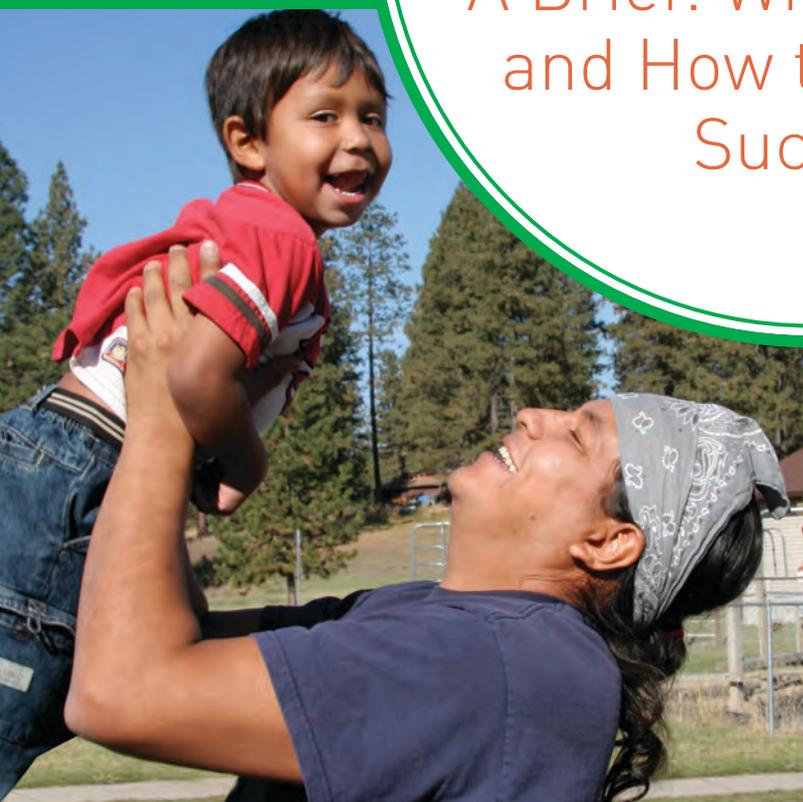




Transition to Kindergarten

A Brief: Why It Matters
and How to Promote
Success



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The transition to kindergarten is a time that presents changing demands, expectations, and supports for children and their families. When children experience discontinuities between early learning settings and kindergarten, they may be at greater risk for academic failure and social adjustment problems. Thus, building and implementing a seamless kindergarten transition can make a significant difference for children's on-going school success.

Why

Is a Quality Transition Important?

Multiple large-scale research studies have found that transition activities for children and families are associated with these gains in kindergarten: ^{i,ii,iii,iv,v,vi,vii}

- Reduced stress and higher ratings of social emotional competence at the beginning of the school year
- Improved academic growth and increased family involvement over the year
- Stronger benefits for children experiencing in poverty

How

Do We Improve Children's Transition?

Site leaders can use these key principles: ^{viii}

- Approach transition collaboratively, and include the diverse perspectives of learners and their families
- Involve all key stakeholders in the process, including families, educators, leaders, members of children's cultural and linguistic communities, and individuals representing children with disabilities
- Align children's experiences across systems in early learning settings and kindergarten classrooms

What

Does a Quality Transition Involve?

Evidence from research and the field suggests these key elements:

- Positive relationships between families, programs, and schools
- A transition team of Head Start and kindergarten leaders and educators, language learning specialists, therapists who work with children in the program, families, and related community representatives
- Assessments, learning standards, and curriculum that align between early learning settings and kindergarten
- Joint professional development between early childhood educators and kindergarten teachers
- Information and communication that is shared with parents and the community at large

Early Experiences —————> Kindergarten



(Rimm-Kaufman & Pianta, 2000)



Using a Collaborative Approach

Successful kindergarten transitions are a result of supportive relationships that are focused on children's development—the relationships between schools, programs, families, and educators in both early learning and kindergarten settings.^{ix}

The child, family, school, program, peer, and community factors are interconnected^x and they are all influential in helping a child prepare for, and be successful in, school. Effective transition practices involve reaching out to families and influential community members, with a strong sense of purpose, prior to the time a child actually moves into a new classroom.^{xi}

Involving All Key Stakeholders

Children benefit most when all parties involved in the process work together to support the transition. For example, improved kindergarten readiness^{xii,xiii} is associated with early childhood educators who communicate with kindergarten teachers about curricula, children's development, and children's educational needs. Also, when families participate in more transition experiences, their school involvement is higher over the kindergarten year, and this is a key indicator of children's long-term social and academic success.^{xiv,xv,xvi,xvii}

Helpful Resources

Articles

Ferguson, C., & Wood, L. (2005). *Easing the transition from preK to kindergarten: What schools and families can do to address child readiness*. Austin, TX: National Center for Family and Community Connections and Schools. <http://www.sedl.org/connections/resources/rb/rb6-readiness.pdf>

Patton, C., & Wang, J. (2012). Ready for success: Creating collaborative and thoughtful transitions into kindergarten. *Family Involvement Network of Educators (FINE) Newsletter*, 4(1). <https://www.oregon.gov/ode/educator-resources/Documents/readyforsuccess.pdf>

Books

Pianta, R. C., & Kraft-Sayre, M. (2003). *Successful kindergarten transition: Your guide to connecting children, families, and schools*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.

Sullivan-Dudzic, L., Gearns, D. K., & Leavell, K. (2010). *Making a difference: 10 essential steps to building a preK-3 system*. Thousand Oaks, CA: Corwin.

“ Making time to sit down with everyone at the table has made all the difference for our kids. They are coming to school ready to learn ... ”

Why

Kindergarten Teacher

Aligning Children's Experiences Across Systems

Aligned early childhood education and kindergarten experiences allow children to build on what they have learned and be prepared for what they will be learning next.^{xviii} The longer children are involved in a consistent and stable learning environment, including curricula and support services that are aligned, the more they benefit cognitively, academically, and socially.^{xix}

Practical Guides

Bowman, B. T., & Cottone, P. A. (2005). *Transition: Change with continuity: A handbook for teachers*. Chicago Public Schools Office of Early Childhood Education.

National Center on Parent, Family, and Community Engagement & National Center on Quality Teaching and Learning. (2013). *Family engagement in transitions: Transition to kindergarten*. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rtp-transition-to-kindergarten.pdf>

University of Pittsburgh, Office of Child Development. (2012). *Ready Freddy: Pathways to Kindergarten Success*. <http://www.readyfreddy.org/>

Online Videos

Capistrano Unified School District. *From kindergartener to kindergartener: "What's important for you to know."* <http://www.youtube.com/watch?v=DMf1mveot3I>

Head Start: National Center on Quality Teaching and Learning. *Transitions from the children's perspective*. <https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten#>

Research References

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- vii Schulting, A. B., Malone, P. S., & Dodge, K. A. (2005). The effect of school-based kindergarten transition policies and practices on child academic outcomes. *Developmental Psychology, 41*(6), 860-871.
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