

EARLY CHILDHOOD TRANSITION RESOURCES AND PRACTICES

ANNOTATED BIBLIOGRAPHY

Beth Rous, Ed.D.
National Center for Collaborative Planning
Interdisciplinary Human Development Institute

University of Kentucky



Annotated Bibliography

The following annotated bibliography provides information on publications related to research and practice in the area of early childhood transition for young children from birth to age eight. Information is presented across five specific topics: Transition Overview, Program Design, Cross Program/Agency Activities, Families, Policies and Supports, and Evaluating the Process.

This document includes a matrix that summarizes the information presented and the topics covered within the document.

Transition Overview

Conn-Powers, M. C., Ross-Allen, J., & Holburn, S. (1990). Transition of young children into the elementary education mainstream. Topics in Early Childhood Special Education, 9 (4), 91-105.

Presents a model for planning the transition of young children with handicaps from early childhood special education (ECSE) programs to the kindergarten and elementary school mainstream. The model enables parents and ECSE and elementary school program staff, to collaboratively establish and implement procedures for planning transitions. The model insures that the procedures (1) address the strengths, needs, and characteristics of individual children, families, and school programs and (2) promote implementation of the best practices in transition planning. A case study illustrates a school district's application of the model in developing a system-wide transition process. The information provided in this article is also applicable to "Policies and Supports."

Cox, M. J. (1999). Making the transition. Early Developments, 3 (1), 4-6.

This article reports the results of a national survey conducted by the National Center for Early Development and Learning (NCEDL) on the topic of Kindergarten Transitions. Nearly 3600 teachers answered the survey, which identified teachers' areas of concern in children's transition into kindergarten and into first grade. The survey also looked at what transition practices are and aren't being used and asked teachers what barriers they see to doing more to facilitate transitions. Results indicate that teachers are most concerned about children's skills in following directions and in academics.

Daniel, J. E. (1993). Infants to Toddlers: Qualities of Effective Transitions. Young Children, 48 (6) 16-21.

Describes how one child care center staff helps infants make the transition to the toddler group. Transition occurs over a period of several weeks, involving parent-staff consultation and continual adult support. The child manages the change in small steps, resulting in a smooth transition and allowing the child the independence and support necessary for a positive growth step.

Entwisle, D. R. & Alexander, K. L. (1998). Facilitating the transition to first grade: The nature of transition and research on factors affecting it. The Elementary School Journal, 98 (4) 351-364.

This article describes the nature of the first-grade transition and summarizes several studies that have investigated how children's schooling proceeds over this period. Drawing on Beginning School Study data that include children's marks and test scores plus information about their parents and schools, the authors carried out a longitudinal study of a large random sample (N = 790) of children who began first grade in Baltimore in 1982. They studied the effects of the transition for children attending full-day rather than half-day kindergarten, of living in different kinds of family arrangements, and of several other circumstances. The authors found that children with more kindergarten, those whose families included co-resident grandmothers, and those who did not change schools between kindergarten and first grade did better over the transition, other things being equal. The article closes with a list of implications for practice based on what is known about the first-grade transition and suggestions for future research are offered. The information provided in this article is also applicable to "Program Design."

Glicksman, K. & Hills, T. (1981). Easing the child's transition between home, child care center & school: A guide for early childhood educators. Early Childhood Education Resource Guides. New Jersey State Department of Education: Trenton, NJ.

This guide is designed to enhance communication and cooperation between preschool teachers and kindergarten teachers so that they can help young children more easily adapt to the differing environments in which they develop and learn. Topics covered in this guide include: (1) information on preschool programs including enrollment statistics, family needs for such programs, and different types of programs available; (2) elements of continuity and discontinuity between preschool and kindergarten programs; (3) who should be involved in communication among early childhood programs and when the communication should take place; (4) types of activities which can be used to enhance communication; (5) types of information that should be communicated; and (6) beneficial effects of facilitating preschool-kindergarten transitions for children, parents, and teachers. The information provided in this article is also applicable to "Program Design."

Hanline, M. F. (1993). Facilitating integrated preschool service delivery transitions for children, families, and professionals. In C. A. Peck & S. L. Odom (Eds.), Integrating young children with disabilities into community programs: Ecological perspectives on research and implementation (pp.133-146). Baltimore, MD: Brookes.

Two critical service delivery transitions in the preschool years are the entry into, and the exit out of, a preschool program. A transition may involve placement for the first time into a program that provides opportunities for interactions between children with and without disabilities. When transitions to integrated settings are made, unique issues, beyond those of other types of transitions, must be considered. While these changes present challenges for everyone involved, the implementation of procedures that meet individual and community needs can ease transitions for children, families, and professionals. Those providing transition support must consider the resources and needs of children, families, and professionals, and must recognize that transitions do not occur in isolation from the social supports on which families and professionals normally rely, or from community attitudes

toward children with disabilities. The information provided in this article is also applicable to “Policies and Supports.”

Lloyd, J. W., Steinberg, D. R., & Wilhelm-Chapin, M. K. (1999). Research on the Transition to Kindergarten. In R. C. Pianta & M. J. Cox, (Eds.), The transition to kindergarten (pp. 305-316). Baltimore, MD: Brooks.

This chapter provides a general overview of the current state of knowledge in research on transition to kindergarten, describes the major gaps in our knowledge about this transition, and recommends in broad terms an agenda for research on the transition during the early 21st century. “The Transition to Kindergarten: A Synthesis Conference” (Charlottesville, Virginia, February 18-20, 1998) provided the impetus for this chapter, which represents an integration of the themes and ideas reflected in discussions held at that time. This chapter’s approach is founded on the notion that understanding the transition to school is of fundamental importance in understanding the social and cognitive development of children (Ramey & Ramey, 1994) and that research on aspects of this transition not only will affect policy and practice but is also affected by them.

Love, J. M., Logue, M., Trudeau, J., & Thayer, K. (1992). Transitions to Kindergarten in American Schools: Final Report of the National Transition Study. Portsmouth, NH: RMC Research Corp.

This report includes an executive summary and describes results of a 1988 study of transition activities provided by public schools to enhance the continuity experienced by children as they move from preschool, day care, home, or other previous experience into kindergarten. Chapter 1 offers background information, including definitions of terms, the purpose of the study, and an overview of the methodology used. Demographics of the districts and schools surveyed are summarized. Chapter 2 presents survey findings on preschool and kindergarten programs in public schools. A profile of kindergarten programs based on a representative national sample of public schools is provided. Illustrations from site visits are included. Chapter 3 describes the nature and frequency of schools’ transition activities and provides illustrations from site visits. Transition activities fall into two categories: (1) those that involve coordination or communication between school and preschool levels; and (2) those that involve parents. Chapter 4 assesses factors associated with the extent or prevalence of transition activities and discusses ways in which these activities can enhance the degree of continuity experienced by children. Chapter 5 presents conclusions, suggests implications for early childhood policy and practice, and offers recommendations for further research. Appended are 30 references and related materials.

National Center for Early Development and Learning (December, 1999). An approach to enhance kindergarten transition. NCEDL Spotlight #17. University of North Carolina at Chapel Hill.

Provides excerpts from “Enhancing the Transition to Kindergarten: Connecting Families and Schools” by Marcia Kraft-Sayre & Robert Pianta, both at the University of Virginia. The article is in press for Dimensions of Early Childhood.

National Center for Early Development and Learning (July, 1998). Kindergarten transitions. NCEDL Spotlight #1. University of North Carolina at Chapel Hill.

Summary of results from a national survey of nearly 3,600 kindergarten teachers by NCEDL. This survey identified teachers' areas of concern, looked at transition practices, and asked teachers what barriers they see to implementing more transitions practices. Project directors: Robert Pianta of the University of Virginia and Martha Cox of UNC-Chapel Hill. The information provided in this article is also applicable to "Policies and Supports."

Pianta, R. C. & Cox, M. J. (Eds.) (1999). The transition to kindergarten. Baltimore, MD: Brooks.

In this book, experts in the area of transition explore the research on early schooling and reexamine educational beliefs, policies, and practices related to the first years of school. Readers will discover why early school transitions need to be improved and how these critical transitions affect children's future educational success. Contributing authors include participants of the NCEDL conference entitled "The Transition to Kindergarten: A Synthesis Conference," held at the University of Virginia at Charlottesville in February, 1998.

Pianta, R. C. & Cox, M. J. (1999). The Changing Nature of the Transition to School: Trends for the Next Decade. In R. C. Pianta & M. J. Cox, (Eds.), The transition to kindergarten (pp. 363-379). Baltimore, MD: Brooks.

In this chapter, the various perspectives described in previous chapters are integrated with trends in American society and education to derive implications for work in the area of the transition to kindergarten. Four trends have been chosen to be examined in relation to their effect on the transition of children into American schools for the foreseeable future: 1) the integration of developmental psychology and education, 2) the diversity of America's families and school population, 3) the increase in number and type of public school programs for young children, and 4) a movement for accountability. The remainder of the chapter expands these trends in relation to the material presented by the other authors in the book.

Pianta, R. C., Cox, M. J., Taylor, L., & Early, D. (1999). Teacher practices and transitions to school. NCEDL Spotlights (1A). University of North Carolina at Chapel Hill.

Excerpts from a paper accepted for publication by the *Elementary School Journal*. The paper, "Kindergarten Teachers' Practices Related to Transition to School: Results of a National Survey," is based on a sample of 3,595 kindergarten teachers. Teachers were asked about their use of 21 practices related to the transition of children into kindergarten in the 1996-1997 academic year and 15 barriers to implementing transition practices. This is a sister *Spotlight* to *Spotlight #1*, "Kindergarten Transition," July 1998, also based on the national survey.

Ramey, S. L., & Ramey, C. T. (1998). Commentary: The transition to school: Opportunities and challenges for children, families, educators, and communities. The Elementary School Journal 98, (4) 293-295.

A commentary of introduction to an issue of *The Elementary School Journal* devoted to the topic of transition. Addresses four reasons why the transition to school has become such an important topic of discussion recently. The reasons include: 1) Dramatic demographic changes within society and local communities; 2) The provision of education to all children, regardless of the

presence of major disabilities or serious health concerns; 3) The crisis and uncertainty of funding for public schools in many school systems; and 4) The availability of new paradigms.

Ramey C. T. & Ramey, S. L. (1999). Beginning School for Children at Risk. In R. C. Pianta & M. J. Cox, (Eds.), The transition to kindergarten (pp. 217-251). Baltimore, MD: Brooks.

This chapter reviews the reasons why the transition to school is considered an important period for scientific inquiry, educational improvement, and societal concern. Ramey and Ramey (1992) proposed the beginning of a framework for understanding and studying the transition to school. In this chapter, a revised and expanded conceptual framework is presented that incorporates new findings and that is being used to guide longitudinal research on students at risk and their families. The final section of this chapter identifies key issues for policy and practice and proposes promising directions for future research.

Rous, B., Hemmeter, M. L., & Schuster, J. (1994). Sequenced transition to education in the public schools: A systems approach to transition planning. Topics in Early Childhood Special Education, 14 (3) 374-393.

Describes the Sequenced Transition to Education in the Public Schools (STEPS). Facilitation of interagency collaboration for the transition of children and families from infant/toddler programs to preschool programs; Components of STEPS; Development of a model for training teams in both the components and the process of transition system development. The information provided in this article is also applicable to "Cross Program/ Agency Activities," "Policies and Supports," and "Evaluating the Process."

Sameroff, A. & McDonough, S. C. (1994). Educational implications of developmental transitions. Phi Delta Kappan, 76 (3) 188-193.

Examines the biological, psychological and social shifts that take place during the early years. Relevance as to the basis for developmentally appropriate practice; Descriptions of shifts in self-understanding between ages 5 and 7; Transition from the experiences of the preschool to those of the elementary school.

Wolery, M. (1999). Children with Disabilities in Early Elementary School. In R. C. Pianta & M. J. Cox, (Eds.), The transition to kindergarten (pp. 67-105). Baltimore, MD: Brooks.

In this chapter, conclusions are drawn from research and practices related to the transition to school-age services. When appropriate, recommendations related to transition practices for children without disabilities are suggested and the class placements of children with disabilities in the early elementary grades are discussed. Finally, this chapter focuses on issues related to serving children with disabilities who are in their early elementary school years. The most common transitions faced by families of children with disabilities are identified and defined. Service goals related to these transitions are described; and challenges to transition, as well as recommended practices for addressing those challenges and promoting smooth transitions, are identified.

Zill, N. (1999). Promoting Educational Equity and Excellence in Kindergarten. In R. C. Pianta & M. J. Cox, (Eds.), The transition to kindergarten (pp. 67-105). Baltimore, MD: Brooks.

This chapter seeks to answer several questions regarding the effectiveness of kindergarten programs in preparing children for successful academic careers. It begins by describing demographic trends affecting the composition, performance, and behavior of contemporary kindergarten classes. Next is an examination of the preparation children receive for kindergarten in their families and through participation in preschool programs, followed by a description of differences in the developmental status of different groups of children when they reach kindergarten. This is followed by a brief description of the types of kindergarten programs that U.S. children attend and examines the characteristics of kindergarten programs. The chapter also looks at parent participation in school-related activities and at parents' satisfaction with the kindergarten programs their children attend, children's experiences in kindergarten, and what happens to children after kindergarten. Throughout the chapter, contrasts are made between the experiences of children from low-income and middle- to high-income families, and between those in private, as opposed to public, kindergarten programs.

Program Design

Ann at the Beach, (1999). Transition from preschool to kindergarten.
<http://www.nauticom.net/www/cokids/transition.html>

The ideas listed on this website were shared by preschool programs and school districts to help others ease children's transition from preschool to kindergarten.

Bellis, M. (1999). Look before you loop. Young Children, 54 (3) 70-73.

This article encourages teachers and administrators who are considering implementation of a multiyear assignment or looping plan in their schools to look closely at the factors which can affect the success of such a program. An extensive list of questions is provided for teachers and administrators to answer before embarking on such an endeavor. When one school district conducted such a review, they found that, in their most successful applications, looped classrooms were offered as an alternative to traditional programs but were not used exclusively by a school district as a method of instruction.

Bhushan (1986). Relationship of teacher attitude to the environment of his/her class. Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

The relationship between a teacher's attitude and the environment of his or her class was examined. The research was designed to determine the effects of the learning environment on the academic achievements of students. This research measured teacher attitudes with the Minnesota Teacher Attitude Inventory (MTAI). Students' perceptions of the learning environment were measured by the Learning Environment Inventory (LEI). Data collected from 414 secondary school teachers and their students were factor-analyzed. The study revealed that a relationship does exist between teacher attitude and the learning environment of his or her class. It was found that authoritarian, pessimistic, repressing, reproachful evaluations of the students by the teacher

will create friction, favoritism, and dissatisfaction in the class. This negative classroom environment will reduce learning in most areas.

Bredenkamp, S., & Copple, C. (Eds.) (1997). Developmentally appropriate practices in early childhood programs. National Association for the Education of Young Children: Washington, D.C.

Children's transitions can be facilitated if teachers in one setting, such as a preschool or childcare center, work together with teachers where their children will go next. Visits to programs can be arranged for parents and children. Teachers can visit each other's programs to note similarities and differences for which to prepare children. This helps children to be better prepared and less fearful. The teacher preparing the transition also benefits by broadening professional contacts and knowing that she has fulfilled her professional responsibility to meet the developmental needs of the children in her care. The information provided in this article is also applicable to "Cross Program/Agency Activities" and "Families."

Byrd, R., Stephens, P., Dyk, L., Perry, E., & Rous, B. (1991). Sequenced transition to education in the public schools: Project STEPS replication manual (rev. ed.) (Grant # H024D90023). Lexington, KY.

This manual describes the process involved in establishing a community wide system for transition of young children using the STEPS model. The manual includes an overview of transition and interagency collaboration and a description of how to develop and implement a transition system that addresses administration, staff involvement, family involvement, and child preparation for transition. The information provided in this article is also applicable to "Families."

Chandler, L. K. (1993). Steps in preparing for transition: Preschool to kindergarten. Teaching Exceptional Children, 52-55.

The author of this article outlines the steps necessary to help sending and receiving teachers prepare families and children for the transition from preschool to kindergarten. There are two components to preparing for transition: a) preparing children and family members for the move to the new program and b) supporting children and family members as they adjust to the new program. The transition skills related to successful transition from preschool to kindergarten are divided into 4 groups: a) social behaviors and classroom conduct, b) communication behaviors, c) task-related behaviors, and d) self-help behaviors. The information provided in this article is also applicable to "Families."

Chapman, J. (1999). A looping journey. Young Children, 54 (3) 80-83.

This article explores the advantages and disadvantages of the concept of looping – keeping the same class together with the same teacher through two years of schooling. The advantages discussed include: more stability, less trauma; and more instructional time, less stress. The disadvantages discussed include: what happens if there is an incompetent teacher involved in the loop; what about difficult children; and what if the makeup of the class doesn't seem to "click"? The author states that each disadvantage can be turned into an advantage with good administration, teacher accountability, and parent responsiveness.

Entwisle, D. R. & Alexander, K. L. (1998). Facilitating the transition to first grade: The nature of transition and research on factors affecting it. The Elementary School Journal, 98 (4) 351-364.

Information about this article was provided in the “Transition Overview” section and is applicable to “Transition Overview” and “Program Design.”

Fraser, B. J. (1986). Determinants of classroom psychosocial environments: A review. Journal of Research in Childhood Education, 1 (1), 5-19.

Considers curriculum evaluation studies in which perceived classroom environment characteristics were included among criteria of curricular effectiveness. Also reports several investigations in differences between students and teachers in their perceptions of actual and preferred classroom environments and draws together a diverse set of studies that explore how the nature of the classroom environment varies with other educationally important variables.

Gamel-McCormick, M. & Rous, B. (2000). Delaware transition study report. University of Delaware.

Presents the findings of a study of kindergarten teachers, preschool providers and child care providers perceptions of important skills for entry into kindergarten classrooms. The study includes data from focus groups, surveys and interviews.

Glicksman, K. & Hills, T. (1981). Easing the child’s transition between home, child care center & school: A guide for early childhood educators. Early Childhood Education Resource Guides. New Jersey State Department of Education: Trenton, NJ.

Information about this article was provided in the “Transition Overview” section and is applicable to “Transition Overview” and “Program Design.”

Gottlieb, M. & Rasher, S. P. (1995). Documenting Developmentally Appropriate Practice in Early Childhood Classrooms. Paper presented at the Annual Meeting of the American Educational Research Association. (San Francisco, CA, April 21, 1995).

Thirty-two programs across the country were selected to participate in the National Head Start/Public School Early Childhood Transition Project. The project's mission was to replicate the Head Start delivery model within the public school in order to facilitate a smooth transition for children and families. Project effectiveness was examined on the four dimensions of education, family involvement, social service, and wellness. Evaluation was conducted on the four levels of child, family, school, and community. Data were gathered using quantitative and qualitative methods. The Assessment Profile for Early Childhood Programs--Research Version and A Developmentally Appropriate Template (ADAPT) were used. Results suggested that: (1) target classrooms are exhibiting developmentally appropriate practices; (2) support for developmentally appropriate practice includes having the appropriate materials available, engaging students in a variety of tasks and projects, and eliciting children's input on the instructional cycle; (3) target classrooms had warm, purposeful learning environments; and (4) traditional rows of desks inhibited student interaction. Contains 14 references and 4 appendices of evaluation materials.

Hemmeter, M. L. & Rous, B. (1997). Teachers' expectations of children transition into kindergarten or ungraded primary programs: A national survey.

Presents the findings of a national study of kindergarten and preschool teacher perceptions of skills critical to kindergarten entry.

Jang, Y. & Mangione, P. L. (1994). Transition Program Practices: Improving Linkages between Early Childhood Education and Early Elementary School. (Available from METRO Center Director, Southwest Regional Laboratory, METRO Center, 4665 Lampson Ave., Los Alamitos, CA 90720.)

Whether the transition to primary school is smooth or abrupt for children depends on whether early childhood and elementary school programs work together to build bridges between their services. This report presents several examples of collaborative efforts to smooth the transition to school. Specifically, it describes how various elements of five transition programs are being developed in a programmatic way and carried out in practice. The five programs are: Head Start/Public School Early Childhood Transition Demonstration Projects in Santa Clara (California), Reno (Nevada), and Phoenix (Arizona) respectively; VIP (Very Important Preschoolers) Village in San Diego (California); and the Transitional Bilingual Education Program in Irvine (California). The bulk of the report describes how each program has enacted eight elements of a quality transition program. These elements are: (1) shared leadership and decision making; (2) comprehensive and integrated services for children and their families; (3) education, involvement, and empowerment of families; (4) sensitivity to home culture and home language; (5) communication; (6) joint staff development; (7) developmentally appropriate practices; and (8) program evaluation. The programs also demonstrate several additional principles involved in the transition programs: that transition activities need to be ongoing and coordinated and must focus on both families and children; that parents need to be familiar with teachers, curriculum, and their children's development and education; and that communication and collaboration among different partners, including parents, facilitate transitions between educational and service settings. The report concludes by noting that an effective transition program should support continuity which must be comprehensive and is dependent on a close partnership among preschools, families, and communities. An appendix presents a list of the program contacts. The information provided in this article is also applicable to "Cross Program/Agency Activities," "Families," and "Policies and Supports."

Johnson, L., Gallagher, R., Cook, M., & Wong, P. (1995). Critical Skills for Kindergarten: Perceptions from Kindergarten Teachers. Journal of Early Intervention, 19 (4) 315-327.

This study examined the views of 176 kindergarten teachers regarding those skills children need to be successful in kindergarten. Teachers ranked 149 skills within 5 domains: gross motor, fine motor, general knowledge and school readiness, language, and social. Findings indicated that items related to academic readiness were not seen as critical as skills related to independence.

Katims, D. S. & Pierce, P. L. (1995). Literary-rich environments and the transition of young children with special needs. Topics in Early Childhood Special Education, 15 (2), 219-226.

Focuses on the achievement of critical competencies essential for children's successful transitions from preschool special education programs to the primary grades. Readiness to maximize academic achievement; Pro-social and age-appropriate social skills; Responsiveness to various instructional styles and different environmental structures.

Kuball, Y. E. (1999). A case for developmental continuity in a bilingual K-2 setting. Young Children, 54 (3) 74-79.

This article illustrates one teacher's journey towards creating a developmentally appropriate, multiage, multiyear classroom. She discusses how the classroom was established, some roadblocks in the success of the program, and the advantages she experienced during the first years of teaching with this approach. The article includes two special information boxes: "Multiage, Ungraded, Multiyear, Looping: What Do These Words Mean?" and "The Role of Learning Centers in Multiage Classrooms."

Melton, G. B., Limber, S. P., & Teague, T. L. (1999). Changing Schools for Changing Families. In R. C. Pianta & M. J. Cox, (Eds.), The transition to kindergarten (pp. 179-213). Baltimore, MD: Brooks.

This chapter highlights the changes that have occurred in the American family during the last generation and the importance of family involvement in children's schooling. Methods utilized by schools to support families and models for providing integrated services are described along with the challenges to implementing these models. The information provided in this article is also applicable to "Families."

Parents and Partners Responsibly Involved in Development and Education (1995). Transition Checklist. <http://pride.soe.uaa.alaska.edu/www/Pride/Transition/checklist.html>

This web site contains a list of considerations for transitioning a child from an early childhood classroom or home-based setting into the public schools. The information provided at this site is also applicable to "Families."

Repetto, J. B. & Correa, V. I. (1996). Expanding views on transition. Exceptional Children, 62 (6), 551-563.

Defines transition from the early childhood and secondary perspectives, proposes an infrastructure for an expanded definition of transition based on common components, and advocates for a seamless model of transition service delivery in general and special education. The model includes program planning from birth through 21 yrs of age, and addresses curriculum, location of services, futures planning, multiagency collaboration, and family and student focus. The authors present guidelines for implementing the seamless transition model. It is advocated that elementary and middle school personnel incorporate transition services into programming for students from age 4-15.

Rule, S., Fiechtl, B., & Innocenti, M. (1990). Preparation for transition to mainstreamed post-preschool environments: Development of a survival skills curriculum. Topics in Early Childhood Special Education, 9 (4) 78-90.

The research presented in this article supports the notion that children in preschool need to be taught certain survival skills necessary for an ideal transition to kindergarten. It is suggested that professionals that work with preschoolers with special needs should incorporate these survival skills into their curriculum. Skills that should be taught include: a) work independently, b) participate in groups, c) follow varied directions, and d) use varied materials. The authors of this article also present the Skills for School Success curriculum. It includes: a) entry routines, b) sequence tasks, c) Pledge of Allegiance, d) group circle activities, e) individual tasks, f) large-group activities using commercially available curricula, g) workbook tasks, h) quiet time activities, and i) transition activities.

Salisbury, C. L., & Vincent, L. J. (1990). Criterion of the next environment and best practices: Mainstreaming and integration 10 years later. Topics in Early Childhood Special Education, 10 (2) 78-90.

Origins of the criterion of the next environment (CNE) are examined for its continuing applicability to mainstreaming and integration of young disabled children, in light of changes in kindergarten classrooms, commitment to integrated education for all students with disabilities, collaborative partnerships, and instructional support services.

Smolkin, L. B. (1999). The Practice of Effective Transitions: Players who make a winning team. In R. C. Pianta & M. J. Cox, (Eds.), The transition to kindergarten (pp. 325-349). Baltimore, MD: Brooks.

There are many parties involved in the transition of children from preschool to kindergarten. Because transition programs are rare, there is much that can be done to improve the general practice of transitions. This chapter includes recommendations and rationales for practices for all those involved in children's transition to kindergarten.

Spiegel-McGill, D. J., Reed, D. J., Konig, C. S., & McGowan, P. A. (1990). Parent education: Easing the transition to preschool. Topics in Early Childhood Special Education, 9 (4) 66-77.

According to the authors of this article, educating and empowering parents to become long-term, independent, informed advocates for their children is integral to the success of transition planning. Active participation is likely to reduce parents' transition related stress. It is proposed that an educational program to inform and empower parents is the best way to reduce stress and ensure a successful transition. The educational program includes 12 hours of workshops (six 2-hour sessions). Topics included: a) The effects of transition on our lives, b) Knowing your child, c) Program options and services, d) Effective communication, e) Educational rights, and f) Putting the puzzle together. In addition to these workshops, the home-based infant program teachers provided transition assistance to each family on an individual basis. Parents rated the individual assistance the most helpful. The information provided in this article is also applicable to "Families."

Waxler, T., Thompson, N., & Poblete, P. (1990). Easing the transition from preschool to kindergarten. Children Today, 28-30.

This article describes the efforts two Head Start programs made to ease the transition from preschool to kindergarten in their communities. Activities for children included: visits to the kindergarten

classroom; an opportunity to meet with a kindergarten teacher; information on how elementary school would differ from Head Start; and opportunities to participate in classroom activities designed to help them practice skills needed for school. Activities for parents included information about how to deal with the school their children would be attending, suggestions for summer activities that would help their children practice the skills they would need for kindergarten. The information provided in this article is also applicable to “Cross Program/Agency Activities” and “Families.”

Welsh, W. N. (2000). The effects of school climate on school disorder. Annals of the American Academy of Political & Social Science, 567 p. 88.

Explanations of school disorder have suffered from at least two deficits: (1) institutional explanations of disorder (that is, school climate) have been largely ignored, and (2) insufficient attention to appropriate measures of disorder has guided research and policy. Like people, schools have their own characteristic personalities, or climates. Using survey responses from students in middle schools in Philadelphia, the author discusses the effects of school climate (such as clarity and fairness of rules) and individual student characteristics (such as age, sex, race, and dimensions of bonding) on different measures of school disorder, including victimization, avoidance, perceptions of safety, misconduct, and offending. The schools varied significantly on all measures of disorder, and school climate provided significant explanatory power for each. Results varied for different measures, though. For example, school climate predicted less serious misconduct more strongly than it predicted serious offending. School climate offers significant potential for enhancing both the understanding and the prevention of school violence.

Cross Program/Agency Activities

Bredekamp, S., & Copple, C. (Eds.) (1997). Developmentally appropriate practices in early childhood programs. National Association for the Education of Young Children, Washington, D.C.

Information about this article was provided in the “Program Design” section and is applicable to “Program Design,” “Cross Program/Agency Activities,” and “Families.”

Brown, M. H. (1998). Children in transit: How continuity leads preschoolers to success. Our Children. [Http://www.pta.org/pubs/spoc/featur/f4.htm](http://www.pta.org/pubs/spoc/featur/f4.htm)

In the spring of 1995, the National PTA and the National Head Start Association first worked together to find ways to facilitate partnerships between Head Start and elementary school PTAs. The two organizations later formalized their relationship to create the program called Continuity for Success, a program to support and increase parent and family involvement in the transition from early childhood programs into public elementary schools. This partnership builds on each organization’s strong emphasis on parent involvement, and the belief that together they can provide more effective service to children and families. The sites work to incorporate the goals and objectives of the partnership into their current transition plans and programs. The information provided in this article is also applicable to “Families.”

Fowler, S. A., Hains, A. H., & Rosenkoetter, S. E. (1990). The transition between early intervention services and preschool services: Administrative and policy issues. Topics in Early Childhood Special Education, 9 (4) 55-65.

The researchers of this article suggest that it is important for administrators of community programs to keep service providers informed of eligibility criteria for preschool services. This information is important for early intervention service providers because they need to know what services are available and can recommend the best program for the children needing to transition to a program. This also reduces tension between service providers that may arise when a sending community agency may have unrealistic or uninformed expectations of a receiving agency. The authors also suggest that administrators initiate interagency coordination. It is important that programs collaborate to identify funding agencies, develop guidelines for the exchange of child records, and so that service providers are made aware of other local programs and services available to the families of their students.

Howell, E. N. (1994). Supported Transition into Kindergarten for Preschool Students with Special Needs. Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).

This paper describes a supported transition plan for preschool students with special needs who are entering a kindergarten classroom. The transition plan includes the following phases: (1) make decision regarding kindergarten placement; (2) develop a preplacement plan which includes a visitation to the preschool program by kindergarten staff; and (3) implement supported transition. Key components of the plan include: empowering the general education teacher with knowledge and skills in dealing with the student with special needs; increased communication among educators, parents, and administrators; provision of services by a member of the preschool staff who acts as a transition technician with the student's general education teacher and the student in the kindergarten classroom; and a scheduled timeline of services. The plan was designed for a rural school setting but could be utilized in an urban setting with minimal adaptations. The plan utilizes the skills of an educator, speech/language pathologist, teaching assistant, and occupational therapist. Six recommendations for program implementation are offered.

Jang, Y. & Mangione, P. L. (1994). Transition Program Practices: Improving Linkages between Early Childhood Education and Early Elementary School. (Available from METRO Center Director, Southwest Regional Laboratory, METRO Center, 4665 Lampson Ave., Los Alamitos, CA 90720.)

Information about this article was provided in the "Program Design" section and is applicable to "Program Design," "Cross Program/Agency Activities," "Families," and "Policies and Supports."

Kakvoulis, A. (1994). Continuity in Early Childhood Education: Transition from Pre-School to School. International Journal of Early Years Education, 2 (1) 41-51.

Examined the extent to which the differences between home or nursery school and primary school may cause difficulties to children in their psychological adjustment to first grade. A survey of nursery teachers, first grade teachers, and parents found that children faced a very

different environment when entering first grade and often had significant difficulties adjusting to it.

Karr-Jelinek, C. (1994). Transition to Kindergarten: Parents and Teachers Working Together. (Clay Children's Center Preschool, Brazil, IN.)

Many children, and their families, experience stress when they leave preschool and enter kindergarten. This paper describes a transition plan for children entering kindergarten that addresses the needs of developmentally delayed children as well as typically developing children. By coordinating all the involved parties--parents, teachers, administrators, and support staff--the plan seeks to reduce stress and provide a forum to plan the best possible transition and eventual programming for each individual child and family. The paper includes an introduction and outline of the project, statement of objectives and transition philosophy, evaluation of the project, analysis of survey data, and project summary and conclusions. Transition documents employed in the project included are: transition timeline, classroom survival checklist, parent's observation form, transition team meeting form, transition team meeting worksheet, and key people chart. Appendixes include materials used in the project including letters and flyers regarding transition meetings; transition meeting minutes and meeting handouts; letters to administrators, teachers, and support staff; and sample and completed surveys of elementary staff and parents.

Kuersten, J. (1998). The best start: Rochester PTAs and Head Start join together for kids. Our Children, p. 8-9.

Rochester, New York is one of the pilot sites for the Continuity for Success Project, a program developed by the National PTA and the National Head Start Association to train parents who traditionally have been involved in Head Start programs to continue their involvement at the public school level when their children enter kindergarten. The project provides numerous opportunities for Head Start parents to meet public school administrators, teachers and PTA representatives from various elementary schools in the city. Additionally, the project has worked to train parents to be advocates for their children. This article provides a brief description of activities conducted through the project to help parents, teachers and children prepare for the transition to kindergarten. The information presented in this article also applies to "Families."

Meier, D., & Schafran, A. (1999). Strengthening the preschool-to-kindergarten transition: A community collaborates. Young Children, 54 (3) 40-46.

This article provides a description of how one school district implemented a successful preschool-to-kindergarten transition program for its Head Start and Early Childhood Program participants. The transition project had two major aims: 1) to improve the transition of preschool children from the child development programs to the district's kindergartens and 2) to enhance the professional collaboration and coordination between the city's main early childhood education programs. While each preschool program had different ways of achieving these goals, some of the methods employed were similar for both. First, each preschool program sponsored a Kindergarten Registration drive. Next, parent information nights were held throughout the spring to provide parents with additional information about the kindergarten their children would attend the following fall. Finally, there were visits between the preschool and kindergarten programs. The preschool teachers visited kindergarten classrooms throughout the course of the year and were provided opportunities to discuss and share

information about the programs. Additionally, the preschool children had several visits to the elementary schools during which they had the opportunity to ask questions of the older kindergarteners, meet kindergarten teachers and see the school they might attend in the fall. This article also contains suggestions for a sample format for Kindergarten Information Night and an Ideal Annual Transition Timeline. The information provided in this article is also applicable to “Families.”

Rice, M. L., & O'Brien, M. (1990). Transitions: Times of change and accommodation. Topics in Early Childhood Special Education, 9 (4) 1-14.

An important task for service providers is providing an atmosphere of open communication and collaboration between all parties involved in the transition process. Procedures should be in place to identify tasks, timelines, and responsibilities that help staff plan for transition. It is suggested that procedures that are agreed upon by administrative and teaching staff within and between agencies may reduce traditional barriers to planning and collaboration such as disagreement about policy implementation and responsibilities, duplication of services, and lack of knowledge of other parts of the system. The information provided in this article is also applicable to “Policies & Supports.”

Rosenkoetter, S. E., Hains, A. H., Fowler, S. A. (1994). Bridging early services for children with special needs and their families: A practical guide for transition planning. Baltimore, MD: Brookes.

Each year thousands of young children with special needs and their families must leave one service program and enter another, creating dramatic changes for everyone involved. [This book] lessens the stress and anxiety of these changes by guiding service providers step by step through the process of planning coordinated, uninterrupted services for children and their families. This detailed manual provides guidelines for meeting federal requirements, it shares models that demonstrate how planning benefits all involved in an early childhood transition, and it explains how to ensure successful transitions through strategies such as: involving the family in the planning process; drafting a written interagency transition agreement; developing and implementing a transition timeline; training program and agency personnel [and] evaluating the transition process. Through firsthand accounts of parents and professionals who have experienced transitions – with and without a plan – and through case studies that illustrate a variety of early childhood transitions, this hands-on resource prepares service providers to support children and families during any transition.

Rous, B., Hemmeter, M. L., & Schuster, J. (1994). Sequenced transition to education in the public schools: A systems approach to transition planning. Topics in Early Childhood Special Education, 14 (3) 374-393.

Information about this article was provided in the “Transition Overview” section and is applicable to “Transition Overview,” “Cross Program/Agency Activities,” “Policies & Supports,” and “Evaluate the Process.”

Rous, B., Schuster, J., & Hemmeter, M. L. (1999). Evaluating the impact of the STEPS model on the development of community-wide transition systems. Journal of Early Intervention, 22 (1) 38-50.

Information about this article was provided in the “Cross Program/Agency Activities” section and is applicable to “Cross Program/Agency Activities” and “Policies & Supports.”

SERVE (1997). Terrific transitions: Ensuring continuity of services for children and their families [pamphlet]. SouthEastern Regional Vision for Education Publications Department, 1203 Governor’s Square Blvd., Suite 400, Tallahassee, FL 32301

Planning for smooth transitions of young children and their families receiving educational and other services evolved out of a concern for providing continuity in the environment of young children. This document of the SouthEastern Regional Vision for Education (SERVE), a consortium of educational organizations devoted to promoting and supporting the improvement of educational opportunities for all learners in the Southeast, provides information and recommended practices for facilitating effective transitions in services for young children. The first section of the document provides contact information for all the organizations involved in the consortium. The next section defines "transition" and discusses the importance of continuity in children's environments. The third section examines transitions in special settings, including special needs and issues related to culture and language. Next, transition planning, including preparing for change, facilitating transitions and providing continuity, the administrators' role, preparing children and families for transition, and evaluating and monitoring transition activities are discussed. Lastly, state and national transition initiatives are described. An appendix contains sample letters and forms.

Swan, W. W. & Morgan, J. L. (1993). Collaborating for comprehensive services for young children and their families: The local interagency coordinating council. Baltimore, MD: Brookes.

This book provides a comprehensive guide to the collaborative development and implementation of local interagency councils to coordinate services for young children with disabilities, as required by Public Law 99-457, Part H. Section I presents five chapters on foundations for interagency collaboration. Chapter 1 reviews collaboration as a part of shifting paradigms, legislation, and history. Chapter 2 specifies the means to assess the readiness of local groups to collaborate. Chapter 3 defines the stages of cooperation, coordination, and collaboration. Chapters 4 and 5 present a model for local interagency councils. Section II focuses on creating a local interagency council in three chapters.

Chapter 6 reviews varied leadership parameters and emphasizes the concept of shared decision-making. Chapter 7 describes the nature of group processes as related to the productivity of the interagency council. Chapter 8 offers specific guidelines for the creation of a new local interagency council. Section III focuses on council activities and outcomes. The chapters in this section address: organizational and procedural activities; information sharing activities; the existing service delivery system; guidelines on coordination of agency services; coordinating parent services and staff development; case management; interagency collaboration activities; and evaluation of interagency councils. The final section contains two chapters which provide

specifics on local financing of early intervention services and discuss contracts and written agreements.

Waxler, T., Thompson, N., & Poblete, P. (1990). Easing the transition from preschool to kindergarten. Children Today, 28-30.

Information about this article was provided in the “Program Design” section and is applicable to “Program Design,” “Cross Program/Agency Activities,” and “Families.”

Wheeler, W. P., Reetz, L. J., & Wheeler, J. J. (1993). Facilitating Effective Transition in Early Intervention Services: Parent Involvement. Rural Special Education Quarterly, 12 (1) 55-60.

Describes a rural Illinois early-intervention program that incorporates long-term planning, interagency collaboration, and parental involvement in the transition of developmentally delayed young children to preschool programs. Compares four types of programs for disabled preschool students, and identifies factors for parents to consider in program selection. The information provided in this article is also applicable to “Families.”

Families

Bredenkamp, S., & Copple, C. (Eds.) (1997). Developmentally appropriate practices in early childhood programs. National Association for the Education of Young Children, Washington, D.C.

Information about this article was provided in the “Program Design” section and is applicable to “Program Design,” “Cross Program/Agency Activities,” and “Families.”

Brown, M. H. (1998). Children in transit: How continuity leads preschoolers to success. Our Children. <http://www.pta.org/pubs/spoc/featur/f4.htm>

Information about this article was provided in the “Cross Program/Agency Activities” section and is applicable to “Cross Program/Agency Activities” and “Families.”

Byrd, R., Stephens, P., Dyk, L., Perry, E., & Rous, B. (1991). Sequenced transition to education in the public schools: Project STEPS replication manual (rev. ed.) (Grant # H024D90023). Lexington, KY.

Information about this article was provided in the “Program Design” section and is applicable to “Program Design” and “Families.”

Chandler, L. K. (1993). Steps in preparing for transition: Preschool to kindergarten. Teaching Exceptional Children, 52-55.

Information about this article was provided in the “Program Design” section and is applicable to “Program Design” and “Families.”

Christenson, S. L. (1999). Families and Schools: Rights, Responsibilities, Resources, and Relationships. In R. C. Pianta & M. J. Cox, (Eds.), The transition to kindergarten (pp. 143-177). Baltimore, MD: Brooks.

This chapter reviews the literature on family involvement in education for school-age children with the intent of identifying critical issues for families and schools, particularly in the context of children's transition to school. The following issues and topics are discussed: transition to school; alternate conceptualizations of family-school connections; the current knowledge base, including six conclusions from research conducted since the late 1970s; the family-school interface in special education; and models for family-school collaboration. A major contention of this chapter is that the relationship between families and schools – not the roles – is critical for children's learning.

Fowler, S. A., Schwartz, I., & Atwater, J. (1991). Perspectives on the transition from preschool to kindergarten for children with disabilities and their families. Exceptional Children, 58 (2) 136-145.

Addresses the transition of young children from preschool programs that provide special education services to kindergarten or alternative elementary school placements. The roles of the child, family, and service providers in transition preparation, planning, implementation, and evaluation are described. Successful transitions include assessments of children's skills in meeting the demands of kindergarten programs, teaching these skills to children, and actively encouraging parent participation in plans and programs. Barriers to successful transitions include lack of time and funding to coordinate both parent activities and between-school arrangements.

Hamblin-Wilson, C. & Thurman, S. K. (1990). The Transition from Early Intervention to Kindergarten: Parental Satisfaction and Involvement. Journal of Early Intervention, 14 (1) 55-61.

A survey of 91 parents of children moving from early intervention programs into special education kindergartens found that most parents felt involved in the transition process and received more support from early intervention providers than from public schools. More educated parents and better prepared parents tended to feel most satisfied.

Jang, Y. & Mangione, P. L. (1994). Transition Program Practices: Improving Linkages between Early Childhood Education and Early Elementary School. (Available from METRO Center Director, Southwest Regional Laboratory, METRO Center, 4665 Lampson Ave., Los Alamitos, CA 90720.)

Information about this article was provided in the "Program Design" section and is applicable to "Program Design," "Cross Program/Agency Activities," "Families," and "Policies & Supports."

Kraft-Sayre, M. & Pianta, R. C. (1999). An approach to enhance kindergarten transition. NCEDL Spotlights (17). University of North Carolina at Chapel Hill.

An excerpt from "Enhancing the Transition to Kindergarten: Connecting Families and Schools" an article in press for Dimensions of Early Childhood. Includes information about how to develop a transition program and recommended activities for successful transitions.

Kuersten, J. (1998). The best start: Rochester PTAs and Head Start join together for kids. Our Children, 8-9.

Information about this article was provided in the “Cross Program/Agency Activities” section and is applicable to “Cross Program/Agency Activities” and “Families.”

Mangione, P. L., & Speth, T. (1998). The transition to elementary school: A framework for creating early childhood continuity through home, school, and community partnerships. Elementary School Journal, 98 (4), 381-397.

Focuses on a framework that supports continuity in early childhood education, emphasizing its impact on young children's transition to elementary school. Reference to a study conducted on the framework; Methodology used to conduct the study; Factors associated with the transition to school; Results of the study.

Meier, D., & Schafran, A. (1999). Strengthening the preschool-to-kindergarten transition: A community collaborates. Young Children, 54 (3) 40-46.

Information about this article was provided in the “Cross Program/Agency Activities” section and is applicable to “Cross Program/Agency Activities” and “Families.”

Melton, G. B., Limber, S. P., & Teague, T. L. (1999). Changing Schools for Changing Families. In R. C. Pianta & M. J. Cox, (Eds.), The transition to kindergarten (pp. 179-213). Baltimore, MD: Brooks.

Information about this article was provided in the “Program Design” section and is applicable to “Program Design” and “Families.”

P/PRIDE: Parents and Partners Responsibly Involved in Development and Education (1995). Transition Checklist. <http://pride.soe.uaa.alaska.edu/www/Pride/Transition/checklist.html>

Information about this web site was provided in the “Program Design” section and is applicable to “Program Design” and “Families.”

Pianta, R. C., & Kraft-Sayre, M. (1999). Parents’ observations about their children’s transitions to kindergarten. Young Children, 54 (3), 47-52.

This article shares parental anecdotes about the transition to kindergarten. While more than half of the anecdotes are positive, the high number of negative anecdotes illustrates the need for more strategies to help make the transition to kindergarten a positive experience. The authors see the transition to kindergarten as a process rather than a static event. They emphasize establishing strong relationships – between children and teachers, parents and teachers, children and their peers, and children and their parents. Other suggestions for improving the transition process include an emphasis on the importance of early childhood programs having activities related to transitions into kindergarten. Also, it was emphasized that parents need support during this transition.

Rimm-Kaufman & Pianta, S. E. (1999). Patterns of family-school contact in preschool and kindergarten. School Psychology Review, 28 (3) 426-438.

Rates and characteristics of contact between families and schools, in preschool and kindergarten, were examined both cross-sectionally and longitudinally. Family-school contact was compared among three programs (two preschools and one kindergarten), and in a group of children shifting from preschool to kindergarten. Teachers recorded family-school contacts using a daily diary method. The cross-sectional analysis revealed differences among programs: teacher-family contact occurred more frequently in preschool than kindergarten. Head Start families received more home visits compared to the two other programs, and kindergarten families received more notes and exchanged more negative news than those in the preschool programs. No teacher or child characteristics other than teacher' experience teaching preschool were correlated with the rate of teacher-family contact. Longitudinal analyses showed a decrease in teacher-family contact and a shift away from home-initiated contact and toward school-initiated contact as children made the transition from preschool to kindergarten. Characteristics of family-school contact are discussed in light of program priorities, the transition from preschool to kindergarten, and recommendations for school psychologists.

Spiegel-McGill, D. J., Reed, D. J., Konig, C. S., & McGowan, P. A. (1990). Parent education: Easing the transition to preschool. Topics in Early Childhood Special Education, 9 (4) 66-77.

Information about this article was provided in the "Program Design" section and is applicable to "Program Design" and "Families."

Sullivan, P. (1999). From preschool to kindergarten: This first school transition is crucial to a strong start for students. Our Children, 16-17.

This article offers suggestions to parents about ways to ease their child's transition to kindergarten. The author emphasizes that many parents are concerned about whether their children have appropriate literacy skills, social skills, self-esteem, and peer-relations skills for a successful school experience. It is also emphasized that how parents perceive the kindergarten transition has a major impact on how children make the transition.

Waxler, T., Thompson, N., & Poblete, P. (1990). Easing the transition from preschool to kindergarten. Children Today, 28-30.

Information about this article was provided in the "Program Design" section and is applicable to "Program Design," "Cross Program/Agency Activities," and "Families."

Wheeler, W. P., Reetz, L. J., & Wheeler, J. J. (1993). Facilitating Effective Transition in Early Intervention Services: Parent Involvement. Rural Special Education Quarterly, 12 (1) 55-60.

Information about this article was provided in the "Cross Program/Agency Activities" section and is applicable to "Cross Program/Agency Activities" and "Families."

Policies and Supports

Bowman, B. T. (1999). Kindergarten Practices with Children from Low-Income Families. In R. C. Pianta & M. J. Cox, (Eds.), The transition to kindergarten (pp. 281-301). Baltimore, MD: Brooks.

This chapter examines factors identified in the research on low-income children and families and discusses their implications for schools and classrooms. Its purpose is to alert teacher educators, school administrators, and teachers to what it will take to change school achievement for these children. However, the author recognizes that research is often difficult to put into practice. This chapter, therefore, strives to include some of the realities faced by teachers and administrators as they try to implement recommended practices. Three interrelated topics are considered: 1) developmental dysfunction and stress-related behavioral problems, 2) social and emotional well-being and school success, and 3) cultural differences between home and school. This chapter concludes with recommendations for school and classroom policies and practices that could improve outcomes for low-income children.

Conn-Powers, M. C., Ross-Allen, J., & Holburn, S. (1990). Transition of young children into the elementary education mainstream. Topics in Early Childhood Special Education, 9 (4) 91-105.

Information about this article was provided in the “Transition Overview” section and is applicable to “Transition Overview” and “Policies & Supports.”

Gallagher, J. J. (1999). Policy and the Transition Process. In R. C. Pianta & M. J. Cox, (Eds.), The transition to kindergarten (pp. 351-361). Baltimore, MD: Brooks.

In this chapter, the goal is to identify a set of practices and principles by which policy and rules for examining policy are defined, specific issues related to the transition to kindergarten that have policy implications are discussed, and finally, a set of principles for the analysis of policy related to kindergarten transition is advanced.

Hanline, M. F. (1993). Facilitating integrated preschool service delivery transitions for children, families, and professionals. In C. A. Peck & S. L. Odom (Eds.), Integrating young children with disabilities into community programs: Ecological perspectives on research and implementation (pp.133-146). Baltimore, MD: Brookes.

Information about this article was provided in the “Transition Overview” section and is applicable to “Transition Overview” and “Policies & Supports.”

Jang, Y. & Mangione, P. L. (1994). Transition Program Practices: Improving Linkages between Early Childhood Education and Early Elementary School. (Available from METRO Center Director, Southwest Regional Laboratory, METRO Center, 4665 Lampson Ave., Los Alamitos, CA 90720.)

Information about this article was provided in the “Program Design” section and is applicable to “Program Design,” “Cross Program/Agency Activities,” “Families,” and “Policies & Supports.”

National Center for Early Development and Learning (July, 1998). Kindergarten transitions. NCEDL Spotlight #1. University of North Carolina at Chapel Hill.

Information about this article was provided in the “Transition Overview” section and is applicable to “Transition Overview” and “Policies & Supports.”

Rice, M. L., & O’Brien, M. (1990). Transitions: Times of change and accommodation. Topics in Early Childhood Special Education, 9 (4) 1-14.

Information about this article was provided in the “Cross Program/Agency Activities” section and is applicable to “Cross Program/Agency Activities” and “Policies & Supports.”

Rous, B., Hemmeter, M. L., & Schuster, J. (1994). Sequenced transition to education in the public schools: A systems approach to transition planning. Topics in Early Childhood Special Education, 14 (3) 374-393.

Information about this article was provided in the “Transition Overview” section and is applicable to “Transition Overview,” “Cross Program/Agency Activities,” “Policies & Supports,” and “Evaluate the Process.”

Rous, B., Schuster, J., & Hemmeter, M. L. (1999). Evaluating the impact of the STEPS model on the development of community-wide transition systems. Journal of Early Intervention, 22 (1) 38-50.

Information about this article was provided in the “Cross Program/Agency Activities” section and is applicable to “Cross Program/Agency Activities” and “Policies & Supports.”

Shotts, C. K., Rosenkoetter, S. E. (1994). Transition policy and issues: A view from the states. Topics in Early Childhood Special Education, 14 (3) 395-411.

Discusses the results of a survey on transition issues and policies across the United States for children with special needs and their families. Development of state transition policy and local transition agreements; Planning of the transition from hospital to community services; Relationship of policy development level and level of concern.

Evaluate the Process

Carta, J. J., Atwater, J. B., Schwartz, I. S., & Miller, P. A. (1990). Applications of ecobehavioral analysis to the study of transitions across early education settings. Education and Treatment of Children, 13 (4) 298-315.

The authors of this article present two instruments that can be used to evaluate ecobehavioral interactions within early education classrooms. These tools are used to compare specific teacher-student interactions that are critical for student success.

Finn, D. M., & Tazioli, P. (1993). Cleaning out the wheelbarrow: Planning appropriate assessments for transition. Rural Special Education Quarterly, 12 (1) 61-68.

This article examines the interagency transition process and the contribution of efficient assessment procedures to that process. Common issues which interfere with transition are discussed. Methods for identifying specific problems and a resource for strategies are described as well as components of assessment tools that facilitate interagency transition.

Kagan, S. L. & Neuman, M. J. (1998). Lessons from three decades of transition research. Elementary School Journal, 98 (4) 365-379.

In recent years, there has been a proliferation of activities to ease children's transitions to school. In an effort to inform current and future work, the authors review the major federally initiated transition demonstration efforts of the past 3 decades (Follow Through and Head Start Planned Variation; Project Development Continuity; the Head Start Transition Project, the National Transition Study; and the National Head Start/Public School Early Childhood Transition Demonstration Project). Although the findings from these studies have been far from conclusive and have not strongly affected policy and practice, they do offer lessons for those concerned about implementing transitions. After investigating what has been learned from past research, the authors recommend a multi-pronged approach to promote continuity in children's early development and learning.

Logue, M. E. & Love, J. M. (1992). Making the Transition to Kindergarten. Principal, 71 (5) 10-12.

Home/kindergarten transition activities comprise two distinct categories: those involving coordination or communication between school and preschool levels and those including parents as participants. Transition activities are more often found in schools with a pre-kindergarten program, a high poverty level among families served, and considerable administrative support.

National PTA. (1999). Making the transition from early childhood programs into elementary schools [Brochure]. Chicago, IL.

This brochure offers suggestions to administrators, parents and teachers for how to make the transition from preschool to kindergarten successful for young children. Also included is a list of Characteristics of Successful Transitions.

Ramey, S. L. & Ramey, C. T. (1994). The transition to school. Phi Delta Kappan, 76 (3) 194-198.

Discusses early signs of successful transitions to school. Fundamental principles that characterize positive learning environments; Learning as a lifelong process. INSETS: Ways to promote cognitive development and good attitudes.

Rous, B., Hemmeter, M. L., & Schuster, J. (1994). **Sequenced transition to education in the public schools: A systems approach to transition planning.** Topics in Early Childhood Special Education, 14 (3) 374-393.

Information about this article was provided in the “Transition Overview” section and is applicable to “Transition Overview,” “Cross Program/Agency Activities,” “Policies & Supports,” and “Evaluate the Process.”

Document and Topical Matrix

Author Name	Transition Overview	Program Design	Cross Program/ Agency Activities	Families	Policies & Supports	Evaluate the Process
Ann at the Beach (1999)		X				
Bellis (1999)		X				
Bhushan (1986)		X				
Bowman (1999)					X	
Bredekamp & Copple (1997)		X	X	X		
Brown (1998)			X	X		
Byrd, Stephens, Dyk, Perry, & Rous (1991)		X		X		
Carta, Atwater, Schwartz & Miller (1990)						X
Chandler (1993)		X		X		
Chapman (1999)		X				
Christenson (1999)				X		
Conn-Powers, Ross-Allen, & Holburn (1990)	X				X	
Cox (1999)	X					
Daniel (1993)	X					
Entwisle & Alexander (1998)	X	X				
Finn & Tazioli (1993)						X
Fowler,				X		

Author Name	Transition Overview	Program Design	Cross Program/ Agency Activities	Families	Policies & Supports	Evaluate the Process
Schwartz & Atwater (1991)						
Fraser (1986)		X				
Gallagher (1999)					X	
Gamel-McCormick & Rous (2000)		X				
Glicksman & Hills (1981)	X	X				
Gottlieb & Rasher (1995)		X				
Hanline (1993)	X				X	
Hamblin-Wilson & Thurman (1990)				X		
Hemmeter & Rous (1997)		X				
Howell (1994)			X			
Jang & Mangione (1994)		X	X	X	X	
Johnson, Gallagher, Cook, & Wong (1995)		X				
Kagan & Neuman (1998)						X
Kakvoulis (1994)			X			
Karr-Jelinek (1994)			X			
Katims & Pierce (1995)		X				
Kraft-Sayre & Pianta (1999)				X		
Kuball (1999)		X				
Kuersten (1998)			X	X		
Logue & Love (1992)						X
Love, Logue,	X					

Author Name	Transition Overview	Program Design	Cross Program/ Agency Activities	Families	Policies & Supports	Evaluate the Process
Trudeau, & Thayer (1992)						
Lloyd, Steinberg, & Wilhelm-Chapin (1999)	X					
Mangione & Speth (1998)				X		
Meier & Schafran (1999)			X	X		
Melton, Limber & Teague (1999)		X		X		
National PTA (1999)						X
NCEDL (1998)	X				X	
NCEDL (1999)	X					
P/PRIDE (1995)		X		X		
Pianta & Cox (Eds.) (1999)	X					
Pianta & Cox (1999)	X					
Pianta, Cox, Taylor, & Early (1999)	X					
Pianta & Kraft-Sayre (1999)				X		
Ramey & Ramey (1994)						X
Ramey & Ramey (1998)	X					
Ramey & Ramey (1999)	X					
Repetto & Correa (1996)		X				
Rice & O'Brien (1990)			X		X	
Rimm-Kaufman & Pianta (1999)				X		
Rule, Fiechtl, & Innocenti		X				

Author Name	Transition Overview	Program Design	Cross Program/ Agency Activities	Families	Policies & Supports	Evaluate the Process
(1990)						
Rosenkoetter, Hains, & Fowler (1994)			X			
Rous, Hemmeter & Schuster (1994)	X		X		X	X
Rous, Schuster, & Hemmeter (1999)			X		X	
Salisbury & Vincent (1990)		X				
Sameroff & McDonough (1994)	X					
SERVE (1997)			X			
Shotts & Rosenkoetter (1994)					X	
Smolkin (1999)		X				
Spiegel-McGill, Reed, Konig & McGowan (1990)		X		X		
Sullivan (1999)				X		
Swan & Morgan (1993)			X			
Waxler, Thompson, & Poblete (1990)		X	X	X		
Welsh (2000)		X				
Wheeler, Reetz & Wheeler (1993)			X	X		
Wolery (1999)	X					
Zill (1999)	X					