

into kindergarten in the 2023–2024 school year was used in the screening evaluations. Boys and girls, all between the ages of three and five, make up this class. In an international Saudi Arabian scenario, I chose 12 preschool educators from various campuses in the XYZ school district. Despite the fact that their curricula were the same, the instructors' students came from a variety of cultural backgrounds (Creswell & Poth, 2018). A half-day preschool program leads to a full-day kindergarten curriculum. Twelve adults who had worked in education for more than five years make up the study's early childhood educators. Gender, ethnicity, and native language data related to students and educators were taken into account during the study.

Researcher Positionality

The effective expression of a researcher's motivation for choosing to undertake research on a certain issue was referred to as "research positionality." In this instance, the study was concentrated on the early childhood screening assessment's effective definition. The proper use of primary care screening tools to identify young children who need additional behavioral or emotional evaluations was improved by the ECS classification. The acquisition of numerous logistical restrictions linked to primary care increased with the identification of at-risk pupils. For this study, my chosen research paradigm was pragmatism. To evaluate theories and ideas and analyze the efficacy of the study's early childhood screening assessment, pragmatism was a crucial strategy. Moreover, pragmatism was essential for anticipating, taking action, resolving issues, and rejecting diverse study hypotheses (Creswell & Poth, 2018). In order to clarify how reality is created through interactions between people, I based my research on the theory of social constructivism. I used three philosophical presumptions. They included the study's ontological, epistemological, and axiological presumptions.

Interpretive Framework

Social constructivism served as the study's foundation. The idea that knowledge was a human creation that was socially and culturally built and that reality was created via human interaction was known as social constructivism (Grundmann, 2018). This study was appropriate for social constructivism since it advanced knowledge of how teachers viewed early childhood screening and how it affects students' access to social services in the future. Since the phenomenon under study occurs in a social setting, interactions between children have impacted it. When conducting studies on children and other populations, social constructivism was a particularly helpful viewpoint. This was due to the fact that it prioritized the connection between the social and developmental context and the population's individual needs (children in this case).

One of the major tenets of social constructivism was the significance of socialization, specifically its relation to how knowledge was formed (Kelly et al., 2018). According to social constructivism, teachers' knowledge was a product of collective experience. Or, to put it another way, knowledge was entrenched in the cultural context of behavior. Knowledge cannot be separated from its social context as a result. This perspective allowed the study to reflect the significance socialization and culture had on early childhood teachers' perceptions. Communication with peers who had similar historical developments in language and logic (also known as symbols) helped create this socially constructed knowledge by fostering a shared understanding of these symbols. All knowledge and subsequently all meaningful reality was derived from human activity, created through and as a result of interaction with humans and their surroundings, and disseminated within a social framework.

Where meaning arose, knowledge was created. A More Knowledgeable Other (MKO) inside the Zone of Proximal Development (ZPD) enabled meaning, with language acted as a

potent vehicle for intellectual adaptation (Hinduja, 2021). The difference between one's current and future degrees of growth was symbolized by this zone. Through social interactions, the socio-cultural environment shapes a person's opinions, values, and self-perceptions, enabling them to realize their greatest potential (Garner & Kaplan, 2019). As was already said, the social constructivism hypothesis acknowledged the importance of socialization in the formation of knowledge. This study acknowledged that early childhood teachers' socialization and professional connections had impacted their understanding of early childhood screening tools and, consequently, how they provided them to children.

Philosophical Assumptions

The direction of the research goals and results were articulated in this section, which was crucial. The way one formulated their research questions and created the research problem was greatly influenced by their assumptions (Baškarada & Koronios, 2018). The way a person answers the questions has been impacted by these presumptions. These presumptions were ingrained in people's education and supported by the intellectual societies they belong to (Creswell & Poth, 2018). These communities drew inspiration from various disciplines or concentrated on a few areas of study. The assumptions had impacted how a study was assessed as well (Baškarada & Koronios, 2018). The three main philosophical tenets are therefore outlined in this study so that the study's methodology is obvious. The three philosophical presuppositions were thought to be ontological, epistemological, and axiological.

Ontological Assumption

The study of ontology focused on the nature of reality. According to a social constructivist perspective, as people interacted in their world, they created meaning based on their historical and social settings (Al-Ababneh, 2020). As a result, I think early childhood

educators form their realities through interactions with people. Their interactions with one another, the pupils, and the environment produced different realities. To put it another way, since there was no absolute truth, we wanted to understand how instructors perceived their own beliefs and actions. Personally, I based my beliefs on what was quantifiable and universally observable.

Epistemological Assumption

In science, epistemology was the philosophical underpinning of one's research (Al-Ababneh, 2020). As a result, my study's design was based on the philosophical and interpretive frameworks that presupposed that early childhood teachers' opinions of early childhood screening tools were influenced by their experiences. Their views of reality, as well as the production of new knowledge and reality, were influenced by their lived experiences. I have utilized educational screens for more than ten years, and I think that they have offered useful data to inform my instruction. I employed the social constructivist paradigm in my study, which was based on the following suppositions:

1. Early childhood educators had different opinions depending on their unique circumstances and experiences.
2. These teachers had a solid understanding of their field and the realities of early childhood screening thanks to their many years of classroom experience and contacts with students, parents, colleagues, and administrators.
3. In my role as a researcher, I interpreted what I saw, heard, and understood in the study environment based on my prior knowledge, experiences, and comprehension of the surrounding circumstances. For early childhood instructors, the same was true.

Axiological Assumption

In axiology, judgment and value were important concepts. Researchers cannot avoid allowing their values to impact some aspects of their research, and doing so was neither practical nor desirable (Holman & Wilholt, 2022). I am conscious that values were embedded in the setting of this study and that interpretivism and qualitative research were value-laden. So, both the respondent's and my interpretations must be taken into account. It's possible that my values don't match those of other instructors. The information that early childhood screeners gave me was valuable to me. As a result, I supported using screeners three times a year. I am, however, conscious of the influence my own and the participants' values had on the research.

Researcher's Role

I was in charge of keeping an eye on things and minimizing the study's bias as a human instrument. The study's main presumption was that all of the data collected from the participants was accurate. Before creating the final report, extensive investigation was done to make sure the information was confirmed. I was conscious of when my thoughts drifted to my prior knowledge and continued to be open and sensitive to what the participants had to say. As the human instrument, I gained proficiency in the research methodology by accurately conducting the interviews in accordance with the design and communicating the research to possible participants without prejudging them. In accordance with the research design, I analyzed and interpreted the data. Three of the participants were currently my coworkers, which was one disclosure. Although I didn't work with them much, our campuses were connected. The volunteers in this study were not subject to my authority, although, as I mentioned, I do have a working relationship with three of them.

Procedures

Information that was utilized to repeat this study in the future was included in the methods for this investigation. This section outlines the procedures for requesting authorization and implementing Institutional Review Board (IRB) approval. This section also included information on the recruitment of participants, the strategies for data collection and analysis per data source, and the triangulation strategy for this project. In order to make sure that the required information had been provided, the section also provided statistics on the information gathered and how it was utilized.

Permissions

To perform the study, permission was obtained from the Institutional Review Board (see Appendix A). To conduct the study inside the school, site authorization (Appendix B) was requested from the administration. The potential participants (Appendix D) were next asked for their written and verbal agreement about their participation in the study. The fact that participation was entirely optional was made clear to the participants. At any point during the study, they were allowed to revoke their permission without giving a reason. Also, they were informed of the goals of the study and given the guarantee that their responses would be kept in strict confidence.

Recruitment Plan

I sent out a recruitment letter to ask for volunteers (Appendix C). The message was distributed through email and described the research and the participants' roles in the study. I sent emails to the research subjects and then followed up in person to address any unanswered inquiries about the study.

I was utilizing deliberate sampling. The respondents were chosen using criteria-based

sampling. The selection of the participants took inclusion criteria into consideration as well. Early childhood educators had a variety of training experiences. To fully respond to the study questions, educators also required a thorough theoretical grasp of developmentally appropriate behaviors. When early childhood screening is done on children between the ages of three and five, they also need to educate those youngsters. Finally, teachers must have at least five years of experience working with young children.

Twelve teachers from the XYZ school district made up the sample pool for this study. The five schools in the district were dispersed widely. Thirty full-time educators were employed at the institution under consideration. Using criterion sampling and the predetermined criteria listed above, a sample was chosen from this sample pool of 30. There were 12 individuals in the sample. The study's use of this sampling method made sense, given that it aimed to comprehend a phenomenon with lots of information. According to Ames et al. (2019); Moser & Korstjens, (2018), criterion sampling was also the best method for discovering a system's flaws, in this case, the flaws in the current early childhood screening instruments. This then influences how to make improvements. Also, it was chosen since it only included a small number of people, all of whom were contactable if further investigation was required. Before starting the study, all participants completed informed consent forms (Appendix D).

Data Collection Plan

Individual interviews, document analysis, and observations were used as the primary data collection methods for this project. Before delving into the data, personal interviews were held to ascertain the opinions and sentiments of the administration and teachers towards early childhood screening. After the interview process, I conducted a document analysis. Finally, I observed the instructors in the classrooms to evaluate how they were utilizing the data that had

been gathered. To determine what insights the data offered the teacher and school, analysis was crucial. After giving it some thought, the order of data collection was maintained throughout the study to guarantee that the validity of the data was maintained and that replication was feasible.

Individual Interviews

Data gathering techniques called "individual interviews" were used to interview people one-on-one. The interviewer acted as a tool to gather information during an interview. The interviewer used a sequence of pre-planned open-ended or closed-ended questions on the topics of interest to get information from the interviewee (Slade & Sergent, 2021). They conducted structured or unstructured individual interviews. Unstructured interviews lack a predetermined script, while structured interviews adhere to one (Williams & Moser, 2019). The interviewer used active listening techniques and documentation to gather the participant's information during the interview. The participant's viewpoint, knowledge, accounts, and attitude were all gathered by the interviewer. Themes, ideas, or models were developed from the interview data. I used the interviews to establish a personal connection with my study subjects. I had a better understanding of how each participant views early childhood screening technologies and their advantages for their classrooms after interviewing them all.

Early in the research portion of my project, I conducted interviews with the participating teachers. In order to guarantee that adequate time was allotted for each question to be completely addressed, the interviews took place before and after school. The interviews took place in the administrator's or teacher's office so that they felt at ease in a setting to which they were used. Interview questions about early childhood screening exams were used to gather data. I posed a series of pre-planned inquiries. The interview was recorded so that it could be transcribed later.

Individual Interview Questions

1. Please give a brief overview of your educational history and work experience up to this point. (Background)
2. Explain the difficulties you encounter while using early childhood screening exams. SQ1
3. Explain the effective teaching strategies you have developed as a result of using student screening tests in your classrooms. SQ1
4. Explain how you use early childhood screening data to pinpoint children' particular areas of need in your lessons. SQ1
5. Explain how you use the results of early childhood screenings to pinpoint the areas in which specific children in your classes excel. SQ1
6. Which professional development opportunities have you had that have helped you to be ready to work with early childhood screening data? SQ2
7. Explain how you use the results of early childhood screening to create a deep connection with each student. SQ2
8. Is there anything we haven't covered in our discussion of your experiences with data collection that you would like to add? SQ2
9. Explain the effective techniques you employ when working with early childhood screening data to enhance children's learning results through social interactions. SQ3
10. What kind of information do screening results give you that helps you understand how to socially interact with specific students? SQ3
11. Explain the difficulties you encountered when using early childhood screening data to enhance children's learning outcomes through social interactions. SQ3

The aforementioned 11 interview questions were part of my interview protocol since I need information from several people to analyze for my study. The interview questions were chosen with the intention of examining the advantages and disadvantages of early childhood screening exams. I had chosen to examine how teachers contributed significantly to the screening assessment process and their perspectives on how early childhood screening affected classrooms and educational institutions.

To establish a rapport between the instructor being interviewed and myself, the first question was incorporated into the interview questions. With each instructor, I want to develop a trustworthy relationship, and this inquiry helped them feel at ease before responding to the next few inquiries. The opinions of instructors regarding the screening procedure used in their classrooms were covered in the following four questions. They discussed the advantages and disadvantages discovered throughout the screening process. When answering questions six through eight, teachers were asked about their preparation for giving screening exams, how the results had helped them develop relationships with their pupils, and how they felt about data gathering in general. The final few questions concerned the utilization of screening data by teachers to facilitate social interactions with their students. Questions about social interaction were closely related to students' learning objectives.

I asked specialists in screening tests to review the questions I selected. These professionals supported me as I completed my dissertation as committee members. I used the experts' advice to decide which questions were changed, as well as any that may have required clarification or reorganization.

Individual Interview Data Analysis Plan

Thematic Content Analysis (TCA) was the data analysis technique I used for the individual interviews. By spotting recurring themes in the participant responses, this method made the thematic content of the interview transcripts clear (Vaismoradi & Snelgrove, 2019). TCA was chosen because it was objective when examining the data and was not dependent on the researcher's emotions or ideas about the issues.

The interviews were first captured on my phone for analysis. The interviews were subsequently written down using a transcription program. In order to find similar themes, I read through the interview transcripts while making notes of my initial impressions. To focus on key discoveries and have more concrete proof of the common themes, the transcripts were carefully reviewed a second time. The data was next annotated to help discover important qualitative data kinds and patterns. Also, it helped organize the data for distribution.

By spotting patterns in the coding, I created themes in the third stage (Williams & Moser, 2019). The data was next conceptualized by classifying the codes created during the annotation process into several categories and subcategories. After that, I was able to categorize the data by naming the categories and explaining how they related to one another. This procedure was made easier with the use of a spreadsheet. I was able to establish the main body of my data this way. I studied the segments at the end. This involved creating a figure to represent the results and establishing a hierarchy among the categories. The method was suitable for the case study mainly because it helped create a category for all the necessary material and made it easier to comprehend the discussion topic.

Document Analysis

A qualitative research technique is document analysis, often known as document study (William & Moser, 2019). Document analysis examined written items that had been documented, whether they were personal or not, including annual reports, books, rules, journals, and policy documents (Busetto et al., 2020). Analyzing documents was a great way to look into how particular habits had changed. For data analysis, the researcher collected materials that address the issue of interest. They next looked over the records, identifying crucial details, documenting them, and drawing conclusions from them. When the researcher used secondary data gathered by others rather than conducting the actual field study, the data produced using this method was secondary data. The early childhood screening tests that the school gave to each child enrolled in the early childhood program served as the research's primary source of documentation.

The screening assessment tools offered by a business called FastBridge were the documents I used to analyze the data. FastBridge provided primary data sources that highlight the abilities and limitations of pupils. The classroom teachers now know more about each student in their class thanks to this new information. To ascertain whether children required early, focused interventions in particular areas, the data gathered was examined. With the data, the school determined which children might benefit from social and emotional support in the classroom and from counseling or a school psychologist. In math, I gathered information on number identification, quantity matches, and number sense. The following subtests in reading provided me with the information I needed: letter sounds, onset sounds, concepts of print, and letter names. Also, I had gathered information from recordings that I subsequently translated in order to acquire the details I needed for the research.

The following materials, which provided a firm foundation for each student's early childhood success in math, contributed to the study's data collection. Each child's capacity to identify the name of the symbol that accurately and suitably represents a specific number was evaluated as part of the Numeral Identification assessment. The capacity of the learner to correctly recognize the symbol or number that symbolizes a specific quantity was evaluated using the Match Quantity exam. The child's understanding of the mental number line was evaluated by the Number Sequence Test. Counting Sequence, Number After, Number Before, and Number Between were among the listed items.

The following reading materials helped the study collect data by giving a reliable foundation for each student's performance in early childhood. The Letter Sounds subtest was a timed evaluation that examined a student's aptitude and automaticity in recognizing the sounds for lowercase letters when they were isolated. In order to assess a child's phonemic awareness, the Onset Sounds subtest asked them to identify the first sound in an image of a word. To develop additional reading abilities, it was necessary to have a general understanding of how print was used for the Concepts of Print subtest. Children who had mastered them were able to carry out simple tasks, including correctly tracking print, orienting the page, and detecting the beginning and conclusion of phrases. The Letter Names subtest assesses children's accuracy and automaticity in accurately identifying upper-case and lower-case English letters separately. It measured Rapid Automated Naming (RAN) (Christ, 2018).

Document Analysis Data Analysis Plan

Thematic content analysis was used to examine the data gathered through document analysis, much like it was done with the interview transcripts. I read and reread the information gathered using this strategy in an effort to spot a pattern. Next, when classifying and categorizing

them for later research, I made note of any developing trends. This approach was used by me because the analysis resulted in the collection of accurate data. I had created a checklist of the data I wanted to gather (Appendix F) to make sure I had gathered enough of it. The checklist was important since it helped resolve the research issues. By evaluating if the teachers were distinguished for each child presented in the classroom, the first research question on the checklist was resolved. Based on the teacher's interactions with each student, the second research question was resolved. The third study topic looked at the teacher's use of body language and facial expressions, a healthy work atmosphere, offering students choices in the classroom, and how peer interactions foster learning.

Data Analysis Questions: Appendix F

Sub-Question One

How do the Pre-K and Kindergarten teachers utilize the screening data to inform instruction?

1. The teacher differentiates in reading
2. The teacher differentiates in math
3. The teacher differentiates in social emotional

Comments:

Sub-Question Two

How do Pre-K and Kindergarten teachers utilize screening data to build meaningful relationships that benefit the students?

1. The teacher speaks to the student by name
2. The teacher knows and uses student interests
3. The teacher knows the temperament of each student

4. The teacher gives meaningful feedback to the student

Comments:

Sub-Question Three

How do Pre-K and Kindergarten teachers utilize screening data to improve the learning outcomes of their students by using social interactions?

1. The teacher makes learning fun
2. The teacher engages students
3. The teacher allows choice
4. The teacher utilizes peer partnerships

Comments:

Observations

The process of observation was used to obtain data in both qualitative and quantitative ways. Direct data about an ongoing occurrence had been gathered by observation. In accordance with Paradis et al. (2019), the observation approach gathered data through observing the actions, events, and inherent features of phenomena. To form an opinion about a phenomenon during the research period, the researcher employs the observation method of data collection to count, listen, observe, read documents, or record behaviors, situations, or events. In order to collect data using this method, the researcher was one of the participants (Paradis et al., 2019). Observations were overt, where participants were aware that the researcher was present, or covert, where the observer was concealed and the participants were not aware they were being watched.

I was able to learn more about how research participants used the results of early childhood screenings to devise and carry out lesson plans in their classrooms by witnessing them in action. Before the data collection strategy was determined, each participating teacher was

given the observation method that worked best for them and their students. Three sessions of 10-15 minutes each were used to watch each instructor, ensuring that all teachers had enough time for the observer to collect the necessary data. I observed in the classroom as an outsider at each observation.

Observation Form

An observation form (Appendix E) was utilized when observations were conducted throughout the study.

Date:	Time:
Place:	Teacher:
Descriptive Notes:	Reflective Notes:

The observations for this study were openly conducted and coordinated with the teacher's class time. I watched in the classroom as the teacher differentiated instruction and offered focused interventions using the screening data (Appendix G). These insights helped educators better understand how to identify students' areas of strength and weakness, how differentiated and focused education benefits students, and how screening examinations are administered. I used a

checklist for checking off particular examples of differentiation in the materials presented in the classroom, the tasks carried out there, and the support given to the children.

Differentiation Checklist: Appendix G

Differentiation by Resource:

1. Variety of activities in the classroom
2. Use of technology
3. Organizational tools provided to store toys

Comments:

Differentiation by Task:

1. Variety of tasks is provided
2. Tasks relate to student abilities and interests
3. Choice in tasks is provided
4. Learning routines are being established

Comments:

Differentiation by Support:

1. Individual support is offered by the teacher
2. Support is offered by the teaching assistant
3. Group support is offered
4. Individual learning goals are provided for each student
5. Successes are celebrated

Comments:

Observations Data Analysis Plan

Thematic analysis was used to analyze the observed data. This method was chosen

because it was more accessible for analysis than other qualitative methods because it did not necessitate in-depth theoretical and technical understanding. Due to the few prescriptions and steps in this method, learning it was very simple and quick (Castleberry & Nolen, 2018). I first read through the field data from the observation several times to become familiar with it before actively looking for patterns and significance. The initial codes were then created by concentrating on a few key data qualities and simplifying the rest of the data. I accomplished this by highlighting key passages in the text and adding labels to index them in relation to a subject. Then, using a few predefined codes to direct the study, the coded data was categorized into themes. The themes were then examined to see if they fit together in a logical way. The themes were then properly identified and examined to create the report.

Data Synthesis

The complete body of data was synthesized using thematic synthesis to produce a single set of themes (Marshall, 2019). For all my interviews, I utilized a transcription program like Otter AI or Teams. Coding text, creating descriptive themes, and creating analytical themes were the three processes involved in this process. The three data-gathering methods' analysis findings were coded based on their content and meaning. Concepts from one study to another were translated by coding the analytic findings line by line. The already coded texts were checked to ensure consistency of interpretation and, if necessary, to add further coding levels (Rose & Johnson, 2020). The codes were compared and contrasted in order to organize them into a hierarchy. The meaning of the categories in the original codes was captured in new codes. This led to themes that were descriptive. The research questions were next addressed by developing analytical themes based on the descriptive themes.

Trustworthiness

From the moment a study was first conceptualized, it was critical to establish its reliability. Only when sources are trustworthy can research be trusted. Reassurance that accurate sources were employed to gather accurate information was provided by trustworthiness. By using the Lincoln and Guba (1986) principles, which were based on four criteria: credibility, transferability, dependability, and confirmability this study proved trustworthiness.

Credibility

When qualitative research provided an accurate account or appraisal of human experience that people with similar situations could immediately identify, it was considered credible (Rose & Johnson, 2020). One strategy I employed was member checking; by doing this, I gave each participant the chance to look over the data analysis and offer feedback on how I interpreted their responses. Member checking offered me the chance to look for data inconsistencies that might be objections to my assumptions as well as provide the teachers a chance to assess their data and make any necessary corrections. To assist in confirming and validating the transcript themes, I enlisted the aid of an objective party (interrater reliability) (Belur et al., 2021).

Transferability

Transferability is the ability of research findings and methodologies to be applied to multiple contexts or people (Nassaji, 2020). It spoke to the ability of study findings to be applied later in the same context or in a different one. By providing in-depth descriptions of the biographical data I compiled from the participating teachers for my study, I hoped to achieve this goal. To provide a detailed picture of the participants in the study and the criteria used to select them, I gathered demographic data from the participating instructors.

Dependability

Dependability showed that the results were logical and reproducible. That occurred when a different researcher adopted the researcher's course of action (McDonald et al., 2019). It provided reassurance to other researchers that all the raw data and statistics offered were trustworthy. By providing a thorough explanation of the research method and including my research supervisor and qualitative inquiry peers in the analytical process, this chapter established reliability. The inclusion of all participant data and consent documents made the study trustworthy.

Confirmability

After reliability, transferability, and credibility are established, confirmability follows (Amin et al., 2020; McDonald et al., 2019). Given the subjective nature of qualitative research, I needed to vouch that the results of this study truly reflected what the participants had to say. I therefore reflected and was open-minded in order to become conscious of my own biases. I kept a notebook as I worked through the study and engaged in critical reflection while always keeping in mind my responsibility as a researcher.

Ethical Considerations

The many research concepts helpful in directing research procedures and designs were depicted in the ethical consideration's component. Ethical considerations established a precise code of behavior to follow when gathering data from study participants. The rights of the participants, improving the validity of the research, and upholding the integrity of science were the three important considerations. The gathering of informed consent from participants and informed authority from pertinent authorities was the study's key priority (Newman et al., 2021). Also, I let everyone know that participation in the study was completely voluntary and that they

were free to leave at any time. I protected all information by using aliases and site usage. In addition, I made sure that the participation data, both physical and electronic, was adequately secured and stored. For a minimum of three years, I decided to study using password protected computers and lockable filing cabinets.

Summary

In-depth descriptions of the study's design, methods, and data analysis techniques are provided in this chapter. Given the nature of the research, an instrumental case study was deemed to be the most suitable design for this study. The study was conducted in a Saudi Arabian school system that used American textbooks. Participants included early childhood educators from this school district who worked with children between the ages of three and five. Three philosophic tenets ontological, epistemological, and axiological direct the study, which is based on the social constructivist paradigm. Also, the necessary authorities and participants granted permission for the study to be carried out by the researcher. A sample size of 12 to 15 respondents was their target. Data was gathered through observations, document analysis, and individual interviews. Thematic Content Analysis (TCA) and thematic synthesis were used to analyze the data collected using these methods and produce a single collection of themes. The validity of the study was also evaluated using the method proposed by Lincoln and Guba (1986).

CHAPTER FOUR: FINDINGS

Overview

This qualitative case study's objective was to investigate how instructors perceived the early childhood screening that was conducted on pupils at the XYZ School in Eastern Saudi Arabia. ECS broadly referred to the research as a test of cognitive and social-emotional abilities. The ECS used in this study was FastBridge. All the participants have completed mandatory training to take part in this study. This chapter includes participant descriptions, the data in the form of narrative themes, outlier data, and research question responses.

Participants

The 12 participants of this study all have teaching credentials from the United States and have had numerous years of teaching experience. All the participants have taught 10 or more years. While not intended, all the participants are female. Ten out of the 12 participants teach Kindergarten while two out of the 12 participants teach preschool students. Twelve out of 12 participants have undergraduate degrees in education and 9 out of the 12 participants also hold master's degrees in educational areas.

Table 1

Teacher Participants

Teacher Participant	Years Taught	Highest Degree Earned	Content Area	Grade Level
Amy	22	Masters	Education	KG
Ashley	11	Masters	Curriculum Instruction	KG
Brenna	13	Masters	General Education/ Special Education	Pre-K
Charlotte	12	Masters	Education	KG
Darcy	14	Masters	Early Childhood Special Education	KG
Georgia	18	Masters	Education	KG
Hailey	10	Masters	Education	KG
Jasmine	34	Bachelor of Science	Elementary Education	KG
Kelly	22	Masters	English Language/ Diverse Learners	KG
Laura	28	Masters	Education	KG
Monica	17	Bachelor of Science	Education	KG
Nancy	12	Bachelor of Science	Elementary Education/ Special Education	Pre-K

Results

The results from the research indicated several themes throughout the research. Each of the themes focused on were brought up during the interviews and observations by several of the participants. While the themes are brief each one is meaningful to the study. Throughout the research collection it was evident that the participants were passionate about the topic of early childhood screening.

Table 2

Themes

Major Themes	Participant Quotes
Theme 1: Informing Instructional Practices	“These teams consist of grade-level classroom teachers, student support teachers, and administration.” Nancy “Meeting with my team helps me know what to do with kids who flag as at risk.” Hailey “The data helps inform my instruction.” Brenna “The screening data helps me understand why a student scored like they did. I am able to break down the data and look at their accuracy and fluency scores.” Darcy
Theme 2: Meeting Students on Their Level	“The data shows us who knows letters, sounds, rhyming, segmenting, which way a book is read, etc.” Charlotte “The best feature of early childhood screening is that it allows me to get instant insight into the child. I am then able to hit the ground running to target the instruction they need.” Amy “The screening assessment helps me to get to know the children better. For those struggling, I am able to help build their confidence. My groupings become more fluid and purposeful.” Darcy
Theme 3:	“ELL needs more time to adjust before being screened in the fall.” Georgia

<p>Vocabulary for English Language Learners</p>	<p>“Many of my students begin preschool not speaking hardly any English. It takes time to build their vocabulary before they are able to understand the directions on the early childhood screener.” Nancy</p> <p>“FastBridge and screeners like it help me understand the limitations of all my students, especially the ELL population.” Ashley</p>
<p>Theme 4: Refreshing Teacher Knowledge</p>	<p>“Training on the FastBridge screener is mandatory with optional trainings yearly to help us look at/comprehend the reports and the data they provide us.” Hailey</p> <p>“We (the teachers) stay current by taking professional developments such as LETRS and Heggerty to stay on top of what will best help our students thrive.” Brenna</p> <p>“We have opportunities to refresh our learning through lunch and learns and other optional trainings.” Darcy</p>
<p>Theme 5: Continued Monitoring for Students at Risk</p>	<p>“Progress monitoring is a quick way to check in on students and adjust whatever is or is not working.” Kelly</p> <p>“We (the preschool) need progress monitoring more often. It is very important for our students.” Brenna</p> <p>“I like to progress monitor students who do not receive student support services and target my instruction based on those results.” Darcy</p>

Table 3

Themes & Codes

Main Themes	Codes
Theme 1: Informing Instructional Practices	Routines, classroom management, flexibility in curriculum, differentiation, data meetings, team partnerships
Theme 2: Meeting Students on Their Level	Differentiation, student engagement, student choice, whole group instruction, small group instruction, one-on-one instruction, organizational tools, praise, pleasant environment, purposeful, community, scaffolding
Theme 3: Vocabulary for English Language Learners	Repetition, choice, grow confidence, rhyming, blending, segmenting, scaffolding, feedback, safe learning space
Theme 4: Refreshing Teacher Knowledge	Professional development, lunch and learns, trainings, FastBridge courses, LETERS, Heggerty
Theme 5: Continued Monitoring for Students at Risk	Progress monitoring, school wide implementation, screening 3 times per year, student support team

Informing Instructional Practices

The first theme the researcher noticed when collecting data was that 12 out of 12 participants mentioned they meet in teams to discuss the early childhood screening data. Nancy shared, “These teams consist of grade-level classroom teachers, student support teachers, and administration.” Hailey said, “Meeting with my team helps me know what to do with kids who flag as at risk.” Data team meetings gather information collected from the early childhood screeners. The team then discusses this information to help identify what individual students

need. Brenna shared, “The data helps inform my instruction.” Throughout the observations, all 12 participants agreed that the screening results helped inform next steps for their instruction.

Once the team has looked at the screening data, it is evident that it guides how the participants teach in their individual classrooms. Darcy commented, “The screening data helps me understand why a student scored like they did. I am able to break down the data and look at their accuracy and fluency scores.” Most participants incorporated whole group instruction, small group instruction, and one-on-one instruction throughout my observations. During the observations, I watched multiple teachers work with groups or individuals on letter sounds, rhyming, blending, and segmenting. These skills are routinely practiced based on the data from the screeners indicating a student's need in these areas. I also observed whole group math lessons, writing lessons, and how the children break up into small groups for choice time. All 12 participants often gave verbal feedback by making alternate suggestions or corrections to errors. All participants also used verbal praise as a way of acknowledging the hard work the students were putting in.

Meeting Students on Their Level

The data team meetings allow the participants the place to gather and decipher exactly which areas particular students need targeted instruction in. Charlotte said, “The data shows us who knows letters, sounds, rhyming, segmenting, which way a book is read, etc.” This information gives the participants a starting point on how to group students and what areas to focus on. Throughout the observations 10 out of 12 participants were observed meeting with students in small groups with specific targeted instruction that varied from group to group. The other two participants were leading engaging whole group activities.

In order to meet students on their level, it is important that the teachers understand what areas of the early childhood screener that the students struggle with. Amy said, “The best feature of early childhood screening is that it allows me to get instant insight into the child. I am then able to hit the ground running to target the instruction they need.” By sifting through the data, teachers were able to pinpoint what skills they need to target for whole group vs small group instruction. In doing this, it is important to remember the social-emotional aspect of the screening process. Darcy shared, “The screening assessment helps me to get to know the children better. For those struggling, I am able to help build their confidence. My groupings become more fluid and purposeful.” I observed all participants teaching on the students’ eye level while using calm and soothing or excited/happy tones of voice to help convey the lessons being taught in a way the students could relate to and get excited about. At one point, I observed Jasmine leading a whole group mindfulness activity, including kids’ yoga and relaxation breathing, to calm them before heading into a math lesson.

Vocabulary for English Language Learners

Half of the participants in the study brought up language as an obstacle while administering the early childhood screeners. This information is beneficial to understanding why some students achieve lower on the screeners than expected. Georgia suggested, “ELL needs more time to adjust before being screened in the fall.” English language learners, in general, but especially young students, have not yet acquired the formal vocabulary that is often presented in screening assessments. Without adequate knowledge of English vocabulary, students are not equipped to understand the directions of the screener. Nancy shared, “Many of my students begin preschool not speaking hardly any English. It takes time to build their vocabulary before they are able to understand the directions on the early childhood screener.”

Throughout my observations, I noticed a large population of preschool and kindergarten students were English Language Learners. Most of the children were not native English speakers and were still working on gathering the vocabulary to express their knowledge. Ashley shared, “FastBridge and screeners like it help me understand the limitations of all my students, especially the ELL population.” All 12 participants offered choices in the classroom to help build beneficial connections with the students. The choices helped the students demonstrate their knowledge in many forms, and it was evident that they knew the class expectations and routines.

Refreshing Teacher Knowledge

A common theme throughout the research was the professional development taken in order to become certified to administer early childhood screeners. All 12 participating teachers were required to complete trainings on the specific subtests they administer in their classrooms. Hailey mentioned, “Training on the FastBridge screener is mandatory with optional trainings yearly to help us look at/comprehend the reports and the data they provide us.” Brenna also shared, “We (the teachers) stay current by taking professional developments such as LETRS and Heggerty to stay on top of what will best help our students thrive.”

All participants and their fellow teachers are offered refresher courses yearly, if not more often. These courses are offered by trained personnel from the student support team in each school across the district. These refresher courses allow hands-on practice through demo accounts as well as how to interpret the data that is collected. Darcy shared, “We have opportunities to refresh our learning through lunch and learns and other optional trainings.”

Continued Monitoring for Students at Risk

Another theme found throughout the research was the use of progress monitoring of the students flagged as at risk on the screeners. Eight out of 12 participants mentioned progress

monitoring during their interviews. Progress monitoring allows the teachers to monitor the growth of students receiving targeted interventions. Kelly shared, “Progress monitoring is a quick way to check in on students and adjust whatever is or is not working.” Brenna mentioned, “We (the preschool) need progress monitoring more often. It is very important for our students.”

Some teachers use progress monitoring not only for their tier 2 or tier 3 students but as a way of keeping track of how those at low risk are progressing too. Darcy shared, “I like to progress monitor students who do not receive student support services and target my instruction based on those results.” By utilizing the progress monitoring tools that align with the ECS, the teachers and administrators are able to see how everyone is progressing and make changes quickly for those that need them.

Outlier Data and Findings

Throughout the research process, outliers became apparent in the data collection phase. The following outliers were mentioned occasionally throughout the interview process. While they were not frequently mentioned, they were good points made by the participants and should be considered further in the future.

Outlier Finding #1

One finding brought to my attention during the interview process was of concern that parents do not understand what early childhood screeners are. Unfortunately, some parents believe their children take an intelligence test or view the screening data as a threat. Jasmine shared, “Parents who receive the screening data often feel anxiety. They need to understand this is just a baseline of where we will go next.” She suggested that there be a way to teach parents about screeners. In the future, I recommend a parent information session and a letter home might

be a good start in educating parents. By educating the parents they will gain more insight into what ECS are, why they are useful, and how teachers use the data to support their children.

Outlier Finding #2

Throughout the interview process, I heard from a few participants that they were concerned with the student's ability to identify letter names properly. It was pointed out that the curriculum in this particular school district teaches only capital letters in preschool, while the ECS tests the knowledge of both capital and lowercase letter names. Hailey commented, "In preschool, the students are only taught to recognize capital letters; when they enter kindergarten, most of the students are not able to recognize the lowercase letters on the screener." The participants viewed this as unfair to the students. I would recommend to the screeners that they speak to the head of their curriculum department and ask for help rectifying this issue. A change in curriculum that allows lowercase letters to be taught alongside uppercase letters is one way to solve this problem. Another would be to look at alternate screeners available that only focus on uppercase letters. A third recommendation would be to the teachers to dig deeper into the data and focus on subtests the students are familiar with and only look at the capital letter recognition in the fall screening window and look at upper and lowercase letters in the winter and spring after they have been taught.

Research Question Responses

Throughout the research process, the focus came back to the research questions posed in chapter 1. The following research questions were considered as the participants were interviewed, observed, and data collected from FastBridge screeners. The questions served as a guide of what to look for and how to navigate through the data collection process.

Central Research Question

What are the childhood educators' experiences with the mandated screening tests that are used in Pre-K and Kindergarten? The participants' perspective is that working with Early Childhood Screening tools can be both insightful and frustrating at the same time. Screening children in these young grade levels presents its own challenges, such as ELL, capital letter recognition vs lower case letter recognition, and time constraints. But as the students grow, the data becomes extremely valuable to the teachers. Kelly said, "It is cool to see the growth even when students don't always reach the benchmark."

Sub-Question One

How do the teachers of Pre-K and Kindergarten use the screening data to guide their instruction? The participants meet with data teams to discuss all student screening data. The main focus is on students who are of concern and how to target instruction best to help bring them up to grade level. The participants also acknowledged that over time they begin discussing students that have excelled on the screening assessments and what steps to take to enhance their learning. Kelly also mentioned, "First, we decide is this a whole group, small group, or individual need? Then, we look at the activities and decide what areas to give exposure to or where we should begin our focus."

Sub-Question Two

How do Pre-K and Kindergarten instructors make use of screening data to establish beneficial connections with their students? The participants shared that they use ECS to bond with students on a one-on-one basis, where personalities are able to shine through. The ECS provides data that enables the participants to build connections with their students by noticing what areas a particular student is behind grade level or excels in. Collecting the data allowed the participants' insight into how to group students most effectively to benefit each child. Monica

said, “When you have small group instruction, you naturally bond with the students based on their needs, and individual attention is easier to give.”

Sub-Question Three

How do Pre-K and Kindergarten instructors use screening data to enhance their children's social-emotional learning outcomes? The participants expressed that ECS data allowed them to group students appropriately. Some groups might be based on ability, while other groups might pair students based on one higher student with one lower student. Each grouping scenario is based off of the data and what will best fit their social-emotional needs while working on targeted academic instruction. Ashley quipped, “The screening data tells me the areas of strength and weakness. It solidifies what needs to be taught, what has already been mastered, and how they feel about learning.”

Summary

This chapter is a review of the most common themes found among the participants of this study. A key takeaway is that data teams are a huge part of early childhood screening. These teams allow the participants the advantage of having multiple sets of eyes on student data. By having an entire team analyze data, the participants can feel more confident in what the best next step is for each student.

Next, English Language Learners may not always understand the vocabulary used in screening tests. Screening results may not always be accurate if the student misunderstands the directions. At the same time, the data can give many teachers accurate data on where their ELL needs to begin working with the English language.

Lastly, professional development and progress monitoring also play important roles in screening. By being educated in the area of screening, the participants can be sure of the fidelity

of their results. By progress monitoring students at risk, the participants can monitor growth and change interventions according to what the data shares.

CHAPTER FIVE: CONCLUSION

Overview

The previous chapter was a thorough discussion of the teachers' perceptions of early childhood screening, citing what should be understood regarding the concept. This qualitative case study's objective was to investigate how instructors perceived the early childhood screening that was conducted on pupils at the XYZ School in Eastern Saudi Arabia. ECS broadly referred to the research as a test of cognitive and social-emotional abilities. The study aimed to comprehend how early childhood screening will facilitate comprehension of the educational challenges experienced by young learners. The data from the screening process informed the teachers and facilitates the teaching and learning techniques adopted depending on a student's learning ability. In this chapter, the interpretation of findings, implications of policies, theoretical and methodological implications, limitations and delimitations, and future research are some of the concepts that will be thoroughly discussed.

Discussion

Throughout the next section, the interpretation of findings, implications for policy, theoretical and empirical implications, limitations and delimitations, and recommendations for future research will provide further information on the study. These topics delve deeper into how the research ties into the topic of how teachers perceive early childhood screenings. By sifting through the accumulated findings from the data, we are able to understand the next steps for continued research.

Interpretation of Findings

Meeting students on their level, providing appropriate vocabulary for English language learners, and continued monitoring for at-risk students are some of the thematic findings

highlighted in Chapter four (Ahn et al., 2018). These findings are deemed significant due to the impact they had on the research. The thematic findings are consolidated from the research collected in XYZ School District in Saudi Arabia.

Summary of the Thematic Findings

It is important for teachers to utilize early childhood screening data to help them make informed decisions on how to best target instruction for individuals. It is also important to take into consideration a child's experiences with the English language and recognize those who speak multiple languages when reviewing their data. Additionally, progress monitoring students who have been identified as at risk is key to providing the right intervention to an individual.

Meeting Students on Their Level. Early childhood screening analyzes some of the students' struggles and ensures that the teaching instructional techniques adopted are specifically to meet students at their levels. Meeting students at their level means the educators will formally develop sub-groups among the learners according to the identified level (Akin & Raford, 2018). Each learning concept will be according to the student level identified. The main objective is to ensure that no student is sidelined because of the learning difficulties identified from the screening process. Meeting students at their level means that the teaching can be done through tonal variation where the young children can understand what the teacher is discussing in the lesson.

Providing Appropriate Vocabulary of English Learners. From chapter four, the thematic finding recognizes that some of the young students are English language learners and can experience difficulties understanding all the concepts taught by the educators. From the findings, ELLs have a limited English vocabulary which is part of the learning difficulties experienced within the classroom (Akpan & Beard, 2016). Teachers should acknowledge that

most young individuals are English learners, and using complex vocabulary while teaching various subjects will be quite challenging. Therefore, early childhood screening helps educators acknowledge the ELLs and develop a teaching strategy that will favor how they comprehend the taught aspects.

Monitoring for Students at Risk. From Chapter Four, early student screening helps recognize those young learners that experience difficulties and are classified as 'students at risk.' The main objective is to ensure they are given more attention because of the different supposed risks they face in their studies (Alatalo & Westlund, 2019). Therefore, the progress can be determined by their classroom performance and constant monitoring to ensure that positive changes are made.

Implications for Policy and Practice

The following section will discuss the implications for policy and implications for practice as found in the research. The specific recommendations for various stakeholders, such as policymakers, administrators, and teachers, will make a difference in future research. These recommendations are also best for the students and their families going through the screening process.

Implications for Policy

The learning institution administrators should develop policies that govern the incorporation of ECS as part of the curriculum. The administrators that preside over the financial support should be required to obtain ECS funds for screening resources. Furthermore, part of the policy should include adequate teacher training on how to conduct early education screening. The policy should ensure that the teachers examine the early childhood learners for educational-related difficulties before developing a teaching plan and selecting subsequent teaching strategies

(Alqhatani, 2022). These policies should take place at a state level and eventually at a federal level.

Implications for Practice

A recommendation for future practice is ensuring that parents become involved in the ECS. Children should only take ECS tests after the required consent is obtained by the parents or guardians responsible for them. Providing parents with ECS education seminars could also be a great practice at the school level. Another reasonable implication of this study is that each school may make requirements for ECS to be used at their site until policy is passed down to them. By implementing mandatory ECS, administrators are allowing their teachers to gain insight into what each student needs from them, both academically and socially or emotionally.

Theoretical and Empirical Implications

The research further expands the thematic findings by summarizing the concepts to support further understanding for the reader. For instance, the research further emphasizes the teacher's perception of why all early childhood learners should be placed under early childhood screening to ensure a teaching mechanism is constructed depending on each child's need (Accardo et al., 2019). The study does not diverge from the previous research but ensures that it emphasizes the previous discussion concept. The main novel contribution incorporated in the field is comprehending how early childhood screening influences educational perception. The education field is broad, and introducing concepts like ECS ensures that essential improvements have been made for the learners to acquire quality education from their educators. ECS plays a huge role in ensuring that the learning difficulties that might hinder a child's progress are identified and eliminated to improve their performance.

The study also confirms and corroborates the previous research by emphasizing the significance of early childhood screeners and the possible benefits that will be obtained (Bakken et al., 2017). For instance, this study discusses early childhood screening and how it can help in the early identification of learning difficulties in young learners. The study extends the previous research by incorporating relevant examples that emphasize the research's significance in informing the importance of childhood screening (Baskarada & Koronios, 2018). The novel contribution incorporated into the research solves the highlighted challenge. For instance, part of the highlighted challenge is the doubt surrounding early childhood screening and how most teachers may be skeptical about the process (Balkis et al., 2012). The research's novel contribution emphasizes the significance of screening and how educators and young learners will significantly benefit through the process. One such example is how the findings support ECS provides the teachers with pertinent information to help them target their instruction from day one after reviewing the results of the screening data. In this case, the participants reviewed the FastBridge data and immediately made groupings according to what students results showed they need help with. One interesting aspect of the method used in the research that the reader should know is that it is quite extensive, especially in retrieving data (Ahn et al., 2018). The entire research contains essential data that the reader needs to understand about ECS and its impacts on a teacher's perception. For instance, the research incorporates rich information on early childhood screening, such as the benefits of providing targeted interventions at an early age. Therefore, the audience will be well-informed about the concept, and it will be incorporated as part of future research (Belur et al., 2021). The design and method should be incorporated as part of future research in the field. It provides the researcher with different methodologies to incorporate when completing the study. The research diverts from the extant theory by

discussing how early childhood screening could cause a shift in the education sector (Bilmans & Schakel, 2018). The extant theory expounds on a continuous existence of a concept. ESC is an existing concept in the education sector, and it is essential, especially in helping educators formulate ways to improve performance.

The qualitative design is recommended for future research on concepts that will further expound on the ECS concept. Several theoretical frameworks have been incorporated in the studies supposedly explaining early childhood screening. However, the researcher is open to the possibility that not all of the methodologies used are accurate, and some of the findings might be misleading to the audience.

Limitations and Delimitations

Limitations can be defined as weaknesses found within research during a study. These weaknesses have the potential to influence the results of the study. Some of the weaknesses identified from the research follow. The first limitation in the study was the limited number of participants willing to volunteer for the research. It would be beneficial to future research to have a greater number of participants involved in the study. The research concentrated on early childhood professionals, and gathering massive data from the limited population was difficult. However, the small number of teachers who consented to participate in the research played a huge role in ensuring that enough data was collected. A second weakness was the location of the schools where the participants were being observed. The location of the schools involved in the study was one hour, two hours, and three and a half hours away from each other. Another limitation of the research was some of the teachers were skeptical about early screening tests because it is a newer concept for them. In the future, it would be beneficial to ensure all

participants, including parents, have a deep understanding of what early childhood screeners are and how they are used.

Several purposeful delimitations were considered while working on the project. The delimitations ensured that the researcher met certain criteria and maintained ethical boundaries while collecting participant data. For instance, all the young learners took a screening test after gaining consent from the school district's superintendent (Alatalo & Westlund, 2016). The research participants all met the criteria of having taught for five or more years and holding North American education teaching credentials. The researcher selected a case study approach and applied it in the research process. The case study approach is especially beneficial in comprehending the young learners' educational experiences, including the teacher's perspectives on educational screening. Using the case study approach guided the researcher to engage in an in-depth study. The rationale behind the study is that the researcher aims to ensure that all essential aspects have been included in understanding how teachers perceive early screening.

Recommendations for Future Research

The study exhausted all the teacher's perceptions of the influence of early childhood screening. The researcher explained some of the results of the early childhood screening and the possible influences they could have on young learners. From all the findings in every chapter, one subject for future research that should be studied is the parent's perceptions of early childhood screening (Alqahtani, 2022). Few parents have information about early childhood screening on their children; thus, they are hesitant to give consent for their children to participate in research activities. Therefore, future research should concentrate on how the parents' perspectives on early childhood screening improve the efforts dedicated to their children's education. A qualitative research design should be used in future research to ensure that parents

are interviewed and their concerns about early childhood screening are addressed. Understanding early childhood screening and how the results play a huge role in improving the learner's outcomes will influence how parents participate in their student's education.

Another possible subject for future research could be the use of mixed uppercase and lowercase letters in administering early childhood screening. Future research could investigate why mixed letters are used when only capital letters have been taught in preschool. Perhaps this is a local problem, and the curriculum might need to be altered to teach the foundations of literacy to better align with how screeners are assessing our students. Understanding why ECS uses mixed uppercase and lowercase might help educators better inform their instruction.

Conclusion

This qualitative case study investigated how teachers perceive their interactions with the ECS for students at the XYZ School in Eastern Saudi Arabia. By examining teachers' opinions on how ECS affected children's development and the activities they were given, the study empirically contributed to the body of knowledge. The research emphasizes that early childhood education seems crucial for maintaining children's cognitive development. The best way to succeed in early childhood education is through normalizing ESC before a child is signed up for the studies. That is an excellent technique to ensure that the teacher makes enough preparation with the data collected from the screening. Furthermore, that is the best way to ensure children are educated on their identified levels. Ideally, the research shows a teacher's dedication to using the early childhood screeners to improve the students' classroom growth and development.

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Appendix A

LIBERTY UNIVERSITY

INSTITUTIONAL REVIEW BOARD

March 17, 2023

Jennifer Youssif
Ellen Ziegler

Re: IRB Exemption - IRB-FY22-23-997 Teachers' Perceptions on the Influence of Early Childhood Screenings

Dear Jennifer Youssif, Ellen Ziegler,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(ii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).

Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation.

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,
G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office

Appendix B

Letter

January 29, 2023

Mr. Smith
Superintendent
SAES
Central Office, Dhahran

Dear Mr. Smith,

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a doctoral degree. The title of my research project is Teachers' Perceptions on the Influence of Early Childhood Screenings and the purpose of this qualitative case study is to discover the effects of ECS on provided services for the early childhood students attending XYZ School in Eastern Saudi Arabia.

I am writing to request your permission to conduct my research in the SAES school district.

Participants will be asked to contact me to schedule an interview, observations, and share FastBridge screening results. The FastBridge data will be used to gain information on how teachers use data to teach each student in their class. Participants will be presented with informed consent information prior to participating. Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.

Thank you for considering my request. If you choose to grant permission, please provide a signed statement on official letterhead indicating your approval. A permission letter document is attached for your convenience.

Sincerely,

Jennifer Youssif
UDH Student Support Teacher

January 29, 2023

Jennifer Youssif
Student Support Teacher
SAES
Udhailiyah School

Dear Jennifer Youssif:

After careful review of your research proposal entitled Teachers' Perceptions on the Influence of Early Childhood Screenings, I have decided to grant you permission to contact our faculty/staff and invite them to participate in your study and utilize FastBridge data for your research study.

Check the following boxes, as applicable:

I grant permission for Jennifer Youssif to contact K3/K4 (preschool) and Kindergarten teachers to invite them to participate in her research study.

The requested data WILL NOT BE STRIPPED of identifying information before it is provided to the researcher.

I am requesting a copy of the results upon study completion and/or publication.

Sincerely,

Mike Smith
SAES Superintendent
Saudi Aramco Expatriate Schools

Appendix C

Recruitment Letter

Dear [Recipient],

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a doctoral degree. The title of my research project is Teachers' Perceptions on the Influence of Early Childhood Screenings and the purpose of this qualitative case study is to discover the effects of ECS on provided services for the early childhood students attending XYZ School in Eastern Saudi Arabia. I am writing to invite eligible participants to join my study.

Participants must be an educator with a North American teaching license and a minimum of five years of teaching experience. Participants, if willing, will be asked to participate in a computer based audio-recorded interview, two classroom observations, and share FastBridge screening results.

- Individual Interviews: To understand what the teachers' and administration's thoughts and feelings towards early childhood screening are.
- FastBridge Document Analysis: To see what information the screeners offer the teachers and school.
- Observations: To see how the teachers use the data that has been collected. Lastly, transcripts of the participants' interviews will be given to them to make sure all participants are comfortable with the results before submission.

It should take approximately 1.5 hours to complete the procedures listed. Names and other identifying information will be requested as part of this study, but the information will remain confidential.

To participate, please click [here](#).

A consent document is attached to this email. The consent document contains additional information about my research. If you choose to participate, you will need to sign the consent document and return it to me through inter-office mail.

Sincerely,

Jennifer Youssif
UDH Student Support Teacher

Appendix D Consent

Title of the Project: TEACHERS' PERCEPTIONS ON THE INFLUENCE OF EARLY CHILDHOOD SCREENINGS: A QUALITATIVE CASE STUDY

Principal Investigator: Jennifer Youssif, Doctoral Candidate. School of Education, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate you must be an educator with a minimum of five years teaching experience. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

What is the study about and why is it being done?

The purpose of this qualitative case study is to discover the effects of ECS on provided services for the early childhood students attending XYZ School in Eastern Saudi Arabia.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following:

1. Participate in an in-person interview that will be audio-recorded and take no more than 1 hour.
2. Allow me access to FastBridge Screening results for students in your current class.
3. Allow me to observe you in your classroom multiple times for less than 30 minutes each visit.

How could you or others benefit from this study?

The direct benefits participants should expect to receive from taking part in this study are screening results in the areas of reading and math that may determine if your students would benefit from early intervention services.

Benefits to society include the ability to determine which students need early intervention services.

What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be anonymous and responses will be kept confidential through the use of pseudonyms. Interviews will be conducted in a location where others will not easily overhear the conversation.
- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted.
- Interviews will be recorded and transcribed. Recordings will be stored on a password-locked computer for three years and then erased. Only the researcher will have access to these recordings.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your or his or her current or future relations with Liberty University or SAES. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Jennifer Youssif. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at jyousif@saeslearning.com. You may also contact the researcher's faculty sponsor, Ellen Ziegler, at eziegler@liberty.edu.

Whom do you contact if you have questions about rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to allow my child to participate in the study.

The researcher has my permission to audio-record me as part of my participation in this study.

Printed Subject Name

Signature & Date

Appendix F

Data Analysis Checklist

Sub-Question One

How do the Pre-K and Kindergarten teachers utilize the screening data to inform instruction?

1. The teacher differentiates in reading
2. The teacher differentiates in math
3. The teacher differentiates in social emotional

Comments:

Sub-Question Two

How do Pre-K and Kindergarten teachers utilize screening data to build meaningful relationships that benefit the students?

1. The teacher speaks to the student by name
2. The teacher knows and uses student interests
3. The teacher knows the temperament of each student
4. The teacher gives meaningful feedback to the student

Comments:

Sub-Question Three

How do Pre-K and Kindergarten teachers utilize screening data to improve the learning outcomes of their students by using social interactions?

1. The teacher makes learning fun
2. The teacher engages students
3. The teacher allows choice
4. The teacher utilizes peer partnerships

Comments:

Appendix G

Differentiation Checklist

Differentiation by Resource:

1. Variety of activities in the classroom
2. Use of technology
3. Organizational tools provided to store toys

Comments:

Differentiation by Task:

1. Variety of tasks is provided
2. Tasks relate to student abilities and interests
3. Choice in tasks is provided
4. Learning routines are being established

Comments:

Differentiation by Support:

1. Individual support is offered by the teacher
2. Support is offered by the teaching assistant
3. Group support is offered
4. Individual learning goals are provided for each student
5. Successes are celebrated

Comments: