



# Successful Kindergarten Transition

Your Guide to  
Connecting  
Children,  
Families,  
& Schools

*"A must read for school administrators  
and counselors as well as program  
directors in Head Start, child care  
and other preschool programs."*

*— Richard M. Clifford, Ph.D.,  
National Center for Early Development & Learning,  
Frank Porter Graham Child Development Institute*

Robert C. Pianta  
Marcia Kraft-Sayre

# Successful Kindergarten Transition Your Guide To Connecting Children Families And Schools

**Sebastian Brünink**



## **Successful Kindergarten Transition Your Guide To Connecting Children Families And Schools:**

*Successful Kindergarten Transition* Robert C. Pianta, Marcia Kraft-Sayre, 2003      The Bloomsbury Handbook of Early Childhood Transitions Research Aline-Wendy Dunlop, Sally Peters, Sharon Lynn Kagan, 2024-09-19 Research into early childhood transitions has become a field in its own right. It is increasingly understood that a positive start in any new setting can influence the child's engagement, sense of belonging, well-being, progression in learning and agency, and may be dependent on the insight of educators and families, and yet there is no research methodology or research methods book dedicated to this growing field of study. Including 27 chapters written by researchers from the UK, New Zealand, the USA, Sweden, Iceland, Australia, and Canada, this handbook presents an overview of the field, exploring its current debates, reflects on its history, and offers suggestions for the future of the field. This book is an essential reference point for anyone studying or undertaking research into transitions in early childhood.

Evaluating Transition to School Programs Sue Dockett, Bob Perry, 2021-10-21 Transition to school represents a time of great change for all involved. Many transition to school programs have been developed to support positive transitions to school. While these programs have involved complex planning and implementation, often they have not been evaluated in rigorous or systematic ways. This book brings together Australian and international perspectives on research and practice to explore approaches to evaluating transition to school programs. For children, school is quite different from anything else they have experienced. For families and educators, there are considerable changes as they interact with new people and take on new roles. Developing effective transition to school programs is a key policy initiative around the world, based on recognition of the importance of a positive start to school and the impact of this for future school engagement and outcomes. Throughout the chapters of this book, authors from Australia, Germany, Sweden, Ireland, and Jamaica share examples of evaluation practice with the aim of encouraging educators to reflect on their own contexts and adopt evaluation practices that are relevant and appropriate for them. The book brings together the fields of evaluation, research, and transition to school. A wide range of examples and figures is used to relate research and practice and to illustrate possible applications of evaluation strategies. *Evaluating Transition to School Programs* highlights the importance of multiple perspectives of the transition to school and offers suggestions about how the perspectives of children, families, educators, and community members might be included and analysed in evaluation strategies. Other themes throughout the book include the importance of collaboration, respectful and trusting relationships, practitioner-driven inquiry, strengths-based approaches, and developing programs that are responsive to context. This book is written for educators and leaders in early years and primary school settings and will also be of interest to researchers, students, and policy makers in the field.

Supporting Children's Well-Being During Early Childhood Transition to School Tatalović Vorkapić, Sanja, LoCasale-Crouch, Jennifer, 2020-10-23 Life transitions differ concerning the intensity of the change and the intensity of the child's reaction to that change. For most children, the first and most significant transition is from the family home to an

institution of early care and education which includes preschool These transitions can also include children s passage from kindergarten to elementary school However the intensity of the child s reaction is related to the size of the change that is happening and also to who or what is involved in that change and the importance a child attributes to that someone or something Supporting Children s Well Being During Early Childhood Transition to School is an essential scholarly publication that examines evidence based practices and approaches that fully support a child s well being during transition periods in early childhood It serves as a resource to rethink contemporary transition theoretical models research studies and applied practices Featuring a wide range of topics such as emotional competency language learners and professional development this book is ideal for academicians psychologists early childhood educators daycare centers curriculum designers policymakers researchers education professionals and students

### **Starting Strong V Transitions from Early Childhood**

**Education and Care to Primary Education** OECD,2017-06-21 The transition from early childhood education to primary school is a big step for all children and a step which more and more children are having to take Quality transitions Should be well prepared and child centred managed by trained staff collaborating with one another and guided by *Kindergarten Transition and Readiness* Andrew J. Mashburn,Jennifer LoCasale-Crouch,Katherine C. Pears,2018-06-09 This book presents a comprehensive overview of children s transitions to kindergarten as well as proven strategies that promote their readiness It presents theories and research to help understand children s development during the early childhood years It describes evidence based interventions that support children in developmental areas essential to school success including cognitive social emotional and self regulatory skills Chapters review prekindergarten readiness programs designed to promote continuity of learning in anticipation of the higher grades and discuss transitional concerns of special populations such as non native speakers children with visual and other disabilities and children with common temperamental issues The volume concludes with examples of larger scale systemic approaches to supporting children s development during the transition to kindergarten describing a coherent system of early childhood education that promotes long term development Featured topics include Consistency in children s classroom experiences and implications for early childhood development Changes in school readiness in U S kindergarteners Effective transitions to kindergarten for low income children The transition into kindergarten for English language learners The role of close teacher child relationships during the transition into kindergarten Children s temperament and its effect on their kindergarten transitions *Kindergarten Transition and Readiness* is a must have resource for researchers clinicians and related professionals and graduate students in child and school psychology educational psychology social work special education and early childhood education

**Evidence-Based Practices and Programs for Early Childhood Care and Education** Christina J. Groark,Kelly E. Mehaffie,Robert B. McCall,Mark T. Greenberg,2006-07-14 This volume is exemplary in synthesizing research and condensing pertinent data on early childhood services both for practitioners and policymakers Charles Bruner Director Child and Family Policy Center Any

school district struggling with low test scores high mobility and or high poverty should consider the benefits of early intervention and read this book Mathieu Aubuchon Preschool Coordinator The Early Childhood Center at Gregory Hill Westminster CO Your research based reference for developing quality early educational experiences School and district administrators as well as policymakers are increasingly recognizing that early education and intervention services for young children have a direct and positive impact on later school performance and quality of life But which programs and services should be operated and funded To answer that question this book highlights the principles that characterize effective practices and programs for children ages 3 8 Written specifically for busy administrators Evidence Based Practices and Programs for Early Childhood Care and Education synthesizes what works what doesn't and what we still need to know based on the reviews of scientific literature by an expert panel of contributors Key topics include Definition and assessment of readiness of children and schools Early intervention for children in poverty English language learners and students with special needs Publicly funded home based school age and out of schooltime programs The future of personnel preparation and professional development The result is a highly readable presentation of the evidence needed to make informed practice program and policy decisions in early care and education *Working With Students With Disabilities* Vicki A. McGinley, Barbara C. Trolley, 2015-09-14 *Working with Students with Disabilities Preparing School Counselors* by Vicki A McGinley and Barbara C Trolley is an essential tool for all school counselors in training and in practice with the aim to provide a comprehensive approach to working with students with disabilities in a school setting As more students with disabilities are being included school counselors need to have a fundamental understanding of the terminology laws principles collaboration assessment measures and psycho social diversity issues associated with special education This book continues in the trend of providing sound evidenced based knowledge with practical case examples and guided exercises making the material come alive and fostering critical thinking Finally a book FOR school counselors that specifically addresses the needs of students with disabilities and how we can interface with the team in supporting these students Nona Cabral California Baptist University McGinley and Trolley have brought together in one exceptional volume the vast material that modern school counselors often leave the classroom searching for how to understand the complexities of the system in regards to students with special needs how to best collaborate with professionals and families in meeting those needs and how to best structure interventions and programs to move those students forward across social emotional and academic realms Carrie Lynn Bailey Georgia Southern University McGinley and Trolley have crafted a text that illuminates the multifaceted responsibilities of school counselors relevant to special education Faculty graduate students and practicing counselors alike will find the problem based learning approach a helpful guide for integrating the content covered in this text into their professional practice Kylie P Dotson Blake East Carolina University Special education students are frequently the most marginalized group on school campuses *Working with Students with Disabilities Preparing School Counselors* points to

ways school counselors can open pathways for creating a learning community that supports all students Rolla E Lewis  
California State University East Bay *Authentic Assessment for Early Childhood Intervention* Stephen J.

Bagnato,2007-06-06 Meeting a crucial need this book provides clear recommendations for authentic developmental assessment of children from infancy to age 6 including those with developmental delays and disabilities It describes principles and strategies for collecting information about children s everyday activities in the home preschool and community that serves as a valid basis for intervention planning and progress monitoring Throughout the book emphasizes the importance of enlisting parents as partners with practitioners and teachers in observation and team based decision making Special features of this well organized accessible volume include recommendations for developmentally appropriate assessment tools and Best Practice Guidepoints in each chapter that distill key professional standards and practices

**Teaching Young Children, Preschool-K** Dianne Miller Nielsen,2006-06-14 This indispensable new edition is a must have for every early childhood teacher Explaining how to manage a classroom while encouraging children to make good choices and assume greater responsibility for managing their own behavior among many other things the book will help new teachers get started and veteran teachers improve what they re already doing Sharon MacDonald Education Consultant Create an inviting high quality early childhood classroom Many excellent teachers find themselves bewildered when teaching three to six year olds especially if their professional preparation was focused on the elementary grades While they may recognize children s unique learning styles and special needs they may not know how to handle noise activity and even messes in classrooms that revolve around hands on learning centers In this updated edition of a classic teacher trainer Dianne Miller Nielsen guides teachers through the basics from lesson planning and developing daily schedules to arranging furniture and managing classroom activities The book also offers suggestions to enhance learning through modeling purposeful interactions and conversations The variety of updated topics in Teaching Young Children Second Edition include Setting up and managing an ABC center to develop children s understanding of the alphabetic principle Setting up and managing a computer center to bring new technology into the classroom and extend literacy skills Involving parents and families inside and outside the classroom Sidebar teacher tips peppered throughout from activities and ideas Try This to important concepts to remember Keep in Mind This comprehensive handbook provides absolutely everything that preschool and kindergarten teachers need to create a high quality child centered classroom Research Anthology on Balancing Family-Teacher Partnerships for Student Success Management Association, Information Resources,2022-10-28 The partnership between families and teachers in education has been overlooked in the past to the detriment of students of all ages This relationship can have a huge impact on the success of learners and must be examined further to ensure students receive the best education possible The Research Anthology on Balancing Family Teacher Partnerships for Student Success examines the best practices and challenges of establishing and maintaining a successful relationship between teachers and

families It discusses the history of this relationship as well as future directions that must be considered Covering key topics such as early childhood education work habits assessments and mentorship this major reference work is ideal for administrators principals industry professionals researchers scholars academicians practitioners instructors and students

Handbook of Research on Innovative Approaches to Early Childhood Development and School Readiness Betts, Anastasia Lynn,Thai, Khanh-Phuong,2022-02-11 School readiness is as much about schools recognizing the existing capabilities and knowledge each child has when they enter school as it is about supporting children and families in their preparation for entering formal learning environments Effective approaches that address learning variability must take these differences into account recognizing and leveraging opportunities inherent in the child s ecosystem of resources The Handbook of Research on Innovative Approaches to Early Childhood Development and School Readiness assembles the most current research and thought leadership on the ways in which innovative education stakeholders are working together to impact the most critical years in a child s life the years leading up to and including kindergarten Covering topics such as change agency experience quality and social emotional development this book is a crucial resource for educational researchers child development professionals school administrators pre K teachers pre service teachers program managers policymakers non profit service organizations early childhood EdTech developers curriculum developers and academicians *Play, Projects, and Preschool Standards* Gera Jacobs,Kathy Crowley,2007 The ideas in this book will seem familiar and nonthreatening yes teachers can indeed use what they already know and what their children love but they can also enhance and expand favorite activities enriching the educational benefits of everyday experiences From the Foreword by Marilou Hyson Stimulate children s love of learning while meeting standards and benchmarks Teachers today are often challenged by and concerned about the expectations in states early learning standards They have questions about their appropriateness implementation and tendency to overlook the needs of the growing number of children who are second language learners or who have disabilities and developmental delays In *Play Projects and Preschool Standards* authors Gera Jacobs and Kathy Crowley tackle these questions and more head on providing teachers with plenty of lively creative ideas to develop children s genuine curiosity while building the skills they ll need to succeed in kindergarten and beyond In inviting informal language the authors walk readers through the creation of well planned projects and activities that both capture children s interest and enhance social and pre academic development Each chapter offers What Research and the Experts Say snapshots and applications of the research in practice Try This activity ideas that engage children and meet standards Suggestions for tailoring activities to meet the needs of bilingual children and children with special needs This timely book is sure to give teachers the confidence and competence they need to connect the experiences that make preschool so enjoyable with the skill development that makes preschool so necessary **The Zuckerman Parker Handbook of Developmental and Behavioral Pediatrics for Primary Care** Marilyn Augustyn,Barry S. Zuckerman,Elizabeth B. Caronna,2010-09-29 The thoroughly updated Third Edition

of this popular handbook provides practical guidance on diagnosing and treating children with developmental and behavioral problems in the primary care setting Chapters written in outline format address topics ranging from everyday problems such as biting and social avoidance to serious and complex psychiatric disorders such as anorexia and depression This edition includes new chapters on dealing with difficult child behavior in the office alternative therapy for autism spectrum disorders treatment of autism spectrum disorders oppositional defiant disorder bilingualism health literacy incarcerated parents and military parents Recommended readings for physicians and parents are included A companion website includes the fully searchable text

**Inclusive Education for Students with Intellectual Disabilities** Rhonda G. Craven,Alexandre J. S. Morin,Danielle Tracey,Philip D. Parker,Hua Flora Zhong,2015-02-01 As a social justice endeavor one of the goals of inclusive education is to bolster the education of all students by promoting equal opportunities for all and investing sufficient support curriculum and pedagogy that cultivates high self concepts emphasizes students strengths rather than weaknesses and assists students to reach their optimal potential to make a contribution to society Dedicated to the identification of international strategies to achieve this goal Inclusive Education for Students with Intellectual Disabilities presents examples of theory research policy and practice that will advance our understanding of how best to educate and more generally structure educational environments to promote social justice and equity Importantly this discussion transcends research methodology context and geographical locations and may lead to far reaching applications As such the focus is placed on research derived educational and psycho educative practices that seed success for students with intellectual disabilities in inclusive educational settings and the volume showcases new directions in theory research and practice that may inform the education and psychosocial development of students with intellectual disabilities globally The chapter contributors in this volume consist of 31 scholars from ten different countries and they come from a great variety of research areas i e teacher education educational psychology special education and disability policy special needs and inclusive education health sciences This volume with a series of subsections offers insights and useful strategies to promote meaningful advances for students with intellectual disabilities globally

**Early Education and Development** Susanne A. Denham,2013-10-15 This Volume 16 number 3 of Early education and Development published in July 2005 This edition includes articles on Family school communication African American involvement the development of logico mathematical and perceptions of math mediated language and social skills in kindergarten and preschool

**Successful Kindergarten Transition R.** Pianta,2003-01-01 *A Vision for Universal Preschool Education* Edward Zigler,Walter S. Gilliam,Stephanie M.

Jones,2006-07-10 Decades of research point to the need for a universal preschool education program in the U S to help give our nation s children a sound cognitive and social foundation on which to build future educational and life successes In addition to enhanced school readiness and improved academic performance participation in high quality preschool programs has been linked with reductions in grade retentions and school drop out rates and cost savings associated with a diminished



need for remedial educational services and justice services This 2006 book brings together nationally renowned experts from the fields of psychology education economics and political science to present a compelling case for expanded access to preschool services They describe the social educational and economic benefits for the nation as a whole that may result from the implementation of a universal preschool program in America and provide guiding principles upon which such a system can best be founded *Transitions to School - International Research, Policy and Practice* Bob Perry,Sue Dockett,Anne Petriwskyj,2013-11-04 This book provides an important compilation and synthesis of current work in transition to school research The book focuses strongly on the theoretical underpinnings of research in transition to school It outlines key theoretical positions and connects those to the implications for policy and practice thereby challenging readers to re conceptualize their understandings expectations and perceptions of transition to school The exploration of this range of theoretical perspectives and the application of these to a wide range of research and research contexts makes this book an important and innovative contribution to the scholarship of transition to school research A substantial part of the book is devoted to detailed examples of transition to school practice These chapters provide innovative examples of evidence based practice and contribute in turn to practice based evidence The book is also devoted to considering policy issues and implications related to the transition to school It records a genuine collaborative effort to bring together a range of perspectives into a Transition to School Position Statement that will inform ongoing research practice and policy The collaborative research policy and practice based development of this position statement represents a world first

**Reaching Standards and Beyond in Kindergarten** Gera Jacobs,Kathy Crowley,2010 Focusing on research based developmentally appropriate practices this book shows teachers how to help young children reach standards through creative play activities that ignite their enthusiasm to learn

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