

Easing Transitions



Anyone who has ever moved from one location to another or been separated from friends, knows how hard a transition can be. Going from a known, comfortable environment to one that is different and unfamiliar can be very stressful. This is often how young children feel as they move from preschool to the primary level of schooling, between groups within the primary program, and from the primary to upper elementary level. (Note: In this section, preschool refers to any group setting outside the home, for example, child care, an early childhood special education program, Head Start, nursery school.)

Increasingly, young children are participating in early childhood programs prior to enrolling in the primary level of schooling. For many children, the primary teacher is not the first teacher, and the primary class is not the first group experience outside their family.

For young children, the transition from preschool to the primary level may be met with both delight and concern. While there is the pleasure of accomplishment as they move to something new, there also may be anxiety over leaving friends and teachers they know and love for the less familiar (Chapel Hill Training-Outreach, 1986). For

parents, there is pride in seeing a child grow to meet new challenges, yet there also is concern for how a child will cope with the change and what this situation may bring to their role as parents.

For the preschool teacher, the transition means saying good-bye to children to whom they have grown attached, with the hope that what has been gained will provide a foundation for continued growth. For the new teacher, it means saying hello to a new group of children, with the goal of building the new program upon their diverse backgrounds and experiences.

Because learning is a continuous process, the transition from preschool to elementary school is important for all who educate and care for young children. Preschool and primary programs are important influences in children's lives. Programs in pre-kindergarten classes, special education programs, child care centers, Head Start, and family day care homes should be built on the growth taking place in the first years of the child's life. In turn, primary programs should be built on the learning and development that have taken place in the home and through earlier educational experiences (Glicksman & Hills, 1981).

Similarly, upper primary and upper elementary programs build upon primary level experiences and recognize that groups of children will exhibit a range of abilities and accomplishments. The influence of the family upon the child remains fundamental throughout these early years. It is important to link subsequent steps in children's education to their earlier experiences and to involve parents in these activities (Glicksman & Hills, 1981).

This section provides a variety of ideas for teachers and administrators as they work cooperatively to establish linkages and ease transitions between educational settings for young children and their families.

Administrators in either setting, play a crucial role in facilitating the implementation of these ideas with teaching staff. Leadership makes a significant difference in helping teachers find time to focus on the transition process. Preschool and elementary teachers should share these ideas with program directors or principals in order to gain their support.

Some programs may have already established procedures for transition. For such programs, the following suggestions can serve to renew and expand current practices. For programs that have not yet addressed the issues of transition, one or more of the ideas presented can be adopted to meet particular needs.

The critical goal of transition is to take a step forward in promoting success for children and families as they move onto new experiences.

Benefits of Facilitating Transition

When early childhood and elementary educators take time to help facilitate transition, there are benefits for children, parents, and teachers.

For Children...

When teachers work together to help children move more easily into a new environment, the results for children may include:

- Continuity with earlier educational experiences
- Increased motivation and openness to new experiences
- Enhanced self-confidence
- Improved relations with other children and adults
- A greater sense of trust between teachers and children

For Parents...

If parents are involved with teachers in providing a smooth transition for children, parents gain:

- Increased confidence in their children's ability to thrive and achieve in the new setting
- Increased confidence in their own ability to communicate effectively with the staff in the new school and to effectively influence the education system
- A sense of pride and commitment to their involvement in the education of their children
- A greater knowledge and appreciation of early childhood programs and staff

For Teachers...

Teachers who cooperate with others to ease children's transitions between educational programs can expect:

- Increased knowledge of the children and an enhanced ability to meet their individual needs
- Increased parental and community support
- Increased awareness of programs in the community and their capacity to reach out to young children and their families
- A renewed sense of professionalism and pride in their efforts to reach out to young children and their families

Elements of Successful Transitions

There are four critical elements of successful transitions for young children and families as they move between settings.

Educational staff can facilitate transitions by:

- 1. Providing program continuity through developmentally appropriate curricula**
- 2. Maintaining communication**
- 3. Preparing children for transitions**
- 4. Involving parents in the transitions**

By focusing on each of these important aspects of the transitions process, a more continuous experience can be expected for children and their families.

Providing Program Continuity Through Developmentally Appropriate Curricula

The move from level to level is made easier if each program is focused on the individual developmental needs of the children. Programs may be operating in different types of settings with children who are different ages. However, the commonalities between the way children learn and the range of developmental levels represented in each program call for similar learning environments and teaching strategies. The transition between programs is facilitated by the degree to which each program is developmentally appropriate.

How does providing a developmentally appropriate curriculum facilitate the transition between programs?

Developmentally appropriate programs provide for a wider range of developmental interests and abilities than the chronological age range of the group suggests. Since each child is unique with an

individual personality, learning style, and family background, teachers at all levels need to be responsive to these individual differences (Bredekamp, 1991).

Moving to the elementary school usually means that a child will enter a new setting. However, if both settings are developmentally appropriate, children will be more likely to find similar experiences which will allow them to begin in their new setting with confidence that they have the ability to accomplish certain tasks. Knowing what is expected adds to children's self-confidence, encourages their attempts to try new experiences, and facilitates continuity in development.

What do young children have in common? (Bredekamp, 1991)

All young children learn best by:

- Actively exploring their environment
- Interacting with adults and other children
- Using concrete materials and participating in activities that are relevant to their own experiences and culture
- Building upon their natural curiosity and desire to make sense of the world around them



All young children are continuously learning to:

- Use their bodies and express themselves through physical activities
- Solve problems and experiment with change
- Develop an understanding and acceptance of themselves as individuals
- Gain more self-control and build cooperative relations with others
- Communicate their thoughts and feelings as effectively and creatively as possible

What is the significance of these common characteristics for planning developmentally appropriate curricula?

During the early childhood years, children have similar learning styles. Furthermore, each program has children with a wide range of developmental levels. For these reasons, both preschool and primary teachers may establish similar environments and approaches to facilitating growth and development. For example, preschool and primary teachers can adopt the following developmentally appropriate practices (Bredekamp, 1991):

- Designing experiences to stimulate learning in all areas—physical, social, emotional, and intellectual
- Planning curriculum and adult interactions which are responsive to individual differences in ability, interests, cultural backgrounds, and linguistic styles

- Providing an environment in which children can learn through active exploration and interaction with concrete materials, adults, and other children
- Organizing the environment so children select many of their own activities among learning areas including dramatic play, blocks, science, math, games and puzzles, books, recordings, art, and music
- Organizing the day so children work individually or in small groups most of their time
- Providing many opportunities for children to use small and large muscles, to listen to stories, and to express themselves creatively
- Facilitating the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, setting clear limits, and redirecting children to more acceptable activity
- Providing many opportunities for children to develop social skills such as cooperating, helping, sharing, negotiating, and talking with others to solve interpersonal problems.

In what ways are preschool and primary children different?

Although both preschool and primary programs may have children at various developmental levels, children are incrementally older. Because this extra time has brought new experiences and natural growth, children are more likely to (Bredekamp, 1986):

- Expand beyond their immediate experiences of self, home, and family, developing interests in the community and world outside
- Show increased ability to use motor skills, to pay attention for longer periods of time, and to play and plan cooperatively
- Display a growing interest in symbols including written language and a written number system

What is the significance of these differences in planning developmentally appropriate curricula?

Although the preschool and primary rooms may look similar, the primary teacher is able to (Bredekamp, 1991):

- Provide more elaboration in children's interests and activities
- Encourage more joint planning and cooperation among children
- Provide an environment which places more emphasis on stimulating written language and literacy skills which are appropriate to the individual child's developmental level and ability
- Focus on the development of more independent work habits and enhanced ability to follow teacher directions

What other differences exist between preschool and primary programs?

The settings of preschool programs and elementary schools are often different. For example (Glicksman & Hills, 1981):

- Group size in preschool programs may be relatively small—15 to 20 in center-based programs with two or three teaching staff, and even smaller in home-based programs. In elementary schools, there may be 25 (or more) children with one or two teaching staff.
- Preschool program schedules may be flexible; elementary schools may be required to adhere to a time schedule based in part on cooperative uses of playgrounds, cafeterias, gyms, or buses.
- Preschool programs may be smaller and more community based; primary programs are usually part of a larger institution with older children and different educational expectations.
- Preschool programs may be privately administered or cooperatively administered by parents; elementary schools are part of a public, private or parochial school system governed by an elected or appointed board.



Although each program can provide a developmentally appropriate curriculum, the setting and program structure may affect the way each program is carried out.

The Heart of Transition Planning

The heart of transition planning is a shared philosophy based on how young children grow and learn. All programs of care and education for children from birth to age eight should be developmentally appropriate. There are four basic elements that must be addressed and intentionally included in any early childhood program in order to meet the needs of young children.

1. Age Appropriateness

Developmentally appropriate programs provide a learning environment and appropriate experiences based on knowledge of typical development of children within the age span served. Research indicates in the first nine years, children develop and progress through universal stages and predictable sequences of growth and change. Children can progress within a range of plus or minus two years of chronological age and be considered “typically developing.”

2. Individual Appropriateness

Each child is a unique person. Children who are developing typically move through universal stages at their own individual patterns, rates, and style of growth. Children with unique needs and abilities will be offered experiences and environments that match their developmental abilities. Developmentally appropriate programs are responsive to and honor a child’s individual

uniqueness and differences such as personality, learning style, ways of intelligence, family background, and cultural heritage.

3. Child Initiated and Child Directed

Child initiated means children have control and choice in carrying out an activity but within a framework provided by a teacher. A child needs to be purposefully engaged in an activity, exploring materials with interest and curiosity, trying out ideas and involving themselves in their environment. Children are allowed to select materials or projects themselves, determine how they will interact with given materials, and decide how they will approach and solve a problem.

4. Teacher Supported

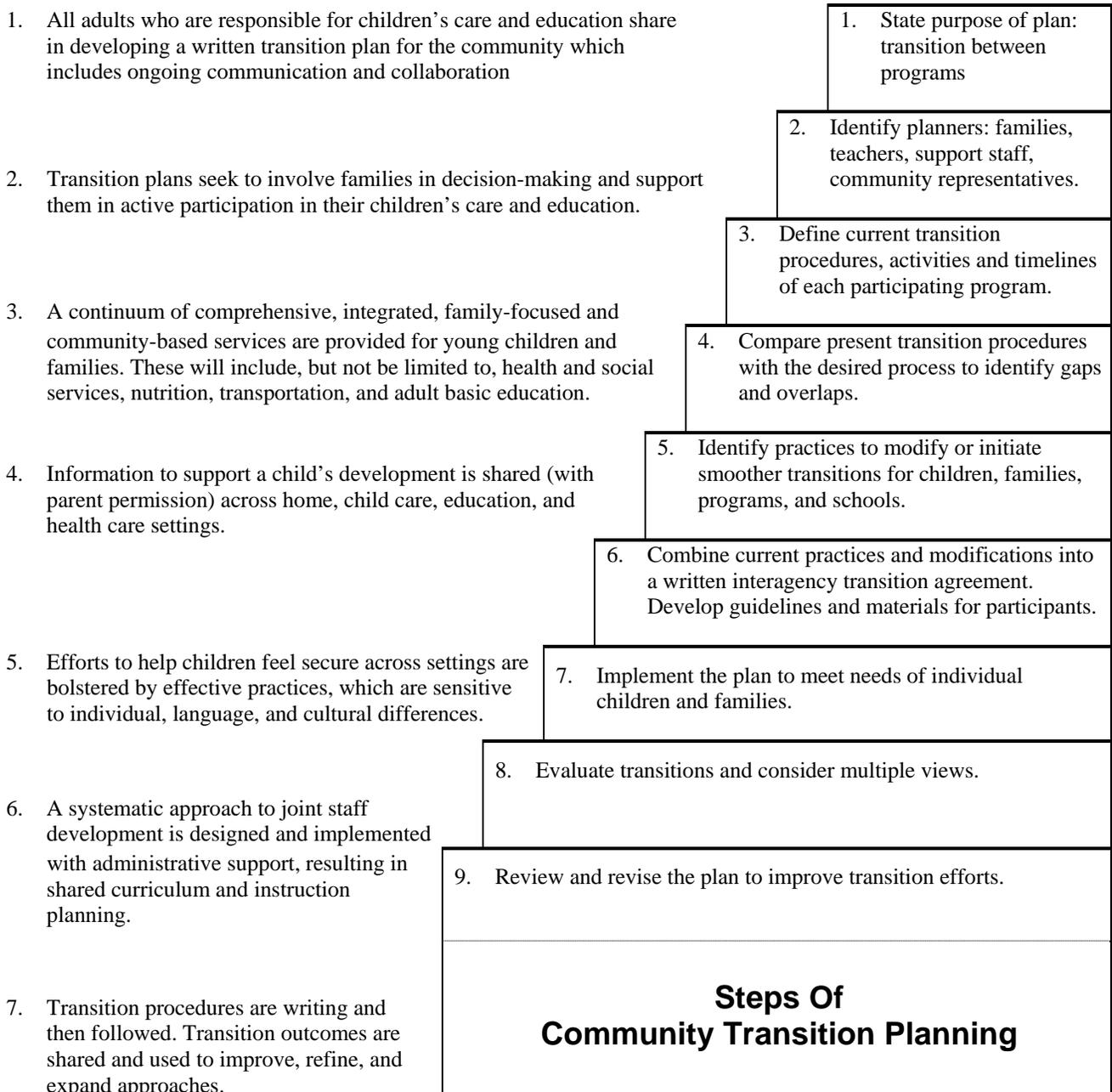
Teacher supported means creating an intentional and planned framework for learning and providing materials and activities consistent with what we know about child development. Teachers ask open-ended questions that encourage inquiry, thought, discussion and reflection by the child rather than expecting simple “right” answers. The teacher responds to the needs, strengths, requests and ideas of the children so they can grow and explore. Teachers become a resource and a facilitator to children to help them “learn how to learn” rather than being the source and giver of information and knowledge (Iowa Department of Education, 1996).

Ways That Programs May Differ

- | | |
|---|--|
| ✧ Adult/child ratio | ✧ Expected knowledge of health and safety rules |
| ✧ Amount of teacher attention and individual assistance | ✧ Daily routines |
| ✧ Number of children in groups, class, and school | ✧ Expectations for managing materials and clothing |
| ✧ Philosophies of instruction and behavioral guidance | ✧ Expected skills with equipment |
| ✧ Curriculum content | ✧ Playground activities |
| ✧ Appropriate activities | ✧ Sponsorship and regulations |
| ✧ Transportation arrangements | ✧ Education and experience of providers |
| ✧ Nature and degree of family involvement | ✧ Length of activities |
| ✧ Nature of teacher’s guidance or directions | ✧ Comprehensiveness of program |
| ✧ Expectations for independent play and work | ✧ Length of days |
- (Iowa Department of Education, 1996)

Elements of Effective Transitions

Key partners should be involved in the transition planning process. Broad participation in planning will result in transition practices that are appropriate. The accompanying nine-step diagram outlines the process of community transition planning.



(Iowa Department of Education, 1996)

Maintaining Communication

Administrators can set the stage for successful transition activities by supporting communication and cooperation among early childhood teachers. Preschool and primary staff can increase program continuity by getting to know one another, sharing program information, and planning an effective transition system. Opportunities for communication and cooperation should occur throughout the program year. Communication can be enhanced when those involved are familiar and comfortable with one another. If opportunities are provided for participants to ask questions and provide information about themselves and their programs in an open atmosphere, the foundation is laid for effective cooperation during the transitions (Glicksman & Hills, 1981).



One of the simplest yet most important needs is for accurate and unbiased information about programs. Most teachers of preschool children are understandably proud of their programs and have a professional and personal interest in the young children enrolled. It may be difficult to “let them go” to what may seem like a more impersonal institutional setting. On the other hand, most primary teachers, equally proud and dedicated, strive to plan and carry out an educational program based on community expectations, school goals and objectives, and the children’s individual needs. Although preschool and primary teachers may have taken different career paths, honest acceptance of each other’s professionalism and commitment is essential to the transition process (Glicksman & Hills, 1981).

Most preschool and primary teachers have limited time outside the classroom. However, opportunities for formal and informal contact should be provided through the year. Since preschool teachers may have to interact with several “receiver” schools and primary teachers may have to contact several “feeder” programs, it may be helpful to establish a community-wide transition committee to involve all relevant programs in planning transition activities. The following suggestions may help early childhood educators begin the exchange between programs in a way that builds mutual respect and understanding.

Tips for Maintaining Communication (Glicksman & Hills, 1981)

- Preschool and elementary administrators can initiate opportunities for communication and exchange among teachers to begin planning for transitions.
- Administrators and teachers can plan an informal visit to meet the staff of each other’s program. During this visit, staff members can get acquainted, share program information, and discuss the need for specific activities and other collaborative efforts.

- In communities with a number of preschool programs and elementary schools, a committee can be organized with representatives from preschool programs, public schools, parents, and relevant community organizations. Both preschool and elementary school administrators can be instrumental in establishing the committee. Such committees can be responsible for developing a step-by-step plan and corresponding materials to be used by all programs involved in the transition process.
- Through informal contact or through the transition committee, activities can be planned to facilitate the transition process. These may include joint registration, workshops, and other activities for parents.
- Open house can be held for primary or preschool program staff to explain the program and to get acquainted. Written materials and slides of the children can be used to illustrate the daily program.
- Teachers can visit each other's classrooms during the school year to observe. Some programs may be able to exchange staff as substitutes on occasion.
- Participation on policy advisory committees can be combined where possible. For example, ask a primary teacher to sit on the preschool program board or invite a preschool teacher to join in meetings of the PTA.
- Exchange days can be planned, for example, between preschool and primary staff and between levels of the primary program.
- Joint inservice workshops can be developed which focus on transitions as well as other issues facing childhood educators.
- Preschool program administrators can write letters to receiving elementary schools in the spring listing the names of incoming children and communicating information about their program.
- Registration for the elementary school can be planned in conjunction with preschool programs.
- Health and social service staff can meet to discuss the continuity of services for children and families.
- Arrangements can be made between preschool and primary staff to provide special information and assistance for parents who speak languages other than English (including sign language) or who have limited literacy skills.
- Preschool staff can discuss the transfer of specific records to the school. The type of records available will vary. Some programs such as Head Start or those serving children with special needs may already have specific arrangements for the transfer of records. The most important concern in this area is to provide parents with their full rights to privacy regarding their children's records.
- Once children move on to the elementary school, follow-up discussions can be held in the fall to answer questions and discuss the progress of children.



Preparing Children for Transitions

Never before has early education reached as many children as it does today. Children entering primary programs may have attended full-day or half-day programs for one or more years. This group experience may have followed years of home-based care with a parent, relative, or other care giver. Because of the variety of programs available, children can enter the elementary level with vastly different experiences. In turn, primary programs are diverse in purpose, structure, and schedule (Glicksman & Hills, 1981).

Despite the variety of previous experiences, all children need to be accepted at their own developmental level. Preparing children for the transition to the primary program does not mean “getting them ready” by focusing on a narrow range of academic skills, drilling them on new rules, or retaining them in the preschool program another year. School is a place where children and parents expect to find opportunities for growth and development from whatever starting point the children bring to the new setting (Nebraska Department of Education, 1984).

Children need to know what is expected of them by adults in the new program and to have several opportunities to become familiar with the new environment. They should look forward to the new experience with a sense of excitement and anticipation rather than feeling threatened and fearful of what lies ahead. Transition activities for young children should be like those which prepare them for anything new and can include discussions, stories, games, dramatic play, and field trips. The following suggestions can help preschool and primary teachers and administrators plan and implement transition activities for children. Many of these suggestions can be adapted to facilitate transitions from the primary to upper elementary programs.

Tips for Preschool Staff and Planning Transition Activities for Children (Kansas University Medical Center, 1986)

- Schedule a visit or a series of visits to the new school or classroom for the children. These visits can include a tour of the building and playground, lunch in the cafeteria, and/or activities in the new classroom. Take pictures or videos of these activities to share with children and parents.
- Help children feel comfortable and confident about the move to elementary school by discussing the new activities, schedules, and bus routes.
- Read books to the children that discuss changes and moves. Create a puppet show or scrap book with pictures of the new school. Allow children to express their feelings about the new school through dramatic play activities and by dictating stories. Encourage children to ask questions.
- If the primary program has different rules such as lining up to go the bus, the preschool teacher may want to play games to familiarize the children with the new procedures. However, avoid drilling them or creating anxiety about the new environment.
- Invite a child or older sibling from the primary program to visit and talk about the school.

Tips for Primary Staff in Planning Transition Activities for Children

- Invite parents to visit the school with their child during the school year before the child begins.
- Hold a back-to-school night in August so parents and children can visit the classroom, take part in sample activities, and meet other children and parents in the new group.
- Send a personal “letter from your teacher” or postcard to all new students in the later part of summer welcoming them to the new class. The school PTA might be contacted to provide resources for materials and postage.
- Plan to phase in groups of children during the first week of school in order to provide more individual attention to each child. The teacher may want to have children and their parents come in three different groups for an hour the first day or spend two or three days orienting five to ten children per day. Focusing on small groups of children during this initial period can promote a smoother transition for each child.

Selected Books to Prepare Children for Transition

Author	Title	Author	Title
Alexander	Sabrina	Harris	The School Mouse
Allard.....	Miss Nelson is Missing!	Hillert.....	Who Goes to School?
Anderson	Carlos Goes to School	Hoffman.....	Steffie and Me
Arnold	Where Do You Go to School?	Holland	First Day of School
Barkin.....	I’d Rather Stay Home	Horvath	Will the Real Tommy Wilson Please Stand Up
Barkin.....	Sometimes I Hate School	Hurd	Come with Me to Nursery School
Behrens.....	What I Hear in My School	Isadora	Willaby
Berenstain.....	The Berenstain Bears Go to School	Jones	Going to Kindergarten
Boyd.....	I Met a Polar Bear	Lenski	Debbie Goes to Nursery School
Bram.....	I Don’t Want to Go to School	Lexau	I Hate Red Rover
Breinburg.....	Shawn Goes to School	Lystad	Jennifer Takes Over P.S. 94
Buchmeier	I Know a Teacher	Mann.....	The 25 Cent Friend
Burningham.....	The School	Marino	Where are the Mothers?
Calmenson.....	The Kindergarten Book	Marshall	Fox at School
Cassidy	We Like Kindergarten	Marshall	Miss Nelson Is Back
Caudill	A Pocketful of Crickets	Madson	I Go to School
Charles.....	Calico Cat at School	Matthias	Out the Door
Cohen	The New Teacher	McInnes	Goodnight Painted Pony
Cohen	No Good in Art	Meshover	The Monkey that Went to School
Cohen	When Will I Read	Nichols.....	Big Paul’s School Bus
Cohen	See You Tomorrow, Charles	Oppenheim.....	Mrs. Peloski’s Snake
Cohen	Will I Have a Friend?	Ormsby	Twenty One Children
Cohen	First Grade Takes a Test	Oxenbury	First Day of School
Cole	What’s Good for a Five-Year- Old?	Parish	Jumper Goes to School
Delton.....	The New Girl at School	Quackenbush.....	First Grade Jitters
Elliott.....	Grover Goes to School	Relf	The First Day of School
Frandsen	I Started School Today	Relf	Show and Tell
Gordon.....	Crystal Is the New Girl	Rockwell.....	My Nursery School
Haas.....	A Special Place for Johnny		
Hamilton-Meritt	My First Days of School		

Author	Title
Rogers	Mr. Rogers Talks About...
Schick.....	The Little School at Cottonwood Corners
Schwartz.....	Bea and Mr. Jones
Simon	I'm Busy Too
Stein	A Child Goes to School
Steiner	I'd Rather Stay With You
Steptoe.....	Jeffrey Bear Cleans Up His Act
Tobias.....	The Dawdlewalk

Author	Title
Udry.....	What Mary Jo Shared
Welbar	Goodbye, Hello
Wells.....	Timothy Goes to School
Wisema	Morris Goes to School
Wittman	The Wonderful Mrs. Trumbly
Wolde	Betsy's First Day at Nursery School
Wolf.....	Adam Smith Goes to School
Wooley	Gus was a Real Dumb Ghost (Iowa Department of Education, 1996)

Involving Parents in Transitions

A joint effort by school and home is needed to bring about smooth transitions. This continuity is important for parents as well as children. For the parent, the preschool program may be a familiar family support system where there has been frequent contact with the staff. The elementary school may represent an unfamiliar environment with a different type of program for children and families. Many parents are actively involved in their children's preschool program. Studies indicate such involvement contributes to the success of the educational program. Parents need encouragement to continue to be involved in the educational program and to help their children feel competent as they move on to elementary school. Parents can promote confidence in their children by conveying a positive attitude about the new school.

Parents also need support to work through the effect of changing programs on their daily lives. For example, locating child care that can be used in conjunction with the primary program may be a critical need for some families. As parents become more familiar with the new setting and meet other parents in their children's peers group, they gain confidence in their own power to have an effect on their children's education.

The following are suggestions for preschool and kindergarten teachers and administrators in planning and implementing transition activities with parents.

Tips for Preschool Staff to Involve Parents in the Transitions (Kansas University Medical Center, 1986)

- Provide parents with information about the school their child will attend. Include the school's address, principal's name, telephone number, and dates for registration.
- Encourage parents to attend orientation sessions the school may conduct for incoming parents.
- Discuss child care options with working parents. Provide information and referral to after-school programs. Many elementary schools provide on-site child care.
- Invite school personnel, including teachers and principals, to attend a parent meeting and discuss the primary program, the role of parents in the school, and to answer questions regarding the school program.

- Discuss the transfer of records with parents and provide “release of information” forms to be signed by the parents. Such forms should include details on “who” is releasing “what” information “to whom” and for “what purpose.”
- Help arrange a visit for parents and children to the new setting.
- Create a story about the new school for parents to read to their children. Encourage parents to build their child’s confidence about going to school.
- Introduce parents to parents of other children who will attend the new program. Encourage meetings of new classmates prior to school opening.
- Discuss changes in services for parents that may not be available in the elementary school. For example, some preschool programs, especially Head Start, may help parents with health appointments and transportation. This may not be available in the new program.

Tips for Primary Staff to Involve Parents in the Transitions (Glicksman & Hills, 1981)

- In the spring, invite new parents to a general orientation about the program and the opportunities for parent participation.
- Encourage parents to volunteer in the primary classroom prior to September.
- Provide a parent orientation package including the child’s schedule, transportation procedures, required school forms, food service, and other program information.
- Send notes to parents prior to school opening which encourage parent involvement and offer suggestions for helping children feel at home more quickly during the first few days of school. The letter may include tips on what parents might say to their children to ease anxiety about the first day, a description of the activities planned during the initial weeks, suggestions for comfortable apparel, and bus schedules.
- Introduce new parents to parents of children already in the program. The PTA may be helpful in establishing a “buddy system” between “old” and “new” parents.



Consideration of Children with Special Needs

Additional planning will be needed for children with special needs. Planning teams should consider these questions:

1. What educational and/or Individualized Family Service Plan/Individualized Education Plan (IFSP/IEP) objectives should be written to help prepare the child for the next learning environment?
2. What additional evaluation, if any, is needed?
3. What information from the present program can be used to determine eligibility for special services?

4. If a categorical label is to be written on the IFSP/IEP, what will it be?
5. How and when will the placement decision be made?
6. What equipment needs to be obtained for use at the new program?
7. What staff development is needed to accommodate the child's special needs?
8. What accommodations and adaptations for physical needs and environment need to be made?
9. Is there an Individual IDEA Section 504 plan for this child?
10. How will information be shared among all team members? Are all required releases of information in writing and current?
11. Is a program visit planned and scheduled?
12. Is there an annual review or comprehensive evaluation scheduled for the child this year?

The transition process for a child with special needs should be explained to families both verbally and in writing early in the year and should occur in a timely manner. This is best accomplished through a parent meeting. Parents of children receiving special education need to know their child will be moving to another level of service. Families have the right to be involved in the whole process. They need to be made aware of their right to have another individual (friend, relative, advocate) with them at transition meetings.

Accomplishing successful transition and inclusion for some children with special needs may require additional staff development for receiving staff. This will require ongoing consultation between special education and general education personnel (Iowa Department of Education, 1996).

Summary

Planning for the transition of children as they move from the preschool program to the primary level and on to upper elementary provides continuity in their early educational experiences. The transitions are made easier when **all** programs are developmentally appropriate and respond to the individual needs of each child.

Communication and cooperation between teachers at all levels lead to greater understanding of one another's programs and increased ability to plan together for the transition. When children are prepared for making the transition to a new program, they gain self-confidence and are more likely to succeed. When parents are included in the transition process, it renews their sense of involvement in their child's education.

As teachers and administrators plan and implement the ideas present in this section, they will be helping to provide a more coordinated educational experience for young children and their families.

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