



# Hawai`i Preschool Positive Engagement Project (HPPEP)



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## Funding and Partnerships

- Funded by US Department of Education’s Native Hawaiian Education Program 3 year grant from July 2011- June 2014  
<http://www.ed.gov/programs/nathawaiian/>
- Implemented by The Center on Disability Studies, University of Hawai`i at Mānoa, College of Education
- Partnered with ALU LIKE, Inc., a Native Hawaiian organization

## Project Objectives and Activities

- 1) Improve early learning outcomes for at-risk preschool students through a unique grouping of research-based school and home interventions,
- 2) Build protective factors of families with preschool students by facilitating parental positive engagement through the use of a research-based home intervention and
- 3) Address the professional development needs of teachers and staff in the field of Early Childhood Education, in which Native Hawaiians are underemployed, by building knowledge of existing behavior and classroom management strategies.

## Proposed Project Outcomes

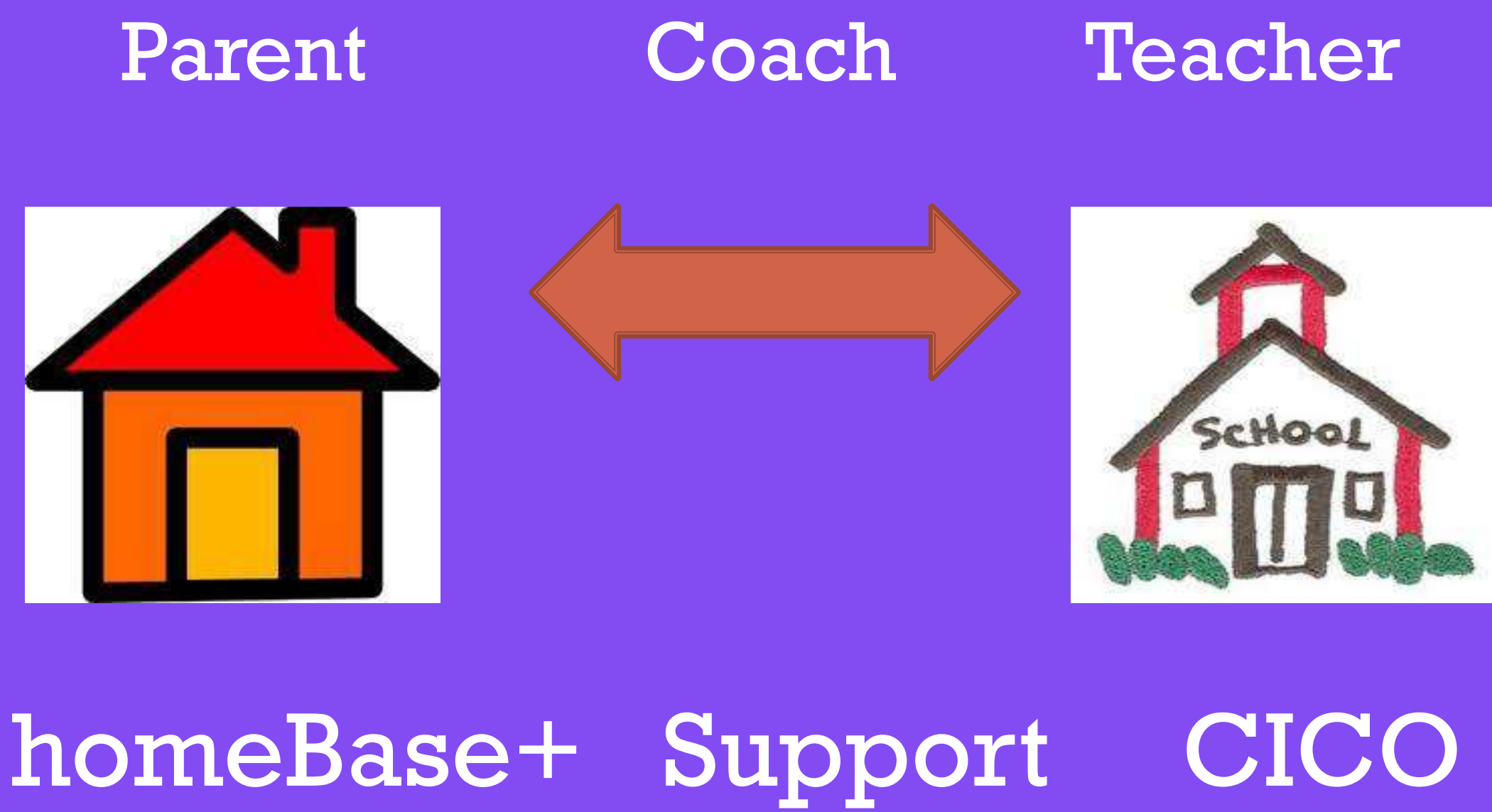
- 1) Sustained improvements in early learning outcomes,
- 2) Strengthened protective factors for families and children, and
- 3) Increased and sustained employment of teachers and staff in the Early Education field.

## Number of People We Hope to Reach

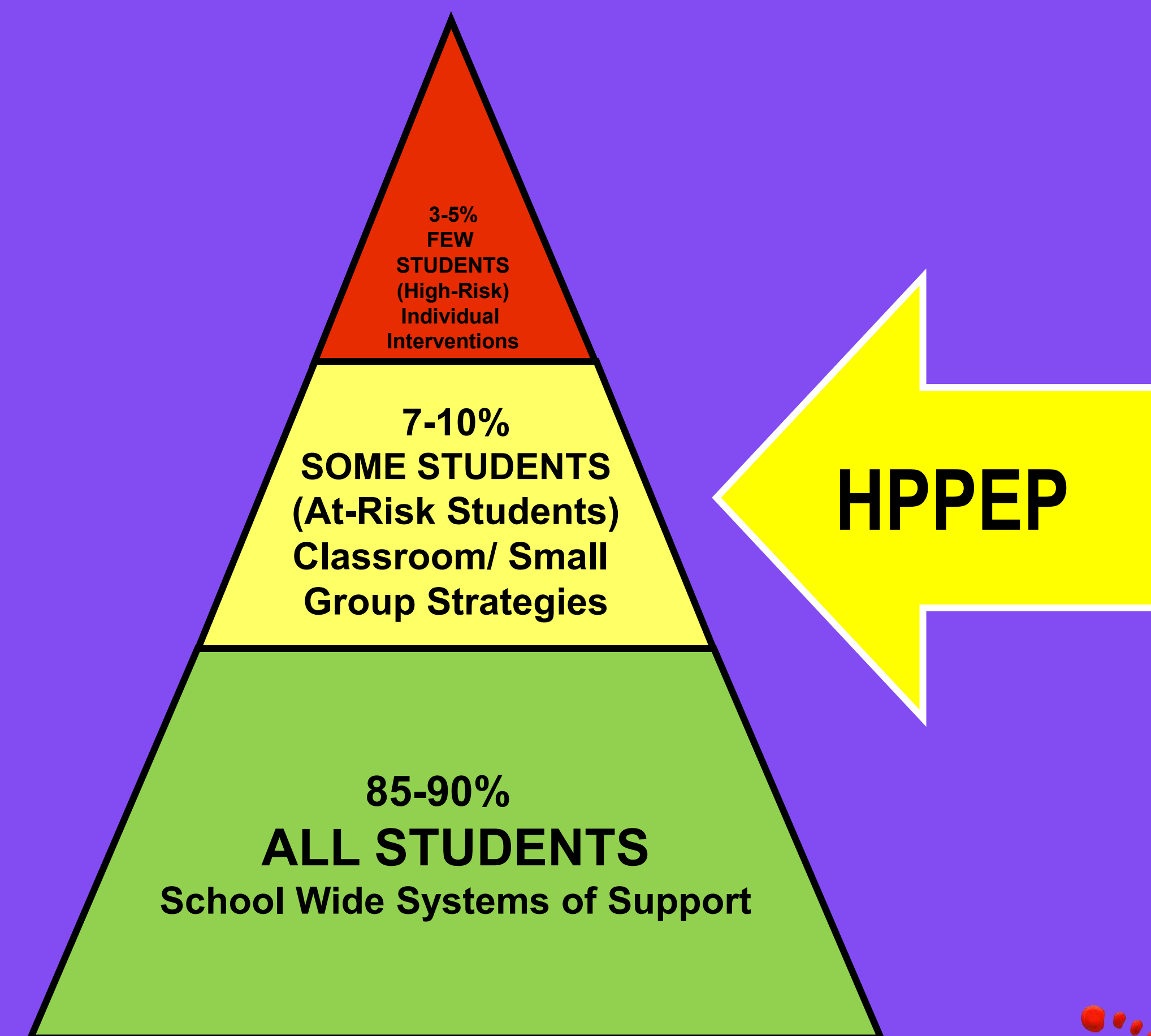
20 preschool teachers and staff,  
240 at-risk preschool students and their  
210 classmates, and  
270 parents for a total of  
740 participants



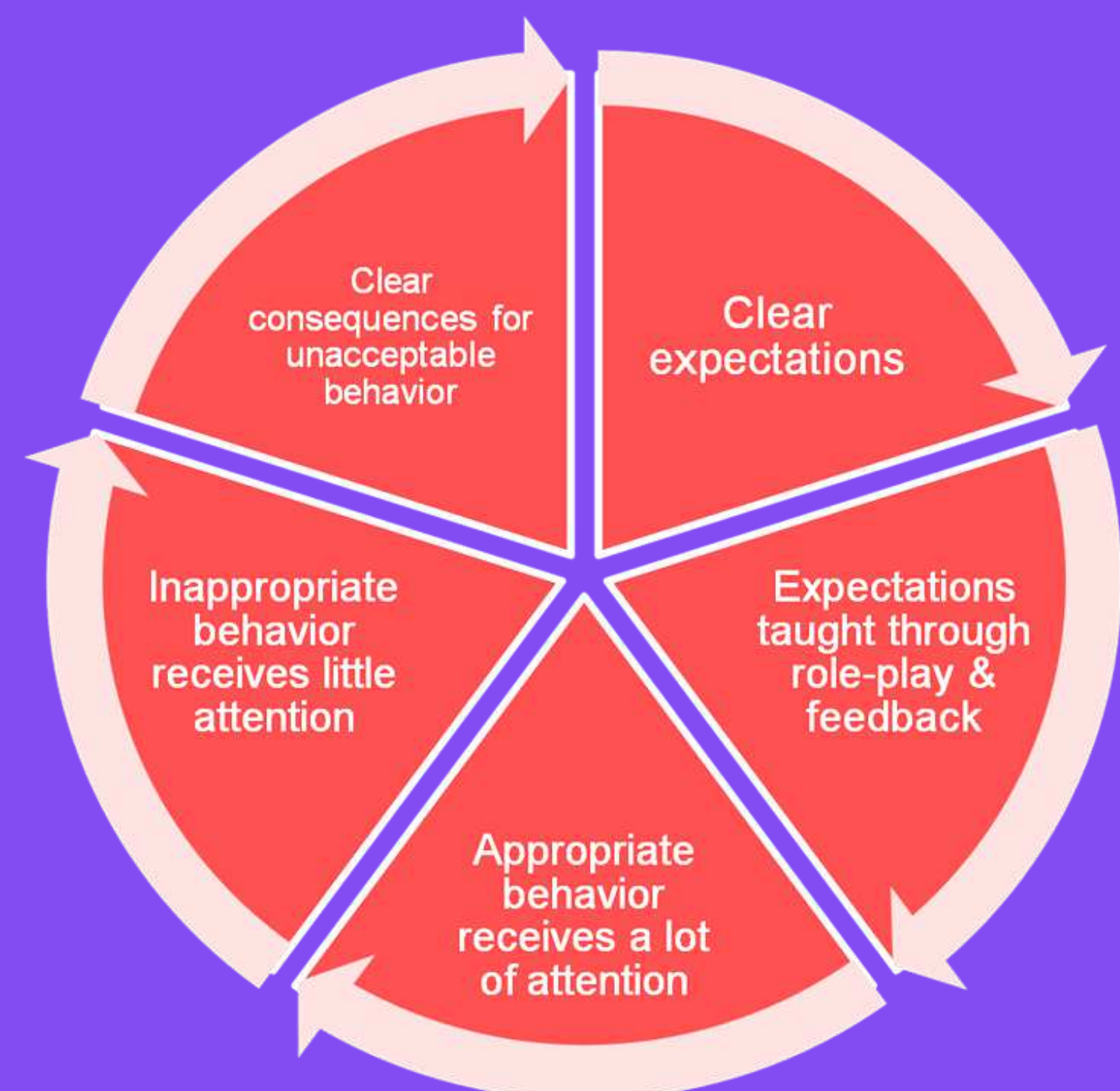
## Project Components



## Behavior Support Continuum



## Core Principles



Big Idea:  
Shower students with attention for doing the right thing!



## Target Student Assessment

- Teacher Ratings of Adaptive, Maladaptive, and Aggressive Behaviors
- Teacher Qualitative Assessment
- Parent Ratings of Strengths and Difficulties
- Academic Engaged Time pretest
- Qualitative Observations by HPPEP Team

## Check In Check Out (CICO) 20 Day Target Student Intervention

- Initial family meeting and Consent Process
- Teacher, Aides, Coaches collaborate and set appropriate behavior goals for student
- Daily goals made CLEAR to student
- Intervention introduced as a “GAME”
- Adults Check In with Student throughout “GAME” : is student meeting goal? Student self assessment and visual tool to show student their daily progress
- Check Out: Student reviews achievements at the end of “GAME” and is recognized
- Parent receives feedback daily on student’s progress

## HomeBase+ Parent Intervention

- Parents meet with Coaches during 8 weekly groups where they will learn activities and concepts that support positive Parent Child Interaction and Literacy Promotion strategies
- Topics: Communication, Cooperation, Setting Limits, Problem Solving, Friendship, Building Confidence
- Create books with families for families using the Storytelling for the Home Enrichment of Language and Literacy Skills (SHELLS) Curriculum

## Example of Behavior Expectations

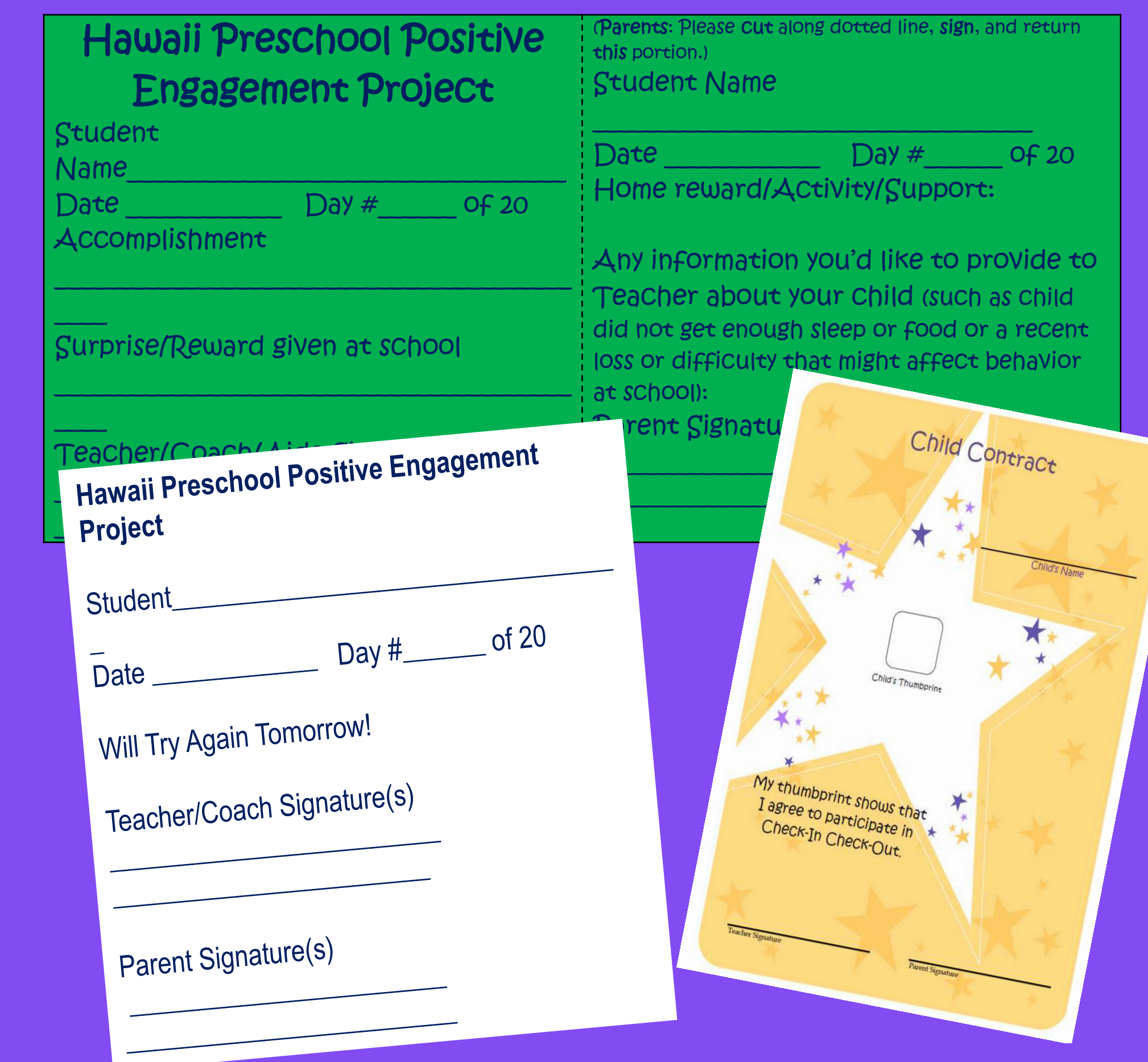
1. Say OK!
2. When Pau, Put Away
3. Focus on your task
4. Always ASK (Example from a family)



Expectations should be clear, positive, active, and memorable

All students or family members are asked to learn and practice expectations

## Examples of HPPEP Tools



## Culture

HPPEP aims to use culturally relevant content, delivery, and evaluation in each participating preschool. This involves meeting each school, teacher, aide, family, and student “where they are,” by identifying their strengths, and encouraging and supporting their goals, hopes, and dreams.

HPPEP upholds the following cultural values:

- HPPEP’s delivery of intervention requires building relationships
- Relationships require trust, face-to-face interaction, warmth, empathy, and consistency
- Teachers, aides, and families are the “experts” on their keiki
- Interventions should be useful, relevant, and sustainable; schools should be able to (and want to) continue implementation indefinitely and independently

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