



Research Summary on Transition Practices in Early Childhood

Beth Rous, University of Kentucky

Rena Hallam & Susan Lewis, University of Delaware

This document extends work of Rous, Schroeder, & Rosenkoetter (2009) on research-based practices to support the transition of young children. Through a review of the literature six practices were identified based on the following criteria: 1) supported by more than one study; 2) included a representative sample with an aggregate sample size of 350 or greater. For each practice, supporting studies are provided.

High quality child care and developmentally appropriate preschool and kindergarten classrooms are associated with better academic and social outcomes (cognition, work habits, initiative, self-direction; literacy, problem-solving, social adjustment) in the next environments for children who are developing typically and for low income, minority, and urban children.

Huffman, L. R., & Speer, P. W. (2000). Academic performance among at-risk children: The role of developmentally appropriate practices. *Early Childhood Research Quarterly*, 15(2), 167-184.

Mantzicopoulos, P. (2003). Academic and school adjustment outcomes following placement in a developmental first-grade program. *The Journal of Educational Research*, 97(2), 90-105.

Mantzicopoulos, P. (2005). Conflictual relationships between kindergarten children and their teachers: Associations with child and classroom context variables. *Journal of School Psychology*, 43(5), 425-442.

Marcon, R. A. (2002). Moving up the Grades: Relationship between Preschool Model and Later School Success. *Early Childhood Research & Practice*, 4(1), n1.

Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., Culkin, M. L., Howes, C., Kagan, S. L., & Yazejian, N. (2001). The relation of preschool child-care quality to children's cognitive and social developmental trajectories through second grade. *Child development*, 72(5), 1534-1553.

Ecological factors, including socioeconomic status/income level family risk factors, quality of the neighborhood and parent school involvement and satisfaction are associated with higher academic achievement and more positive social outcomes through early elementary grades for both children who are developing typically and those who are at risk.

Berlin, L., Dunning, R., & Dodge, K. (2011). Enhancing the transition to kindergarten: a randomized trial to test the efficacy of the 'stars' summer kindergarten orientation program. *Early Childhood Research Quarterly* 26(2), 247-54. <https://doi.org/10.1016/j.ecresq.2010.07.004>

Greenberg, M. T., Lengua, L. J., Coie, J. D., Pinderhughes, E. E., Bierman, K., Dodge, K. A., ... & McMahon, R. J. (1999). Predicting developmental outcomes at school entry using a multiple-risk model: four American communities. *Developmental psychology*, 35(2), 403.

LoCasale-Crouch, J., Mashburn, A., Downer, J., & Pianta, R. (2008). Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten. *Early Childhood Research Quarterly* 23(1), 124-39. <https://doi.org/10.1016/j.ecresq.2007.06.001>.

Handout 2.8

Mistry, R. S., Biesanz, J. C., Taylor, L. C., Burchinal, M., & Cox, M. J. (2004). Family income and its relation to preschool children's adjustment for families in the NICHD Study of Early Child Care. *Developmental psychology*, 40(5), 727.

Mantzicopoulos, P. (2003). Flunking kindergarten after Head Start: An inquiry into the contribution of contextual and individual variables. *Journal of Educational Psychology*, 95(2), 268.

A close, positive teacher-child relationship during transition to and in the next environment is associated with better cognitive outcomes for children who are developing typically and for those at risk and with decreased externalizing behavior/positive social relationships for typically developing children.

Mantzicopoulos, P. (2005). Conflictual relationships between kindergarten children and their teachers: Associations with child and classroom context variables. *Journal of School Psychology*, 43(5), 425-442.

Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., Culkin, M. L., Howes, C., Kagan, S. L., & Yazejian, N. (2001). The relation of preschool child-care quality to children's cognitive and social developmental trajectories through second grade. *Child development*, 72(5), 1534-1553.

Silver, R. B., Measelle, J. R., Armstrong, J. M., & Essex, M. J. (2005). Trajectories of classroom externalizing behavior: Contributions of child characteristics, family characteristics, and the teacher-child relationship during the school transition. *Journal of School Psychology*, 43(1), 39-60.

Wildenger, L., & McIntyre, L. (2012). Investigating the relation between kindergarten preparation and child socio-behavioral school outcomes. *Early Childhood Education Journal* 40(3), 169-76.
<https://doi.org/10.1007/s10643-012-0509-x>.

Preschool and kindergarten teachers and their principals or directors view social development and social communication skills (e.g., expresses wants, takes turns, follows directions) as being more important for school readiness than academic skills.

Lin, H. L., Lawrence, F. R., & Gorrell, J. (2003). Kindergarten teachers' views of children's readiness for school. *Early Childhood Research Quarterly*, 18(2), 225-237.

Wesley, P. W., & Buysse, V. (2003). Making meaning of school readiness in schools and communities. *Early Childhood Research Quarterly*, 18(3), 351-375.

A match between the sending and receiving environments is related to more successful transitions both for children who are developing typically and those with developmental delays while teaching skills for requirements in the next environment is associated with more successful adjustment and positive outcomes after transition for young children with disabilities/developmental delay or who are at risk for school failure.

Ahtola, A., Silinskas, G., Poikonen, P., Kontoniemi, M., Niemi, P., & Nurmi, J. (2011). Transition to formal schooling: do transition practices matter for academic performance? *Early Childhood Research Quarterly* 26(3), 295-302. <https://doi.org/10.1016/j.ecresq.2010.12.002>.

Chun, W. N. (2003). A study of children's difficulties in transition to school in Hong Kong. *Early Child Development and Care*, 173(1), 83-96.

Kemp, C. (2003). Investigating the transition of young children with intellectual disabilities to mainstream classes: An Australian perspective. *International Journal of Disability, Development and Education*, 50(4), 403-433.

Handout 2.8

Kemp, C., & Carter, M. (2000). Demonstration of classroom survival skills in kindergarten: A five-year transition study of children with intellectual disabilities. *Educational Psychology, 20*(4), 393-411.

Le Ager, C., & Shapiro, E. S. (1995). Template matching as a strategy for assessment of and intervention for preschool students with disabilities. *Topics in Early Childhood Special Education, 15*(2), 187-218.

Rule, S., Fiechtl, B. J., & Innocenti, M. S. (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.

Troup, K., & Malone, D. M. (2002). Ecological characteristics of inclusive kindergarten programs: Transitioning preschool children with developmental concerns into school. *Journal of Developmental and Physical Disabilities, 14*, 339-352.

Welchons, L., & McIntyre, L. (2017). The transition to kindergarten: predicting socio-behavioral outcomes for children with and without disabilities. *Early Childhood Education Journal 45*(1), 83–93.
<https://doi.org/10.1007/s10643-015-0757-7>.

Communication between sending and receiving teachers is associated with more successful adjustment and sociobehavioral outcomes for children typically developing and those at risk.

Lillvist, A., & Wilder, J. (2017) Valued and performed or not? Teachers' ratings of transition activities for young children with learning disability. *European Journal of Special Needs Education, 32*(3), 422-436. DOI: 10.1080/08856257.2017.1295637

Schulting, A. B., Malone, P. S., & Dodge, K. A. (2005). The Effect of School-Based Kindergarten Transition Policies and Practices on Child Academic Outcomes. *Developmental Psychology, 41*(6), 860–871.
<https://doi.org/10.1037/0012-1649.41.6.860>

References:

Rosenkoetter, S., Schroeder, C., Rous, B., Hains, A., Shaw, J. & McCormick, K. (2009). A review of research in early childhood transition: Child and family studies. (Technical Report #5). Lexington: University of Kentucky, Human Development Institute, National Early Childhood Transition Center.