What’s in Your Folder?

• Agenda
• Self-Assessment Tool for Effective Transition from Prekindergarten to Kindergarten
• Kindergarten Transition Best Practices
• Kindergarten Transition Summit Activity Guide
• Kindergarten Transition Planning Guide for Region/District
• Power Point w/ notes packet
Other Documents

• Effects of Early Adversity
• 4 C’s of Transition
• SPED Preschool to Kindergarten checklist Model Form I-8

These documents can be found @
https://wyominginstructionalnetwork.com/pre-k-to-kinder-transition-summit/
Transition Summit Committee

Alisha Rone, Natrona County CDS
Brent Young, LCSD1 EC Liaison
Jennifer Hiler, Stride
Jerianna Jacobsen, Lander Liaison
Judy Moline, Laramie Developmental Preschool
Nanci Peyrot, Campbell County School District
Natalie Terrell, Campbell County CDC
Nikki Baldwin, UW
Paula Vincelette, Lander School District
Thom Jones, WDE
Goals/Outcomes:

• Identify examples of best practices for an effective kindergarten transition

• Anticipate and problem-solve around key barriers to effective kindergarten transition practices

• Discuss perspectives on key outcomes that support buy-in
Today you will receive...

• Research, Special Education law, and best practices surrounding Kindergarten transition
• Time to evaluate current practices
• Opportunities to collaborate and to explore next steps in your own work
• Statewide and local resources to support these efforts
Key

- **District**: Kindergarten teachers, IEP team, Transition liaison, SPED Directors, Administrators, etc.
- **ECC**: Early Childhood Center (including all preschool, Child Development Center, Child Development Service, Head Start staff, IEP team, EC liaison, etc.
- **IDEA**: Individuals with Disabilities Education Act
- **SWD**: Students with Disabilities
- **LRE**: Least Restrictive Environment
- **ESY**: Extended School Year
What is transition?

Transition refers to the events, activities, and processes associated with key changes between environments or programs during the early childhood years and the practices that support the adjustment of the child and family to the new setting.

(DEC, 2016)
Transitions are a part of life
Transitions are a part of life

- Early Childhood
- Middle Childhood
- Adolescence
- Young Adulthood
- Middle-Age
- Senior Citizen
Turn and Talk

• What types of internal and external factors impact this transition?

• What types of support can be offered to enhance this transition?
A Look at Transition in the Life of a Child

- Hospital, Family, Daycare
- Preschool Part C to Part B
- Preschool to Elementary
- Elementary to Junior High
- Junior High to High School
- High School to Adult Living

EDU.WYOMING.GOV
A Look at Transition in the Life of a Child

- Hospital, Family, Daycare,
- High School to Adult Living
- Preschool Part C to Part B
- Junior High to High School
- Preschool to Elementary
- Elementary to Junior High
- High School to Elementary
Turn and Talk

- What types of internal and external factors impact this transition?

- What types of support can be offered to enhance this transition?
Does it really matter?

Multiple large-scale research studies have found that transition activities for children and families are associated with these gains in kindergarten:

• Reduced stress and higher ratings of social emotional competence at the beginning of the school year
• Improved academic growth and increased family involvement over the year
• Stronger benefits for children living in poverty

https://eclkc.ohs.acf.hhs.gov
Benefits of a Smooth Transition
(Wesley, 2001)

Children:
• Enhanced self-esteem and confidence
• Improved peer-group relations
• Greater efficacy and enjoyment in learning
• Positive regard for teachers
• Reduced Stress

Families:
• Better understanding of early childhood education
• Increased confidence in communication with schools
• Positive outlook about collaboration with schools
• Enhanced self-esteem regarding communication and advocacy skills

Retrieved from Wyoming’s Unique Transition from Preschool to Public School – Knudtson, 2012
Benefits of a Smooth Transition

(Wesley, 2001)

Teachers:

• Enhanced ability to meet individual needs of children
• Increased efficiency in program planning and implementation
• Better community support
• Enlarged professional support network
• Wider pool of resources

Retrieved from Wyoming’s Unique Transition from Preschool to Public School – Knudtson, 2012
“The transition practices commonly used in school may not be well suited to the needs of children and families”.

Teachers Reported from a National Survey...

• 48% of children had difficulty adjusting to school
• Approximately one third (32%) of children were reported to have “some problems” during the transition
• 16% of children were identified as having a “difficult or very difficult” entry into kindergarten characterized by “serious concerns or many problems”
• Over 1/3 reported problems such as difficulty following directions, difficulty working independently, and a lack of academic skills characterized over half the students in their class

(Rimm-Kaufman et al., 2000, p. 154)
Teachers say $\frac{1}{2}$ of class...

- Difficulty following directions: 46%
- Lack of academic skills: 36%
- Difficulty working independently: 35%
- Difficulty working as part of a group: 31%
- Problems with social skills: 21%
- Difficulty communicating/language problems: 14%

Rimm-Kaufman, Pianta, & Cox, 2000
“Children transitioning to kindergarten are embarking on a pivotal time in their lives: the first days of school. How they start out can set them on a course for future academic and social success”.

Welcome to Kindergarten
“Successful transitions from preschool to kindergarten don’t simply happen; transitions require planning, communication, intentionality, leadership, and time. School transition should be a process and NOT a one time event”.

(Patton & Wang, 2012)
How can we ensure a smooth and effective transition for our students?
The Ecological and Dynamic Model of Transition

Relationships complete connections!
Successful Transition

Parents

ECC

District
• What are Kindergarten expectations?
• How can I help ensure a smooth transition to kindergarten?

• What information do I need from home or preschool?
• How can I help ensure a smooth transition from home or preschool?

• What can I do to help my child to be prepared?
• Is my child ready for school?

• Who is my teacher?
• Will my teacher like me?
• Who will be my friend?

• What are Kindergarten expectations?
• How can I help ensure a smooth transition to kindergarten?
What are our greatest barriers?
Communication!

The most significant issue, however, is the absence of communication between early childhood educators and kindergarten teachers and between kindergarten and primary teachers.

Susan W. Nall is Chairperson, Elementary and Early Childhood Education, School of Education, Southern Illinois University at Edwardsville.

Communication!

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Research says:

• **Relationships**: people across agencies, families

• **Collaboration and Training**: within and across programs – sending and receiving agencies

• **Individualized Services**: uniform transition goals are not appropriate for SWD- planning must address specific needs of each child/family

Mechanical cog: one of the teeth on a wheel or gear that, by engaging other teeth, transmits or receives motion.
Persistent Barriers

• **Relationships:** people across agencies, families

Issues:
- Complex array of staff
- Frequent staff turnovers
- Lack of time
- Unwillingness to make connections
Persistent Barriers

• **Collaboration and Training:** within and across programs – sending and receiving agencies

Issues:
- Shortages in staffing
- Preparedness
- Curricular alignment
- Funding
- Little to no training in working with SWD for General Ed teachers
Persistent Barriers

• **Individualized Services**: uniform transition goals are not appropriate for SWD- planning must address specific needs of each child/family

Issues:
- Lack of or little information on SWD needs/supports
- Inadequate planning
- Inflexible schedules to address needs/supports
- Lack of staffing
- Inadequate support services
How can we break through to overcome these barriers?
Each one of us plays an important role to propel motion forward
Importance of Relationships in Change

“There will never be enough laws, policies, processes, documents, etc. to force change…

Change is best realized through the relationships we build with those people and groups that have a common interest toward solving a persistent problem or seizing an opportunity”.

Bill East, NASDSE, 2012
Relationships and Collaboration build the bridge
In the United States...

• Four million children begin kindergarten in the fall

• Approximately 70% of 4-year-olds currently attend some type of formal prekindergarten (Pre-K) program the year before kindergarten
<table>
<thead>
<tr>
<th>Preschool</th>
<th>Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Typically smaller student to teacher ratio</td>
<td>• Typically larger student to teacher ratio</td>
</tr>
<tr>
<td>• Flexible curriculum</td>
<td>• More rigorous curriculum with deadlines</td>
</tr>
<tr>
<td>• Some only attend ½ day</td>
<td>• Full day</td>
</tr>
<tr>
<td>• Social/emotional focused curriculum</td>
<td>• Academic focused curriculum</td>
</tr>
<tr>
<td>• Less transitions within the school day</td>
<td>• Several transitions within the school day</td>
</tr>
</tbody>
</table>
## Wyoming Statewide Kindergarten

<table>
<thead>
<tr>
<th></th>
<th># Enrolled Students</th>
<th># SWD</th>
<th>ID %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>7825</td>
<td>1170</td>
<td>15.0 %</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>7569</td>
<td>1203</td>
<td>15.9 %</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>7453</td>
<td>1193</td>
<td>16.0 %</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>7445</td>
<td>1263</td>
<td>17.0 %</td>
</tr>
</tbody>
</table>
Not All Children Make a Successful Transition

- Preschool: different rates of development are acceptable

- Elementary school requiring mastery of specific academic skills by predetermined deadlines

- Low SES backgrounds have more difficult transitions to school characterized by early and persistent school failure
  - behavior problems
  - low levels of parental involvement
  - widening gap between their academic achievement and that of their more affluent peers

Consider the Needs of All Children
Effects of Early Adversity on Children’s Transitions

Early Adversity
- Poverty/low SES
- High Mobility/Homelessness
- Maltreatment

Early Learning Environments
- Lack of in-home early learning materials and resources
- Lack of access to/inability to receive full dosage of high-quality early learning programs

Caregiver Behaviors
- Deficits in parenting skills
- Decreased parental involvement in early learning and transition to formal schooling

Child Neurobiological Functioning
- Decreased executive functioning
- Disruptions in hypothalamic-pituitary-adrenal axis functioning

Difficulties in the transition to Kindergarten

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Difficulties in the transition to Kindergarten

What Does the Law Say?
Transition planning must address:

- Confidentiality and FERPA provisions.
- Enrollment in a public school.
- Transmittal of records to the public school.
- A reevaluation, if necessary:
  - Eligibility and categories.
  - Identification of educational needs in the new setting.
- IEP Planning with new team members:
  - General curriculum
  - Special education and related services
  - ESY
  - LRE

Retrieved from Wyoming’s Unique Transition from Preschool to Public School – Knudtson, 2012
What information should be shared?

Everything in the child’s special education file.
- Evaluations
- IEPs
- Behavior intervention plans
- Progress
- Attendance
- Health issues

The public school cannot be an active, knowledgeable participant without this information in advance of IEP planning.
Comprehensive Reevaluations

- All evaluations must be conducted in accordance with 34 C.F.R. §§300.304 through 300.311. Some requirements include:
  - Assess the child in all areas related to the suspected disability,
  - Start with a review of existing data,
  - Use a variety of assessment tools,
  - Not use any single measure or assessment as the sole criterion,
  - Use technically sound instruments, and
  - Ensure the evaluation is sufficiently comprehensive to identify all of the child’s special education and related services needs, whether or not commonly linked to the disability category suspected.
Comprehensive Evaluation: Eligibility & Need

- Generate
  - Health, Vision or Hearing Conditions
- Questions
  - Cognitive Abilities
- Conduct
  - Academic Skills
- Assessments
  - Communication Skills
- Answer
  - Social or Emotional Skills
- Functional Skills
- Physical or Motor Skills

Retrieved from Wyoming’s Unique Transition from Preschool to Public School – Knudtson, 2012
Sufficient time should be given to permit:

- One or more team meetings,
- Reevaluation, if necessary,
- Observations, and
- IEP development.

January prior to kindergarten is a good time to start the transition process.
REMEmber, IEPs must be in place at the beginning of the school year! Day one! 34 C.F.R. §300.323(a).

The IDEA is clear that at the beginning of each school year, each LEA must have an IEP in effect for each child with a disability in the agency’s jurisdiction. Therefore, public agencies need to have a means for determining whether children who move into the state during the summer are children with disabilities and for ensuring that an IEP is in effect at the beginning of the school year. 71 Federal Register 46682.
## Model Form I-8

**Preschool to Kindergarten Checklist**

<table>
<thead>
<tr>
<th>School District/Public Agency</th>
<th>Preschool to Kindergarten Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sending CDC/Preschool/Agency</td>
<td>WISER ID</td>
</tr>
</tbody>
</table>

### Name of Student

### Name(s) of Parent or Guardian

### Address (City, State & Zip)

### Address (City, State & Zip)

### Contact Information

- **H:**
- **C:**
- **W:**
- **Email:**

### Disability Category:

- **Annual IEP Date:**
- **Three Year Reevaluation Date:**

### Transition Planning

- **Transition planning meeting including CDC/Preschool and School District (suggested meeting in January)**
- **Written transition plan**

### Referral

- **Referral for Special Education (Form E-1)**
  - **Notice of Team Meeting (Form G-1)**
  - **Prior Written Notice (Form G-2)**
  - **Procedural Safeguards**

- **Parent Request for Special Education:**
  - **Prior Written Notice (Form G-3)**
  - **Procedural Safeguards**

### Initial Evaluation

- **Notice and Consent for Evaluation (Form E-2)**
- **Eligibility Criteria/Workplan(s)**
- **Notice of Team Meeting (Form G-1)**
- **Evaluation Report and Eligibility Determination (Form E-3)**
  - **Prior Written Notice, Ineligible (Form G-3)**

### Initial Services

- **Notice of Team Meeting, if needed to develop an IEP (Form G-1)**
  - **Prior Written Notice and Consent for Initial Services (Form I-3)**
  - **IEP (Forms I-1, I-4a, and I-4b)**

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Page 1 of 2

WDC6 Model Forms I-8
Updated December 2019
Kindergarten Transition Toolkit
Supportive Tools to Consider

• Effects of Early Adversity on Children’s Transitions
• 4 C’s of Transition
• Self-Assessment Tool
• Best Practices of Kindergarten Transition
• SPED Preschool to Kindergarten checklist: Model Form I-8
4 C’s of Transition

Collaboration
Negotiation of Needs to Create and Achieve a Shared Objective

Coordination
Sequenced Plan of Action
Alignment of Activities
Complementary Goals

Communication
Continuous Sharing of Knowledge and Information
Listen Effectively
Give and Take Feedback

Connection
Mutual Respect and Trust
Form and Cultivate Relationships
Accept and Celebrate Differences
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**Coordination**
- Sequenced Plan of Action
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**Connection**
- Mutual Respect and Trust
- Form and Cultivate Relationships
- Accept and Celebrate Differences
Collaboration
Negotiation of Needs to Create and Achieve a Shared Objective

Coordination
Sequenced Plan of Action
Alignment of Activities  Complementary Goals

Communication
Continuous Sharing of Knowledge and Information
Listen Effectively  Give and Take Feedback

Connection
Mutual Respect and Trust
Form and Cultivate Relationships  Accept and Celebrate Differences
Self-Assessment Tool for Effective Transition from Prekindergarten to Kindergarten

Considerations for an effective transition plan
- Positive relationships among all stakeholders
- Effective communication
- Coordination of sequenced plan with alignment
- Collaboration between Preschool, Child Development Center (CDC) and School District
- Consideration of children’s individual needs and their families

How to use this self-assessment tool
Read each practice and/or strategy carefully and choose the answer that best fits your current transition plan.
List in the evidence column what has informed your choice.

<table>
<thead>
<tr>
<th></th>
<th>1 Seldom or Never (0 – 25%)</th>
<th>2 Some of the Time (25 – 50%)</th>
<th>3 Occasionally considered (50 – 75%)</th>
<th>4 Frequently considered (75 – 100%)</th>
<th>Probing Questions</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>District is aware of the approximate number of students entering Kindergarten each fall</td>
<td></td>
<td></td>
<td></td>
<td>Is there a system in place to inform Districts of incoming students?</td>
<td>Districts are given expected students to enroll in Kindergarten from CDCs or preschools</td>
</tr>
</tbody>
</table>

Key
ECC: Early Childhood Center (including all preschool, Child Development Center, Child Development Service, and Head Start staff, IEP team, EC liaison, etc.

District: Kindergarten teachers, IEP team, Transition liaison, Administrators
Kindergarten Transition Best Practices

• Planning

• Process

• Post Transition
Best Practices
Planning
1 – 6
Planning

1. A primary contact person, coordinator or liaison for transition has been identified within each program or agency (ECC and District).
   - Facilitates contact with programs, agencies, and families regarding kindergarten transition
   - Attends IEP meetings or designates an appointed person to attend IEP on behalf of each program or agency
   - Uses parent liaisons to support family program visits
Planning

2. A functioning transition team is developed which consists of members from the ECC and District.
   - Roles and responsibilities for all transition activities are clearly delineated
   - Release time for ECC and District staff to collaborate and joint plan professional development, visits, activities, and meetings
Planning

3. A communication plan is jointly created between the ECC and District regarding the planning, process, and post transition.
   • Open and effective communication plan is developed which permits and encourages ongoing contact between the ECC, District, and families.
   • Families have the opportunity to receive information regarding transition in their native language.
   • A copy of the Kindergarten Transition Plan is shared with key ECC and District staff.
   • Professional development and training is jointly planned and shared between ECC and District.
Planning

4. Conscious and transparent connections are made between curricula and child.

• ECC, Districts, and families collaborate to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems and plan.

• District personnel provides kindergarten expectations for incoming students to sending ECCs.

• ECC and District staff discuss kindergarten expectations programs that are available.
Planning

4. Conscious and transparent connections are made between curricula and child. (cont’d)

• ECC and District collaborate to align curriculum
• ECC and District transition team members do reciprocal visits to gain knowledge of policies, procedures, programs, and curricula
• Children have opportunities to develop and to practice skills needed to enter kindergarten and to be successful in the next environment
Planning

5. ECC and District have developed a functioning transition plan and follow the practices with fidelity.

• ECC and District have a method to review and assess the effectiveness of their transition plan
• A transition checklist is created and distributed to key stakeholders among the ECC and District for consistency
• SPED Preschool to Kindergarten checklist is referenced for IEPs
Planning

6. Transition planning begins within the first semester prior to the school year when the student would enter kindergarten.

• A timeline is created to include high impact activities throughout the school year
• Activities are planned in advance to include community, family, and school visits
Best Practices

Process

7 – 12
Process

7. The transition plan is individualized and effective in identifying children and families in need of services.

- Alignment and continuity of services are ensured within the new setting
- All transition planning should be individualized based on student’s needs
Process

8. Key personnel are invited to annual IEP and other transition meetings at the ECC.
   - Notices are given well in advance for key stakeholders to attend transition meetings
   - Consent is received from families for meetings as needed
Process

9. The transmittal of student records and necessary enrollment forms are completed and transferred to the District in a timely manner.

• Districts share what documents or information is pertinent and preferred for kindergarten in order to make informed decisions regarding transition to the new setting

• Records and documents are transferred early enough for District staff to perform a proper intake of incoming kindergarten students
Process

10. ECC and District develop formal plan to minimize disruptions in Special Education services before, during, and after transition.

- All students with disabilities are ensured FAPE (Free Appropriate Public Education) and LRE (Least Restrictive Environment) under IDEA (Individuals with Disabilities Education Act)
- Provide Child Find and Health Fairs to support outreach to underserved populations
- Stakeholders are present at IEP and other transition meetings to review and have input to update the IEP for transition
- All stakeholders, including family and key staff from ECC and District input is valued and considered
Process

11. Families are active participants in transition.
   • Families’ needs are assessed and addressed
   • ECC and District jointly offer awareness of the importance of transition to families
   • Families are offered opportunities to actively participate and partner in their child’s transition planning efforts and activities
   • Provide checklist for families to prepare for kindergarten
12. Transition activities are effective and provide a smooth transition into kindergarten.

• The timeline of activities is jointly supported from ECC and District
• Activities include school visits with children and families before school begins
• Families are notified in advance of activities and encouraged to participate

Process
12. Transition activities are effective and provide a smooth transition into kindergarten (cont’d).

• Activities support continuity of services
• Collaboratively create a transition to kindergarten checklist to help families prepare for transition
• All transition activities should be individualized based on student’s needs
Best Practices

Post Transition
13 – 14
Post Transition

13. ECC and District periodically review transition practices and activities.
   • A process or method is in place to regularly assess the effectiveness of the transition plan and coordinating activities
   • ECC and District make changes to plan as necessary
Post Transition

14. Support is provided post transition to allow for a smooth adjustment to the new setting.
   • A follow up visit or call to families and kindergarten staff for aiding completed transition
Kindergarten Transition Activities
Kindergarten Transition Activities

Low Impact:

- Letter sent home
- Open house after school begins
- Flyers and/or brochures sent home

High Impact:

- Transition team – Preschool and District personnel with delineated roles & responsibilities
- ECC & District conduct reciprocal visits to gain mutual understanding
- Activities including families and community before, during and after school begins
- Child visiting the school and a kindergarten classroom before school starts
- Phone calls/visits to families
- Follow up visit with families after transition
# Transition Activities for Families

<table>
<thead>
<tr>
<th>Transition activity</th>
<th>Percent of families who found this activity helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had child visit a kindergarten classroom</td>
<td>99</td>
</tr>
<tr>
<td>Met with a kindergarten teacher</td>
<td>89</td>
</tr>
<tr>
<td>Met with the principal</td>
<td>95</td>
</tr>
<tr>
<td>Took a tour of the school</td>
<td>100</td>
</tr>
<tr>
<td>Talked with preschool staff about kindergarten</td>
<td>99</td>
</tr>
<tr>
<td>Visited the kindergarten classroom</td>
<td>97</td>
</tr>
<tr>
<td>Talked with parents of child’s new classmates</td>
<td>97</td>
</tr>
<tr>
<td>Participated in elementary school-wide activities</td>
<td>100</td>
</tr>
<tr>
<td>Attended a workshop for parents</td>
<td>98</td>
</tr>
<tr>
<td>Met with child’s anticipated kindergarten teacher</td>
<td>92</td>
</tr>
<tr>
<td>Attended an orientation to kindergarten</td>
<td>96</td>
</tr>
</tbody>
</table>

Pianta et al., 1999
The primary purpose behind evaluation of transition activities is to determine if transition planning is having a positive effect on children and families.

Rous, Hemmeter, & Schuster, 1994
Transition is in your future.
Transition Toolkit

- Why is transition to Kindergarten important?
- Who should be involved in the process?
- What should be included in a transition plan?
- How should information be disseminated?
A goal without a plan is just a wish.

Antoine de Saint-Exupéry
6 Steps to Successful Planning:

1. Assess your partnerships.
2. Identify the goals for transition and alignment.
3. Assess what is happening now.
4. Identify data to support these practices.
5. Plan and prioritize.
6. Implement and evaluate.

Plinta & Kraft-Sayre, 2003
Next Steps: Linking Research and Evidence

- **Research Based Practices**
  - Literature Syntheses & Longitudinal and Cross-Sectional Study of Children and Families

- **Practices that directly impact transition and child outcomes**

- **Social Practices**
  - National Surveys, Focus Groups, & Literature Review
Together...

WE MAKE THINGS POSSIBLE
The Ideal Transition Toolkit

Suggested items:

• SPED Preschool to Kindergarten checklist Model Form I-8
• Create a Kindergarten checklist (w/ Preschool/District responsibilities)
• Create a Timeline
• Preschool/District collaborative activities
• Family engagement/guidance to for kindergarten expectations
• Community involvement action plan
QUESTIONS?
COMMENTS?
Self-Assessment Tool
Afternoon Agenda

• Drawing will begin promptly at 12:20 (must be present to win)

• Dr. Dana Winters: Growing Simple Interactions Through Practice

• Collaborative Team Planning
Thank you!
Resources

• East, B. (2012) National Association of State Directors of Special Education.