 **Teacher Time** Welcome!


While you are waiting for Teacher Time to begin, please **introduce yourself in the chat box**.

Let us know:

1. Your name
2. Where you are from
3. Your position/title

4. And, answer the following question:

**How do you communicate with families about transitions?**



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**TEACHER TIME:**  
Supporting Preschoolers and their Families Through Transitions

March 15, 2019

**Hosts:** Judi Stevenson-Garcia & Treshawn Anderson

**Guest Host:** Gail Joseph

**Chat Room Facilitator:** Jan Greenberg

 **NATIONAL CENTER ON**  
Early Childhood Development, Teaching and Learning

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

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 **ON24 Features**

Chat Room Facilitator:  
Jan Greenberg



- Customizable widgets at the bottom of the screen
- Chat Room for group interaction
- Q & A box for questions during the webisode
- Resource widget
- Download supporting documents
- Use a wired connection and close all windows for best results
- Complete evaluation

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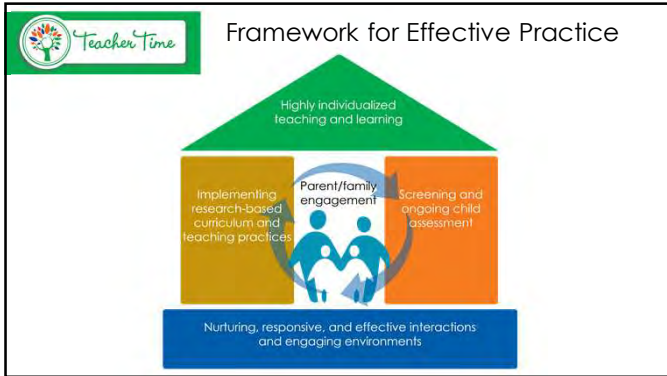
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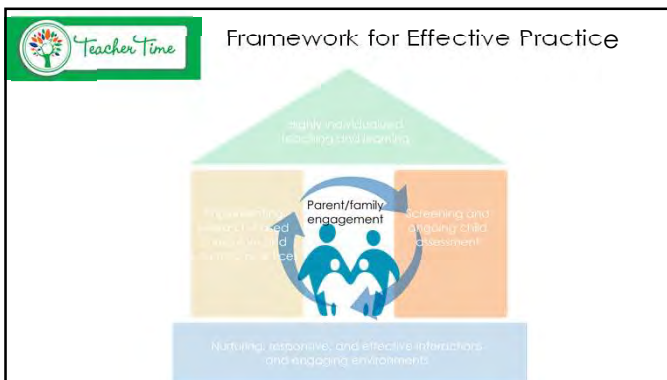
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Guest Host

**Gail Joseph**  
University of Washington

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### Types of Transitions

1. Between everyday routines and activities
2. From home or home-based to a center-based setting
3. Classroom to classroom
4. Preschool program to Kindergarten

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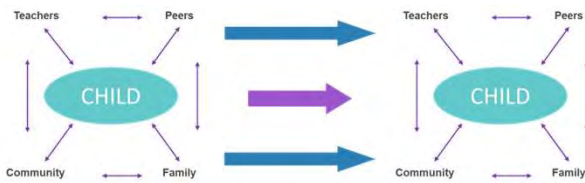
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### "Interactive Web" View



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**Stability** and **Consistency** between settings is crucial to children's school readiness.

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### Research tells us:

- More transition practices= better adjustment
- Better adjustment and more positive relationships with teachers = improved social emotional and cognitive skills

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### Supporting children and families through transitions

To make transitions successful, we need:

1. Information
2. Supportive relationships
3. Alignment



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### Supporting children and families through transitions

To make transitions successful, we need:

1. **Information**
2. Supportive relationships
3. Alignment



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 Information

What information is important for parents to have when they're going through big transitions with their children?

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Home visits

Tours

FAQs  
Una Guía para Padres  
Escogiendo una  
Guardería Segura  
y Saludable

Data shared with new teachers



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 Gathering and Using Language Information that Families Share

One third of the children in Early Head Start and Head Start are dual language learners (DLLs). Research suggests parents play a vital role in language development and help lay the foundation for children's progress. The authors note:

- many dual-language-learning (DLL) children (e.g., children and teens with medical conditions) do struggle with the transition.
- key differences between children growing up with one language and children who are DLLs (e.g., children may have other stressors such as acculturing to one of their languages) have not been fully explored.
- children who are DLLs are not always identified as such, and their individual strengths, experiences, learning styles, and preferences are not always understood.

When adults understand children and their experiences, they can help them build upon their experiences and support their optimal progress.



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### Supporting children and families through transitions

To make transitions successful, we need:

1. Information
2. **Supportive relationships**
3. Alignment



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### Relationships

How do you use your relationships with children and families to help them through transitions?

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 Teacher Time



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 Supporting children and families through transitions

To make transitions successful, we need:

1. Information
2. Supportive relationships
3. **Alignment**



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 Supporting Alignment

- Plan visits to new school or classroom
- Similar communication methods (online app, notebook)
- Similar routines (sign in/out, etc.)
- Similar or aligned assessment and curriculum activities
- Joint professional development with teachers

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 Supporting children and families through transitions

To make transitions successful, we need:

1. Information
2. Supportive relationships
3. Alignment



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Safe Foundations, Healthy Futures

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**Resources:**

- MyPeers
- T4T
- ELOF2GO
- Safe Foundations, Healthy Futures

**Upcoming Teacher Time Episodes:**

**April 19** – Using Ongoing Child Assessment to Support Effective Infant and Toddler Teaching Practices

**May 17** – Using Ongoing Child Assessment to Support Effective Preschool Teaching Practices






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