

## 2018-2019 TEACHER TIME FOR PRESCHOOLERS— SUPPORTING PRESCHOOLERS AND THEIR FAMILIES THROUGH TRANSITIONS

### VIEWERS GUIDE

This viewer's guide summarizes the key ideas that we need to make transitions successful for children and families- information about where they are headed next, supportive relationships, and alignment or familiarity between what's happening now and what's happening next. Helpful resources and information presented in the webinar can be found in the Resources section of this guide.

WE ENCOURAGE TEACHERS AND FAMILY CHILD CARE PROVIDERS TO:

**KNOW:** Learn effective strategies to help you support children and families through transitions;

**SEE:** Reflect on video clips of teachers using creative transition strategies with toddlers to promote learning and smooth transitions;

**DO:** Try a few of the transition tips and strategies in your own programs;

**IMPROVE:** Reflect on your implementation of transition practices.

### KNOW

- 1. Information.** Any time preschoolers move from one activity to the next or from one learning environment to another, they are experiencing a transition. We can help children and families through transitions by providing information and ensuring that this information is accessible to families whose children are dual language learners. . When possible, engage with families in their home language and learn about families' goals and expectations for their child's learning. You can also learn some familiar words their child may hear at home and use them in their new learning environment. For children with diagnosed disabilities or suspected delays, home visits can be a way to find out more information about the child and their abilities, to learn about the types of supports families have put in place to help their child be independent and to participate in activities, as well as to communicate with parents about their developmental goals for their child.

For big transitions (such as transitioning from preschool to kindergarten) provide information through classroom tours, sharing a child's developmental portfolio with the teacher in the next classroom, or by doing kindergarten informational sessions with local kindergarten teachers and families. For smaller transitions that happen each day between routines, information prepares children for transitions, such as telling them the transition is coming or using the same song each day during a specific transition (e.g., clean-up time).

- 2. Supportive relationships.** Moving to a new environment can be stressful for young children and families, especially if they are not familiar with the adults in the environment or routines and learning opportunities. So, it is important for us to help preschoolers and their families to transition into or out of our programs by building a relationship with them and supporting them to develop relationships with the people in their new setting. Ways to support children and families in establishing supportive relationships include meetings with children and families and new teachers, new family nights, open houses, or playdates at the program.
- 3. Alignment.** Alignment can be thought of as providing continuity across environments, curriculum, routines and more. When some things are aligned or familiar in the next environment or within the current environment, it makes preschoolers and their families feel less stressed. For example, take a fieldtrip to visit a kindergarten classroom. Allow children to explore the kindergarten classroom and ask questions. Teachers and family child care providers can also use this time to learn how kindergarten teachers communicate with parents and some of the classroom routines so that they can implement some of these things in the preschool program to create alignment with the children's next environment.

SEE



In this video, how did this teacher support children’s learning through transitions?

In this video, how did this teacher support children’s learning through transitions?

DO

A. We talked about the difference between bigger transitions, such as children going from preschool to kindergarten. List three strategies that were most useful to you, that you would like to use support children and their families through a big transition.

1.
2.
3.

B. We also talked about smaller transitions that occur for children every day in between routines and activities or during pick-up and drop-off. Think of two transition strategies that we talked about and make a plan to meet the individual needs of the preschoolers in your care.

TRANSITION STRATEGY:	HOW I WILL INDIVIDUALIZE:
1.	
2.	

**IMPROVE**

REFLECT ON THESE QUESTIONS BASED ON YOUR STRATEGIES IN THE "DO" SECTION

1. What type(s) of information do you provide to children and families during transitions? How has sharing this information been helpful? What are some ways you can provide additional information to help make transitions smoother?

2. Think about how you support the development of relationships. What are some strategies you learned or what supports do you need to develop relationships with children and families that will help them through big and small transitions?

3. How do you support alignment for children and families (e.g., from classroom to classroom or from preschool to kindergarten)? Can you think of one or more ways to increase alignment?

## RESOURCES

## Online Resources

- Transition to Kindergarten - <https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten>
  - Get Ready for Kindergarten! Activity Calendar for Teachers – <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/transition-calendar.pdf>
  - Get Ready for Kindergarten! Activity Calendar for Families - <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/transition-calendar-family.pdf>
  - Supporting Transitions: Resources for Building Collaboration - <https://eclkc.ohs.acf.hhs.gov/transitions/article/supporting-transitions-resources-building-collaboration>
  - Planning for the Transition to Kindergarten: Why it Matters and How to Promote Success - <https://eclkc.ohs.acf.hhs.gov/transitions/article/supporting-transitions-resources-building-collaboration>
  - Continuing the Journey: Best Practices in Early Childhood Transition- <https://www.mass.gov/files/documents/2016/08/ng/20140515-early-childhood-transition-english.pdf>
  - Early Childhood Transitions: Supporting Children and Families- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/early-childhood-transitions.pdf>
  - Supporting Transitions: Working with Early Education Partners- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/supporting-transitions-brief-four.pdf>
  - 15-minute In-service Suite- Classroom Transitions- <https://eclkc.ohs.acf.hhs.gov/video/classroom-transitions>
  - Gathering and Using Language Information from Families – <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gathering-using-language-information.pdf>
  - Research to Practice Series: Family Engagement in Transitions: Transition to Kindergarten- <https://eclkc.ohs.acf.hhs.gov/publication/research-practice-series-family-engagement-transitions-transition-kindergarten>
  - Partnering with Families of Children who are Dual Language Learners- <https://eclkc.ohs.acf.hhs.gov/publication/partnering-families-children-who-are-dual-language-learners>
  - Head Start Parent, Family, and Community Engagement Framework- <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-parent-family-community-engagement-framework>
  - Family Engagement and Cultural Perspectives: Applying Strengths-based Attitudes- <https://eclkc.ohs.acf.hhs.gov/publication/family-engagement-cultural-perspectives-applying-strengths-based-attitudes>
- Head Start Early Learning Outcomes Framework (ELOF)  
<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>
- There's the ELOF for That (video)
  - ELOF Interactive Framework
  - ELOF2GO Mobile App
  - Effective Practice Guides
- MyPeers – <https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>
- Teacher Time- [https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile\\_view?project\\_id=876521](https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile_view?project_id=876521)
  - Safe Foundations, Healthy Futures Campaign- [https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile\\_view?project\\_id=1351739](https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile_view?project_id=1351739)
- Text4Teachers - <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers>

**Head Start  
Program  
Performance  
Standards**

Information in this episode reflects the following Head Start Program Performance Standards:

§1302.31 Teaching and the learning environment

(e) *Promoting learning through approaches to rest, meals, routines, and physical activity.*

(3) A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.

§1302.34(b) Engaging parents and family members

(2) Teachers regularly communicate with parents to ensure they are well-informed about their child's routines, activities, and behavior;

§1302.70 Transitions from Early Head Start

(a) *Implementing transition strategies and practices.* An Early Head Start program must implement strategies and practices to support successful transitions for children and their families transitioning out of Early Head Start.

(b) *Timing for transitions.* To ensure the most appropriate placement and service following participation in Early Head Start, such programs must, at least six months prior to each child's third birthday, implement transition planning for each child and family that:

(1) Takes into account the child's developmental level and health and disability status, progress made by the child and family while in Early Head Start, current and changing family circumstances and, the availability of Head Start, other public pre-kindergarten, and other early education and child development services in the community that will meet the needs of the child and family; and,

(2) Transitions the child into Head Start or another program as soon as possible after the child's third birthday but permits the child to remain in Early Head Start for a limited number of additional months following the child's third birthday if necessary, for an appropriate transition.

(c) *Family collaborations.* A program must collaborate with parents of Early Head Start children to implement strategies and activities that support successful transitions from Early

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Program  
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Standards**

Head Start and, at a minimum, provide information about the child's progress during the program year and provide strategies for parents to continue their involvement in and advocacy for the education and development of their child.

(d) *Early Head Start and Head Start collaboration.* Early Head Start and Head Start programs must work together to maximize enrollment transitions from Early Head Start to Head Start, consistent with the eligibility provisions in subpart A, and promote successful transitions through collaboration and communication.

(e) *Transition services for children with an IFSP.* A program must provide additional transition services for children with an IFSP, at a minimum, as described in subpart F of this part.

§1302.71 Transitions from Head Start to Kindergarten

(a) Implementing transition strategies and practices. A program that serves children who will enter kindergarten in the following year must implement transition strategies to support a successful transition to kindergarten.

(b) Family collaborations for transitions.

(1) A program must collaborate with parents of enrolled children to implement strategies and activities that will help parents advocate for and promote successful transitions to kindergarten for their children, including their continued involvement in the education and development of their child.

(2) At a minimum, such strategies and activities must:

(i) Help parents understand their child's progress during Head Start;

(ii) Help parents understand practices they use to effectively provide academic and social support for their children during their transition to kindergarten and foster their continued involvement in the education of their child;

(iii) Prepare parents to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children with disabilities and various options for their child to participate in language instruction educational programs; and,

(iv) Assist parents in the ongoing communication with teachers and other school personnel so that parents can participate in decisions related to their children's education.

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Program  
Performance  
Standards**

(c) Community collaborations for transitions. (1) A program must collaborate with local education agencies to support family engagement under section 642(b)(13) of the Act and state departments of education, as appropriate, and kindergarten teachers to implement strategies and activities that promote successful transitions to kindergarten for children, their families, and the elementary school.

(2) At a minimum, such strategies and activities must include:

(i) Coordination with schools or other appropriate agencies to ensure children’s relevant records are transferred to the school or next placement in which a child will enroll, consistent with privacy requirements in subpart C of part 1303 of this chapter;

(ii) Communication between appropriate staff and their counterparts in the schools to facilitate continuity of learning and development, consistent with privacy requirements in subpart C of part 1303 of this chapter; and,

(iii) Participation, as possible, for joint training and professional development activities for Head Start and kindergarten teachers and staff.

(3) A program that does not operate during the summer must collaborate with school districts to determine the availability of summer school programming for children who will be entering kindergarten and work with parents and school districts to enroll children in such programs, as appropriate.

(d) Learning environment activities. A program must implement strategies and activities in the learning environment that promote successful transitions to kindergarten for enrolled children, and at a minimum, include approaches that familiarize children with the transition to kindergarten and foster confidence about such transition.

(e) Transition services for children with an IEP. A program must provide additional transition services for children with an IEP, at a minimum, as described in subpart F of this part.

#### §1302.72 Transitions between programs

(a) For families and children who move out of the community in which they are currently served, including homeless families and foster children, a program must undertake efforts to support effective transitions to other Early Head Start or Head Start programs. If Early Head Start or Head Start is not available, the program should assist the family to identify another early childhood program that meets their needs.

(b) A program that serves children whose families have decided to transition them to other early education programs, including public pre-kindergarten, in the year prior to kindergarten entry must undertake strategies and activities described in §1302.71(b) and (c)(1) and (2), as practicable and appropriate.

(c) A migrant or seasonal Head Start program must undertake efforts to support effective transitions to other migrant or seasonal Head Start or, if appropriate, Early Head Start or Head Start programs for families and children moving out of the community in which they are currently served.

#### Subpart F—Additional Services for Children with Disabilities

##### §1302.60 Full participation in program services and activities

A program must ensure enrolled children with disabilities...receive all applicable program services...and that they fully participate in all program activities.