
PEDIATRICIAN’S ATTITUDES, PRACTICES, AND PERCEIVED BARRIERS TO SCHOOL READINESS

Dear participant,

The beginning of a child’s formal education is an essential developmental milestone in the lives of both children and families. In our study, we aimed to evaluate the opinions and practices of pediatricians about school readiness. Your contribution to the survey by answering all of the questions below is vital in obtaining data on supporting children’s school readiness in pediatric practice and shedding light to develop policies to support school readiness. Participation in the survey is voluntary. The information you provide will only be used for scientific purposes and will not be shared with anyone outside our work team. Answering the questionnaire will take 7-8 minutes. If you have any questions or problems regarding the research, you can contact +905XXXXXXXXXX. Thank you very much for taking the time to fill out the questionnaire and contribute to our research.

I have read the research information and agree to participate in the research. : Yes No

DEMOGRAPHIC INFORMATION AND PRACTICES CHARACTERISTICS

1. How old are you?.....

2. What is your gender?: Female Male

3. What is your title?

General pediatrician

Pediatric resident

Subspecialist

Subspecialty fellow

If you are a pediatric resident, what year of residency training are you in?.....

If you are a general pediatrician, subspecialty fellow, or subspecialist, indicate the date you completed your specialization education as the year.....

4. Have you ever experienced your child starting school as a parent Yes No

5. How many children do you examine on average per day in the 0-5 year age group (in service or outpatient clinic)?.....

6. How many minutes on average do you provide service for each child?.....

BELIEFS AND ATTITUDES ABOUT SCHOOL READINESS

7. Which of the following statements do you think is the most accurate definition of school readiness?

- a. The child’s skill set needed for learning effectively in school, consisting of pre-academic skills, social skills, language skills, motor skills, and behavior regulation.

- b. Multidimensional characteristics needed for the child’s effective learning in the school, including the child’s knowledge and skills, the school’s adaptability to the child’s individual needs, and family/community support.
- c. The child’s ability to recognize 29 letters and count to 20.
- d. A score on the standard school readiness tests ≥ 70 .

Please indicate to what extent you agree with the following statements about “school readiness”.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
8. School readiness is significant for long-term academic success.	5	4	3	2	1
9. School readiness can be measured easily.	5	4	3	2	1
10. Before starting school, a school readiness assessment test should be conducted for each child.	5	4	3	2	1
11. Children who do not appear ready for school should wait a year.	5	4	3	2	1
12. The achievement gap between children with and without school readiness closes over time.	5	4	3	2	1
13. It is the school's responsibility to ensure all children's educational needs who are old enough to attend school legally, regardless of their readiness status.	5	4	3	2	1
14. Children who attend preschool are more successful in school than those who do not.	5	4	3	2	1
15. Pediatricians are responsible for promoting school readiness.	5	4	3	2	1
16. Pediatricians are responsible for advocating access to services to support school readiness.	5	4	3	2	1
17. Early identification and intervention of developmental difficulties promote school readiness, success, and learning outcomes.	5	4	3	2	1
18. Adverse childhood experiences cause toxic stress and disturb brain development, learning, and school readiness in preschool years.	5	4	3	2	1

CLINICAL PRACTICES TO PROMOTE SCHOOL READINESS

How often do you give the following recommendations to the family in your clinical practice?

	Usually	Sometimes	Rarely	Never
19. Read aloud to your child daily.	4	3	2	1
20. Provide sensitive, tolerant, reciprocal, and nurturing relationships with your child.	4	3	2	1
21. Sing to your child, tell stories, talk, play, and rhyme.	4	3	2	1
22. Establish routines around meals, sleep, and playtimes.	4	3	2	1
23. Praise your child as reward for everyday successes.	4	3	2	1
24. Limit screen time.	4	3	2	1
25. Provide your child to attend preschool education.	4	3	2	1

26. What is the most common developmental and behavioral difficulty limiting school readiness in your clinical practice? (Please choose only one option)

- Global developmental delay
- Sensory problems such as visual or hearing impairment
- Cerebral palsy
- Behavioral problems
- Speech and language delay
- Attention-deficit/hyperactivity disorder
- Autism spectrum disorder
- Down syndrome
- Other, please specify.....

27. To whom/which institution would you refer the child that you are concerned about a lack of skills in terms of school readiness? (Please choose only one option)

- Child development specialist
- Preschool or kindergarten
- Child psychiatrist
- Child neurologist
- Developmental and behavioral pediatrician
- Other, please specify.....

28. How often do you integrate developmental surveillance into your clinical practice for the identification of developmental problems early?

4. Usually 3. Sometimes 2. Rarely 1. Never

29. How often do you use a validated developmental tool (such as Guide for Monitoring Child Development, Age and Stages Questionnaire, Parent’s Evaluation Developmental Status, Denver Developmental Screening Test) for developmental assessment in your clinical practice?

4. Usually 3. Sometimes 2. Rarely 1. Never

How often do you inquire about the following “adverse childhood experiences” in your routine clinical practice?

	Usually	Sometimes	Rarely	Never
30. Parental mental illness (eg. maternal depression)	4	3	2	1
31. Parental separation or divorce	4	3	2	1
32. Physical or sexual abuse	4	3	2	1
33. Physical or emotional neglect	4	3	2	1
34. Hostile/rejecting parenting	4	3	2	1
35. Domestic violence experience	4	3	2	1
36. Parental alcohol/drug use	4	3	2	1
37. Incarcerated caregiver	4	3	2	1

TRAINING AND COMPETENCE FOR SCHOOL READINESS

38. Do you think you have enough information about school readiness?

- a. Yes b. No c. Not sure

39. Did you receive training on school readiness in your residency education?

- a. Yes b. No c. Not sure

40. Do you consider yourself competent to assess a child’s school readiness?

- a. Yes b. No c. Not sure

PERCEIVED BARRIERS TO SUPPORT SCHOOL READINESS

41. What barriers do you face in supporting school readiness in your clinical practice? (You can choose more than one option)

- I cannot support families in school readiness due to time constraints.
- I don't have enough knowledge.
- I don't know which department/expert to refer to.
- Families do not bring up this issue during health care visits.
- I do not think the families follow the suggestions given.
- I do not think pediatricians have a responsibility to promote school readiness.
- Other, please specify.....

Thank you for your participation.