CHILDREN'S INSTITUTE

Primary Project Effectiveness Study

Research conducted by Children Institute between 2021 through 2024 demonstrates that Primary Project continues to serve as an effective Tier 2 intervention that supports young children's adjustment to school.

STUDY FACTS

- Children's Institute partnered with 11 schools across 6 districts in New York, along with additional sites in other states.
- A total of 286 students in grades K - 3 participated.
- Using the Teacher-Child Rating Scale (T-CRS), students who exhibited mild to moderate difficulties were randomly assigned to receive Primary Project services.
- Teachers rated students' social-emotional skills before and after in four areas: Task Orientation, Behavior Control, Assertiveness, Peer Social Skills

KEY FINDINGS

- Significant improvements were documented across all four school adjustment domains compared to those that were waitlisted.
- Assertiveness and peer social skills improved most across participants.
- Positive outcomes were consistent across school types, locations, and student demographics.
- Students benefited even with small variations in program dosage (# of sessions overall).
- Those in the referral range (15th–30th percentile) made the most significant progress in Task Orientation and Assertiveness.

FUTURE DIRECTION

✓ **Conduct Follow-Up Study**
Extend our research to examine how early gains in social and emotional adjustment relate to later academic success.

✓ **Build Data Partnerships**
Continue collaboration and partner with schools to share de-identified follow-up data from students formerly in the RCT study.

✓ **Shape Program Implementation**
Use findings to further strengthen Primary Project and inform future program development.