

# Wyoming Kindergarten Transition Collaboration

## Transition from Pre-Kindergarten to Kindergarten

Deana Smith

January 10, 2020

# 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

Jeriana 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)

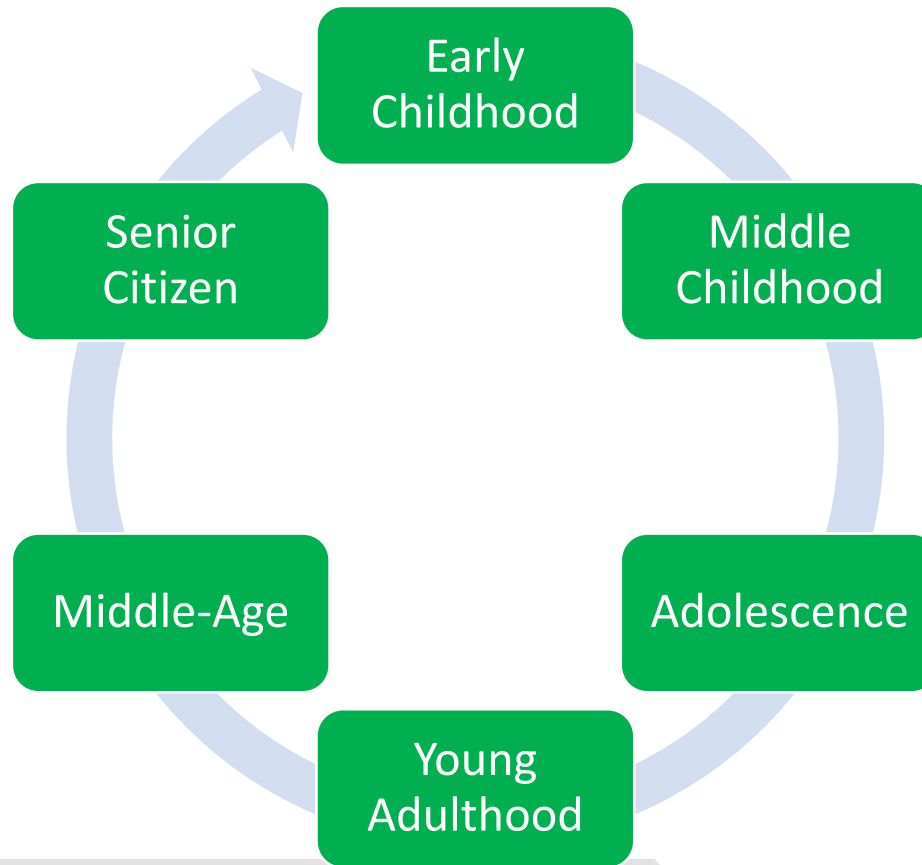




# Transitions are a part of life



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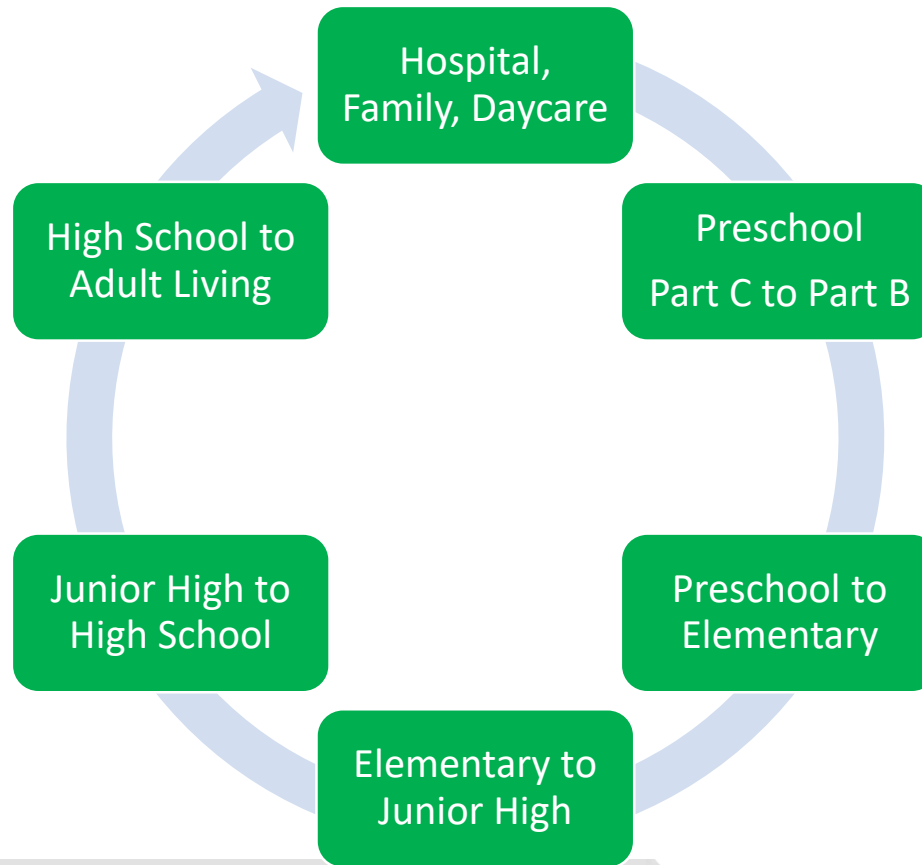


# Turn and Talk

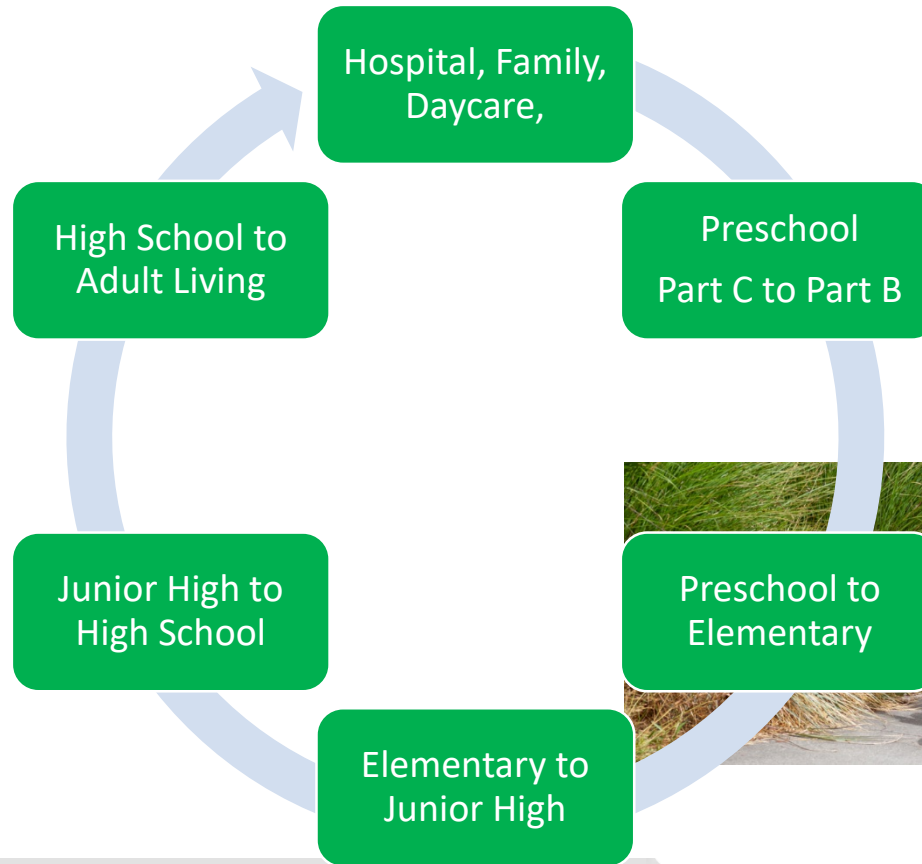
- What types of internal and external factors impact this transition?
- What types of support can be offered to enhance this transition?



# A Look at Transition in the Life of a Child



# A Look at Transition in the Life of a Child



# Turn and Talk

- What types of internal and external factors impact this transition?
- What types of support can be offered to enhance this transition?





US Highways

Interstate Highways

0 50 KM 50 Miles

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# 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”.

Pianta, R. & Cox, M. (2002)

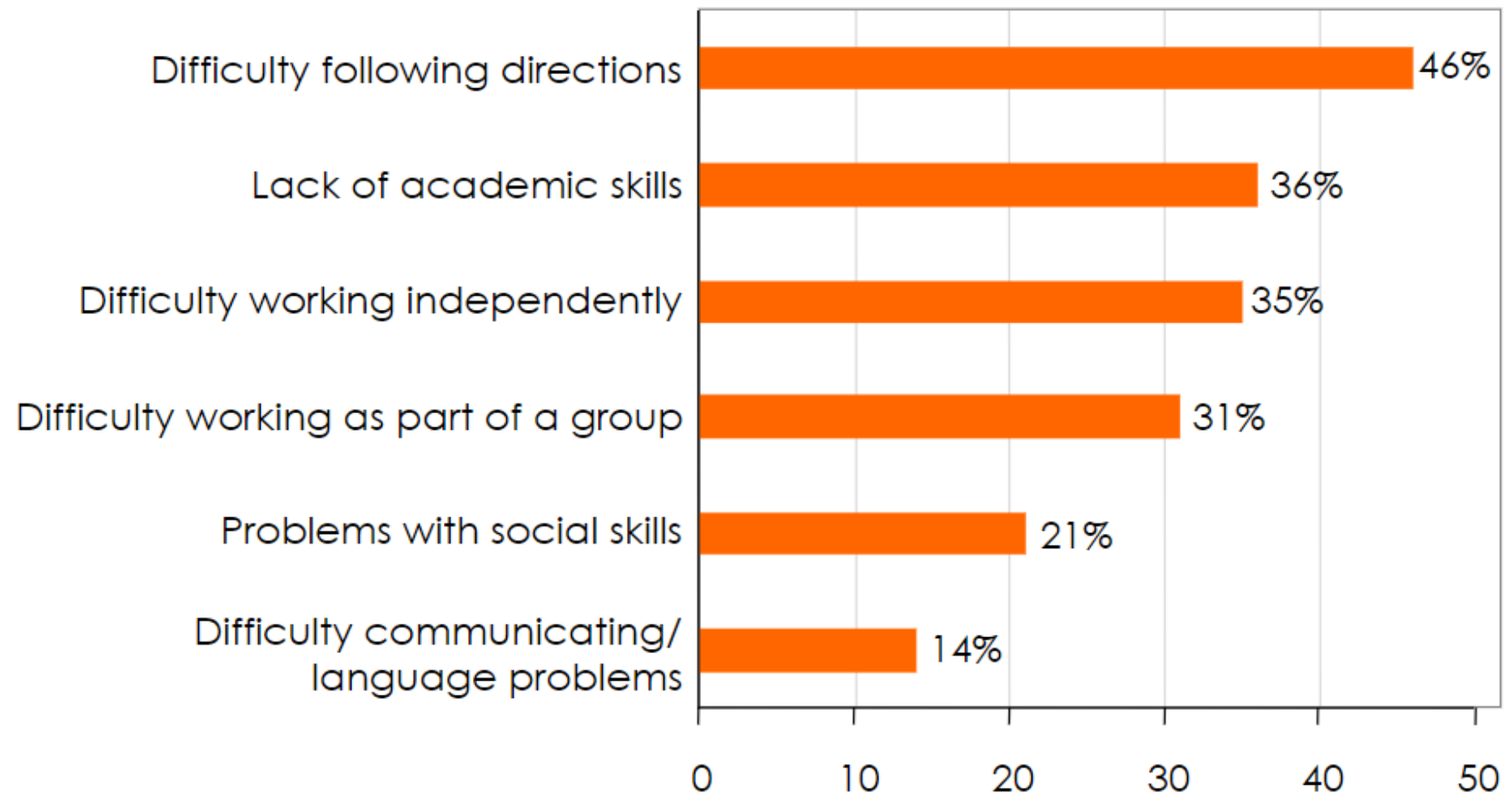


# Teachers Reported from a National Survey...

- 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

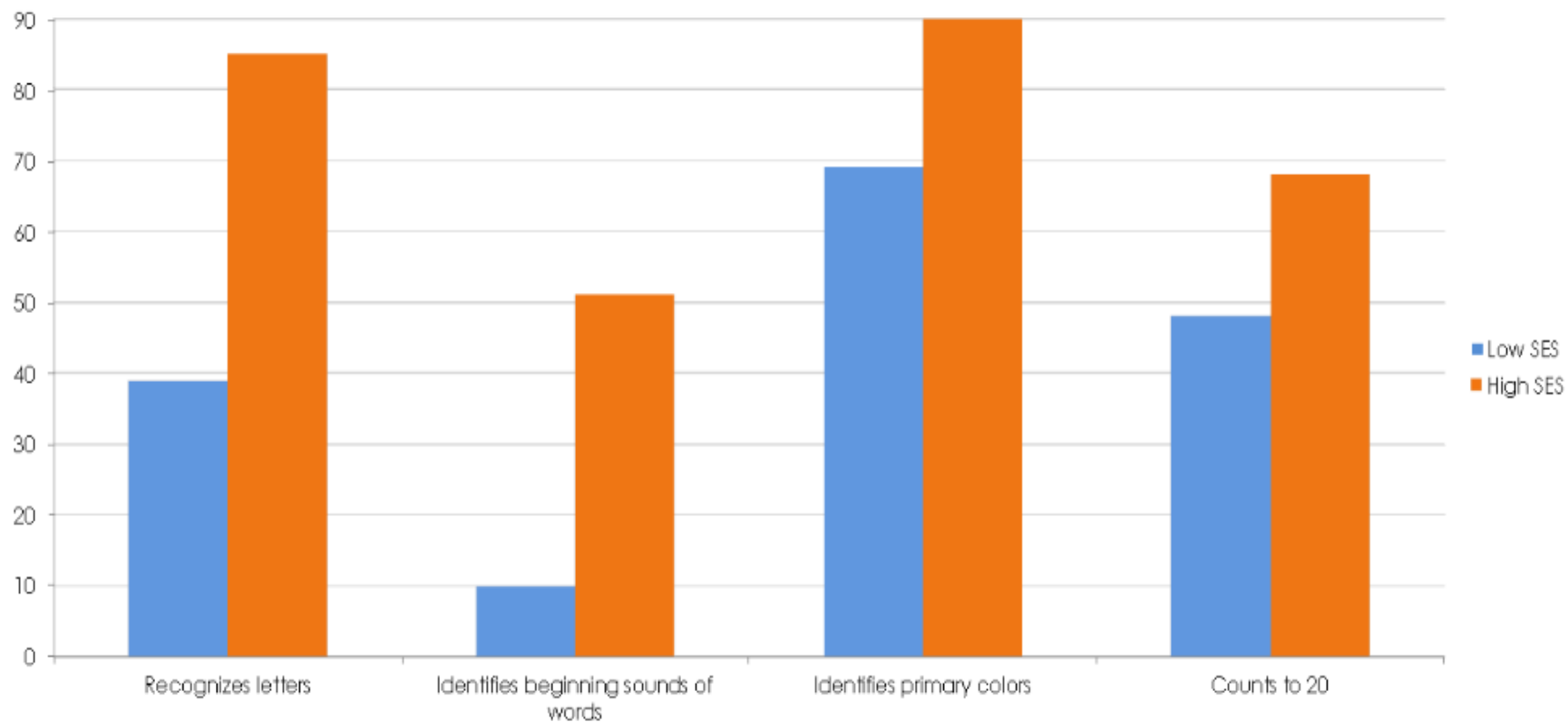
([Rimm-Kaufman et al., 2000](#), p. 154)

# Teachers say ½ of class...



Rimm-Kaufman, Pianta, & Cox, 2000

## Percent of Kindergarteners Passing Proficiency Levels in Fall



Child Trends, 2010

“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”.

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.



c d e f g h i j k l m n o p q r s t u v w x

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?

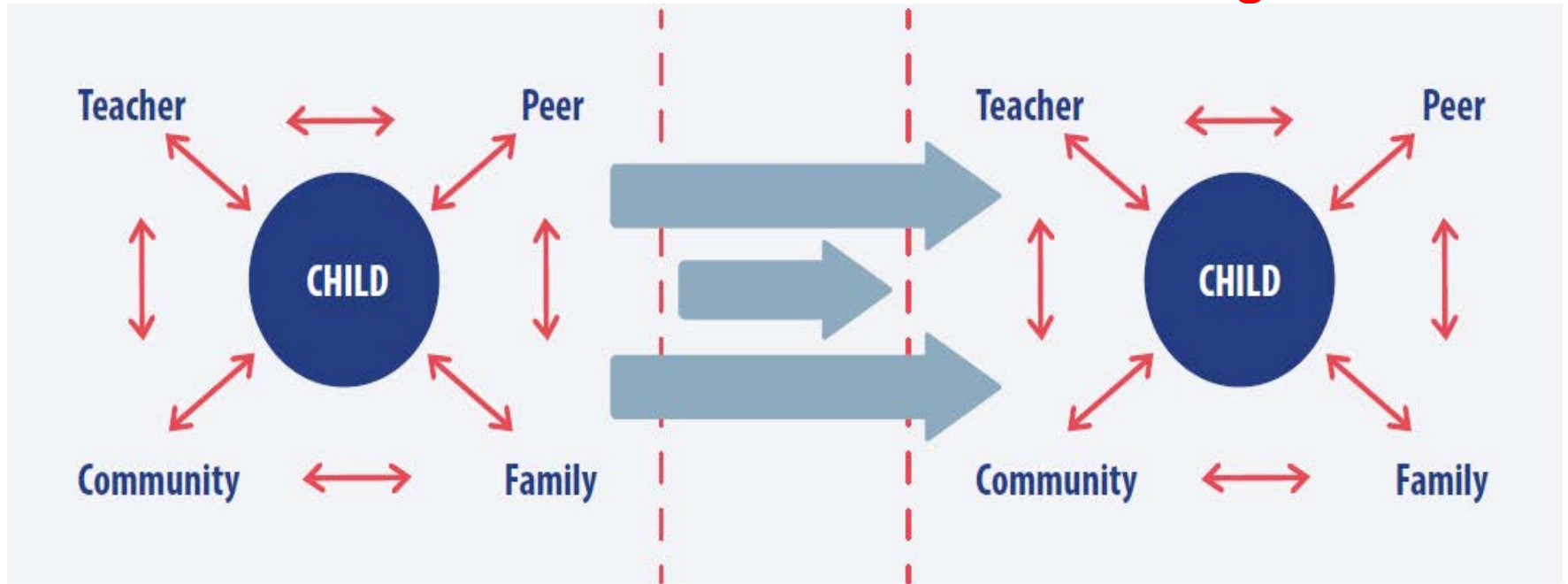




# The Ecological and Dynamic Model of Transition

## Preschool

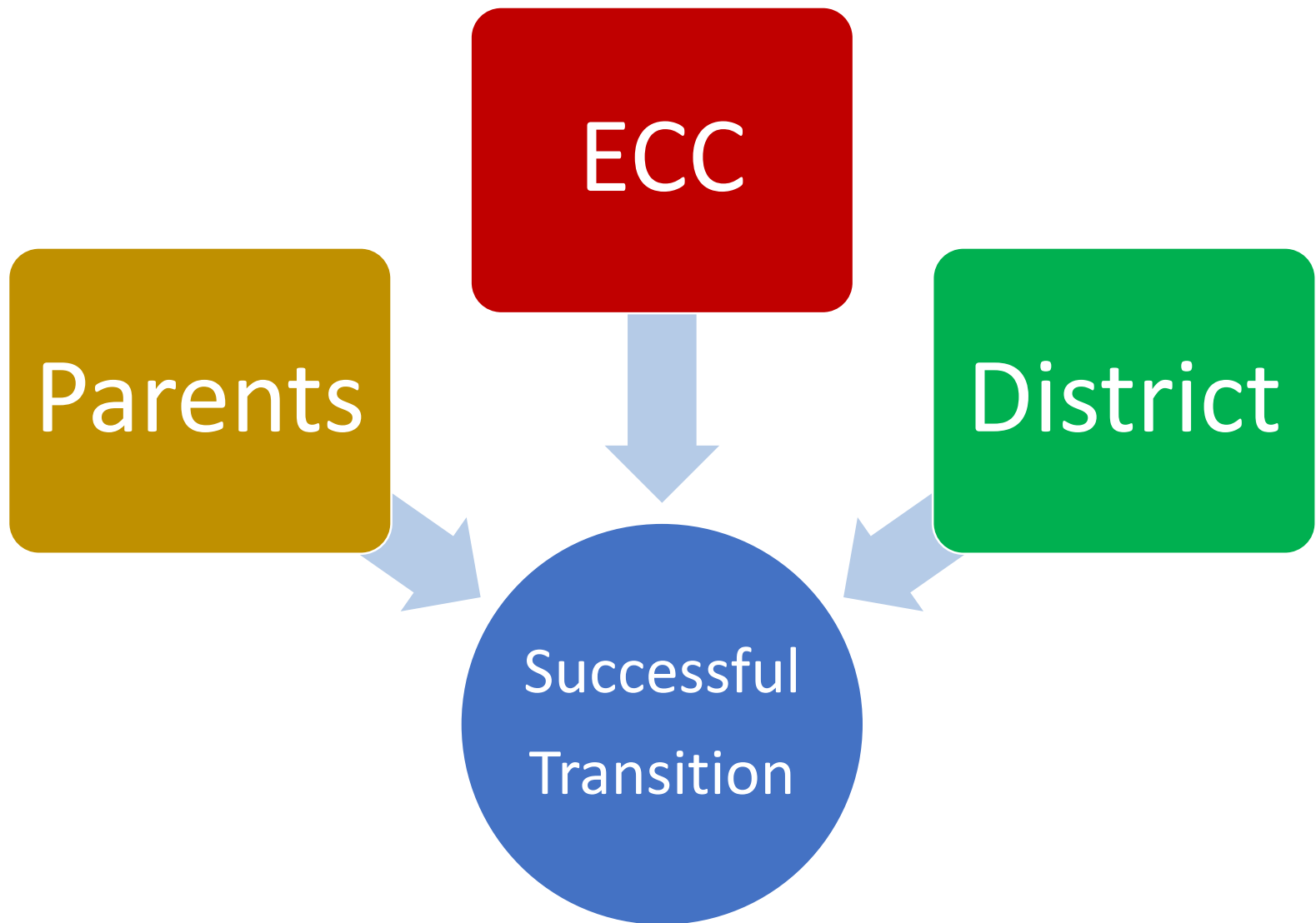
## Kindergarten



From: Rimm-Kaufman, S. & Pianta, R. (2000). An ecological perspective on the transition to kindergarten: A theoretical framework to guide empirical research. *Journal of Applied Developmental Psychology*, 21(5), 491-511.

# Relationships complete connections!





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

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

Child

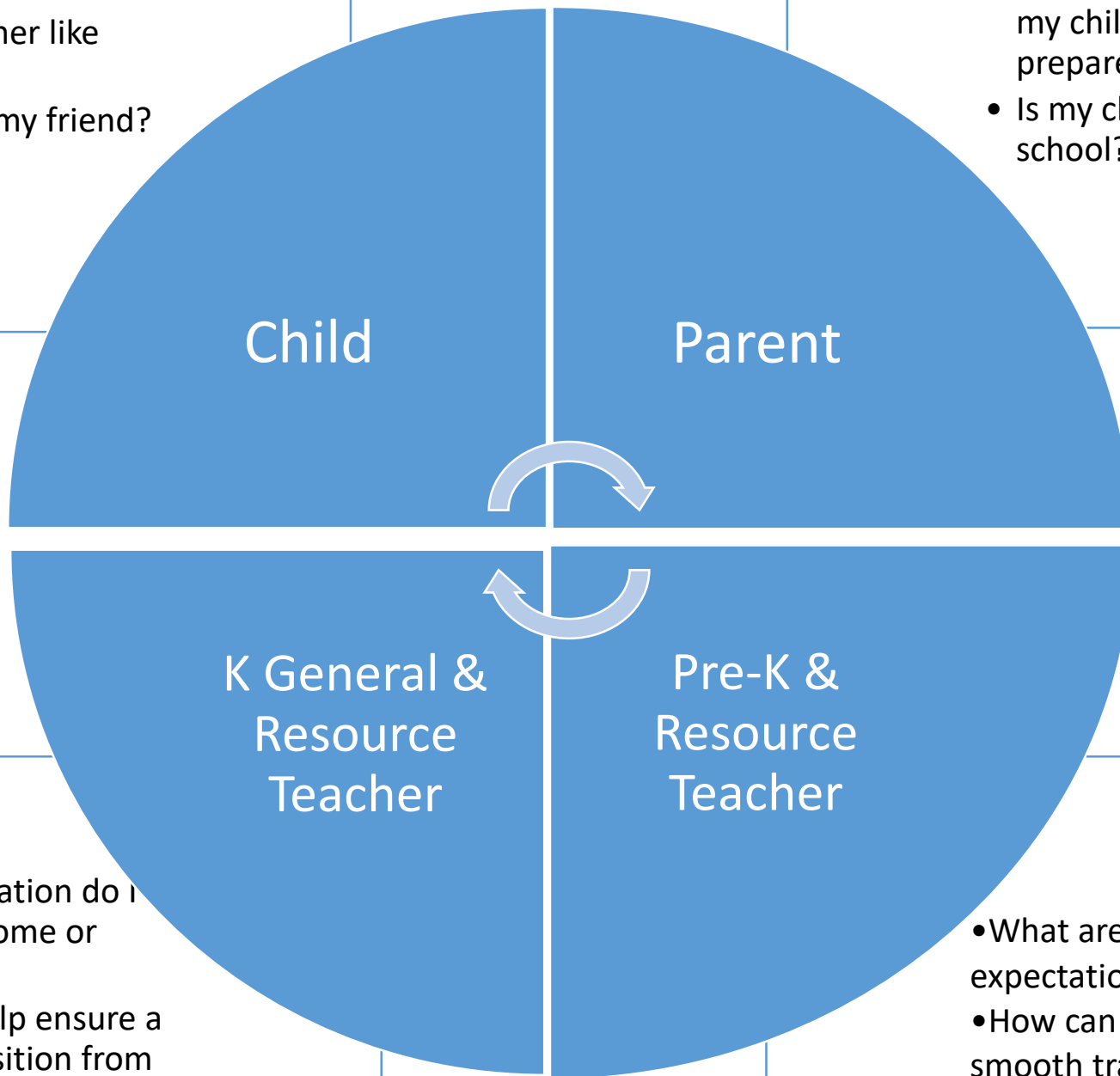
Parent

K General &  
Resource  
Teacher

Pre-K &  
Resource  
Teacher

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

- 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.*

Susan W. Nall (1982) Bridging the Gap: Preschool to Kindergarten, *Childhood Education*, 59:2, 107-110, DOI: [10.1080/00094056.1982.10520557](https://doi.org/10.1080/00094056.1982.10520557)

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**Have we bridged the gap?**

Susan W. Nall (1982) Bridging the Gap: Preschool to Kindergarten, Childhood Education, 59:2, 107-110, DOI: [10.1080/00094056.1982.10520557](https://doi.org/10.1080/00094056.1982.10520557)

# 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

Mashburn, A. J., et.al (2018)



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

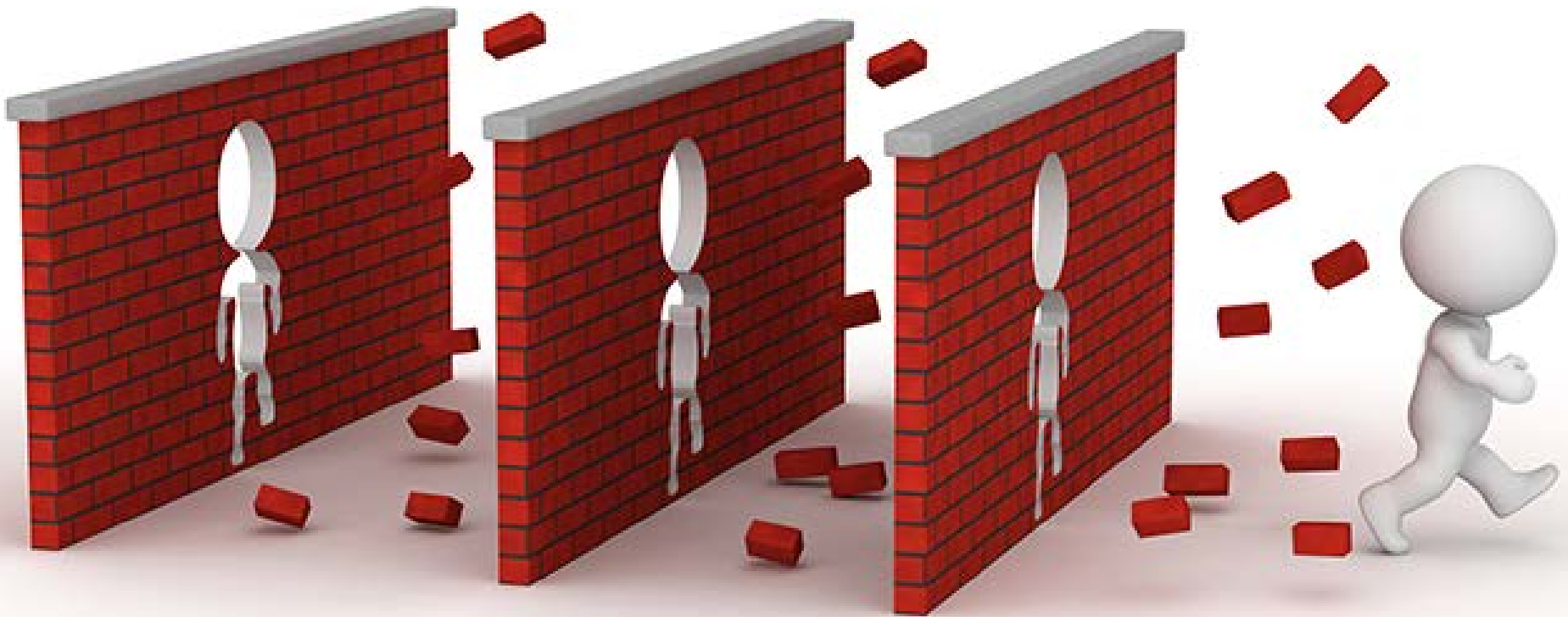
- **Individualized Services:** uniform transition goals are not appropriate for SWD- planning must address specific needs of each child/family

## 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

## Preschool

- Typically smaller student to teacher ratio
- Flexible curriculum
- Some only attend ½ day
- Social/emotional focused curriculum
- Less transitions within the school day

## Kindergarten

- Typically larger student to teacher ratio
- More rigorous curriculum with deadlines
- Full day
- Academic focused curriculum
- Several transitions within the school day

# Wyoming Statewide Kindergarten

	# Enrolled Students	# SWD	ID %
Fall 2015	7825	1170	15.0 %
Fall 2016	7569	1203	15.9 %
Fall 2017	7453	1193	16.0 %
Fall 2018	7445	1263	17.0 %

# Not All Children Make a Successful Transition

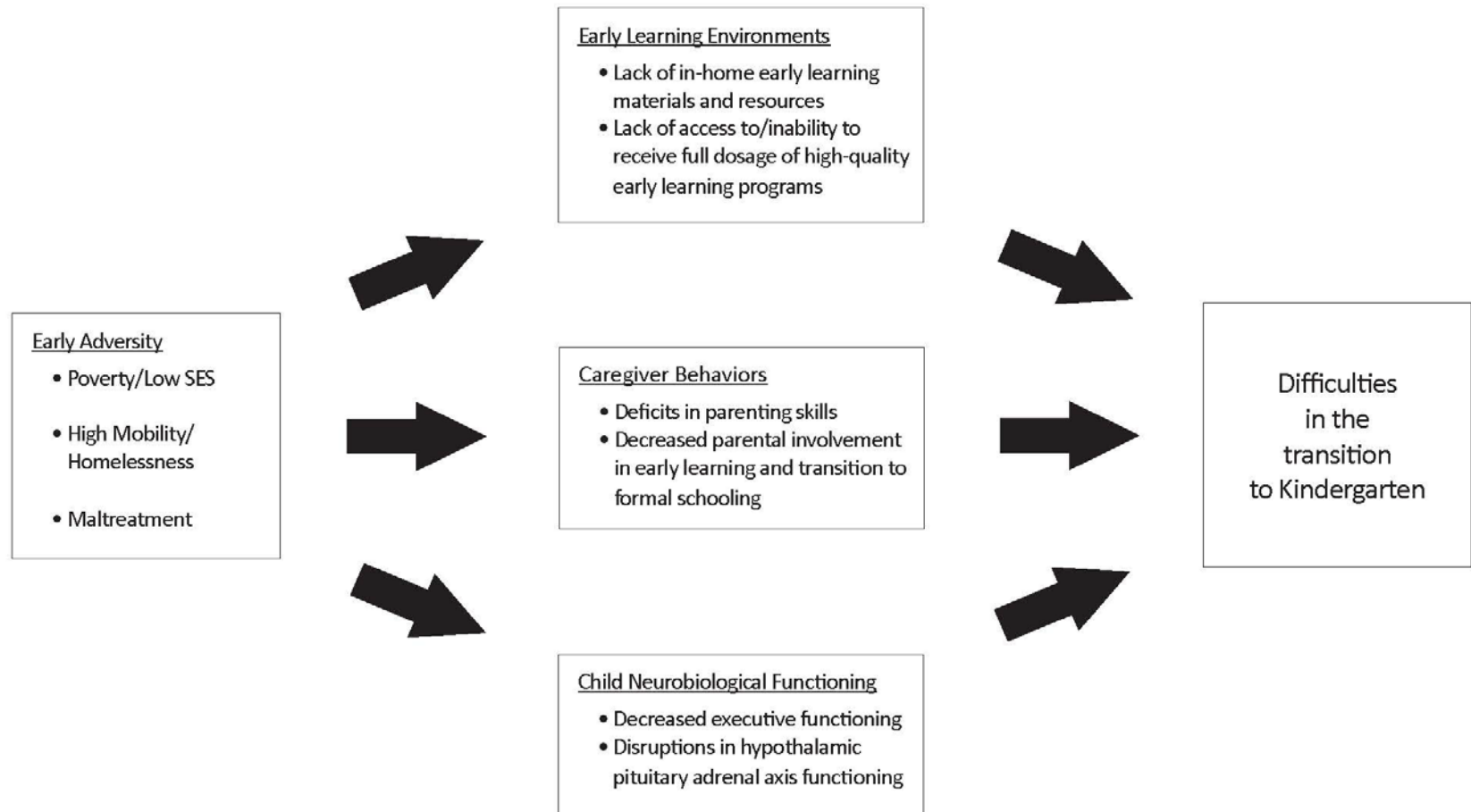
- Preschool: different rates of development are acceptable
- Elementary school requiring mastery of specific academic skills by predetermined deadlines
- Low SES backgrounds have more difficult transitions to school characterized by early and persistent school failure
  - behavior problems
  - low levels of parental involvement
  - widening gap between their academic achievement and that of their more affluent peers

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. doi:10.1037/0012-1649.41.6.860

# Consider the Needs of All Children

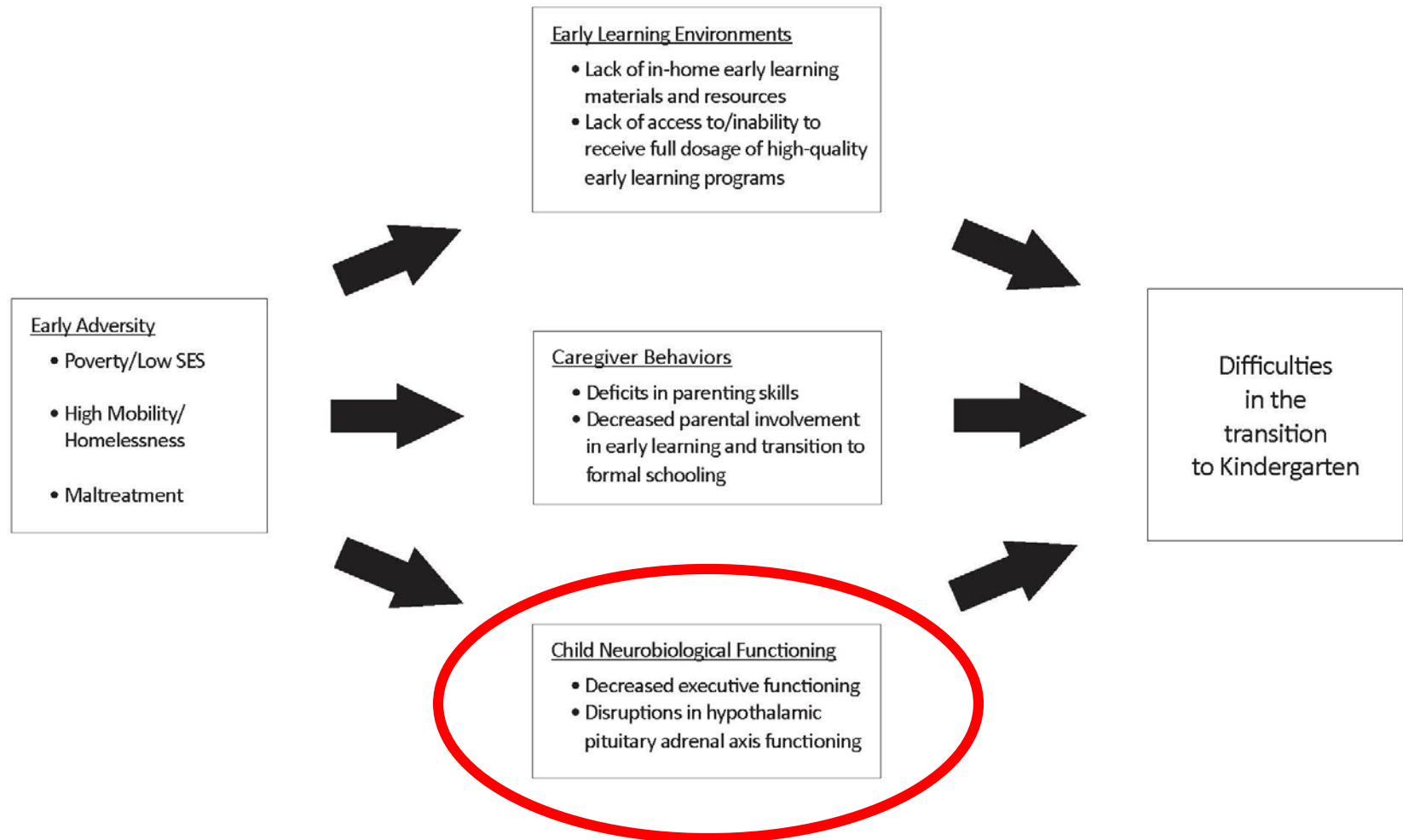


# Effects of Early Adversity on Children's Transitions





# Effects of Early Adversity on Children's Transitions



# Special Education



# 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

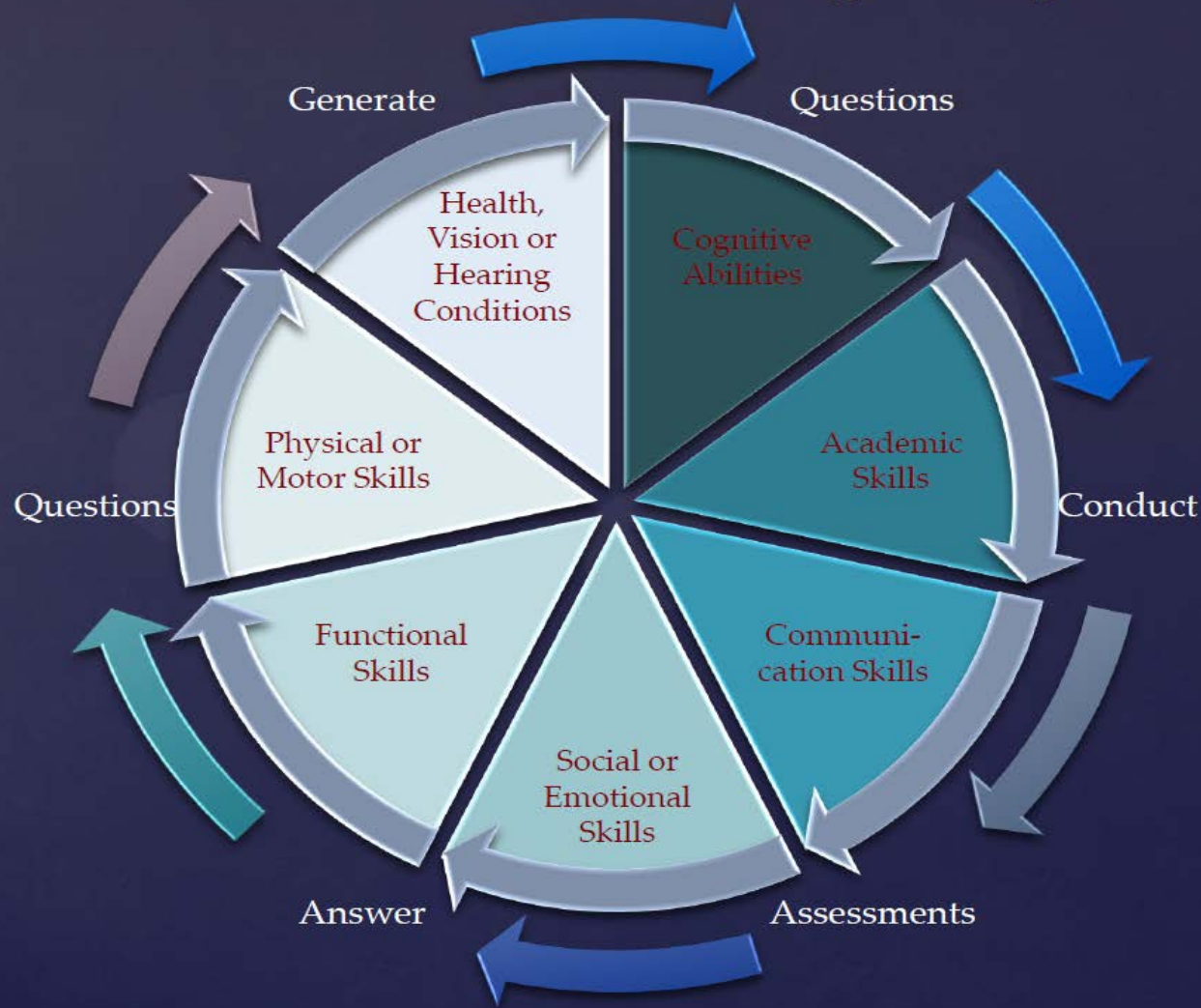
- ⌘ What information should be shared?
  - ⌘ Everything in the child's special education file.
    - ⌘ Evaluations
    - ⌘ IEPs
    - ⌘ Behavior intervention plans
    - ⌘ Progress
    - ⌘ Attendance
    - ⌘ Health issues
- ⌘ The public school cannot be an active, knowledgeable participant without this information in advance of IEP planning.

Retrieved from Wyoming's Unique Transition from Preschool to Public School – Knudtson, 2012

- ⌘ 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



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.

Retrieved from Wyoming's Unique Transition from Preschool to Public School – Knudtson, 2012

# Model Form I-8

I-8 Preschool to Kindergarten Checklist

School District/Public Agency		<b>Preschool to Kindergarten Checklist</b>			
Sending CDC/Preschool/Agency		WISER ID	DOB	Grade	Date
Name of Student					
Name(s) of Parent or Guardian		Name(s) of Parent or Guardian			
Address (City, State & Zip)		Address (City, State & Zip)			
Contact Information		Contact Information			
H:	C:	H:	C:		
W:	Email:	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-2)
  - ☐ Procedural Safeguards

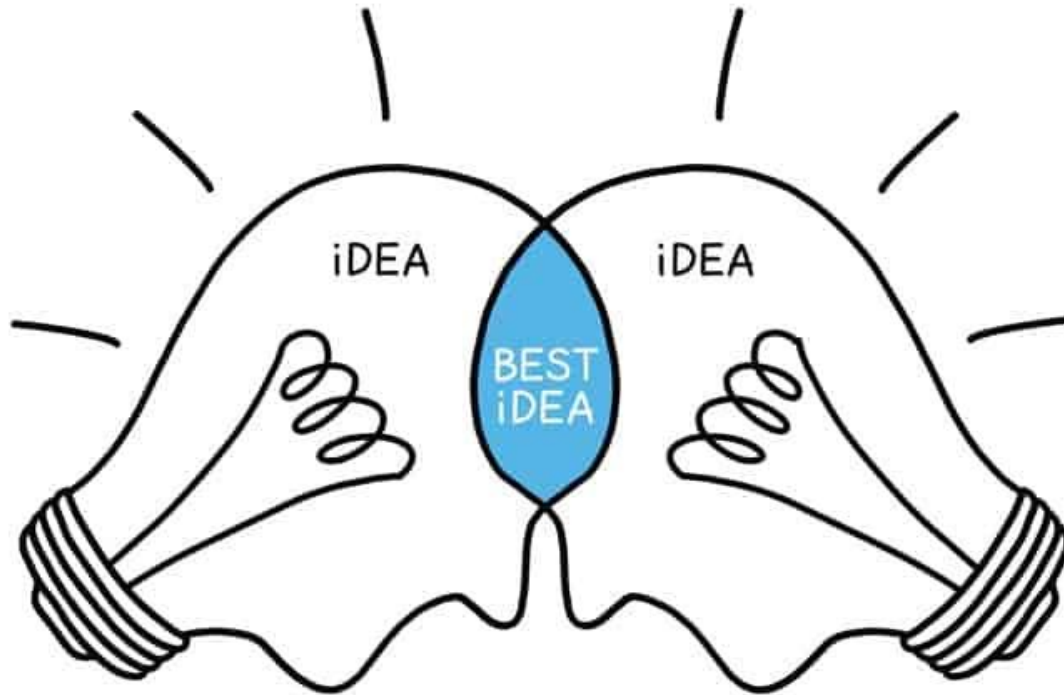
☐ **INITIAL EVALUATION**

- ☐ Notice and Consent for Evaluation (Form E-2)
- ☐ Eligibility Criteria Worksheet(s)
- ☐ Notice of Team Meeting (Form G-1)
- ☐ Evaluation Report and Eligibility Determination (Form E-3)
  - ☐ Prior Written Notice, if ineligible (Form G-2)

☐ **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-4, I-4a, and I-4b)

# 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

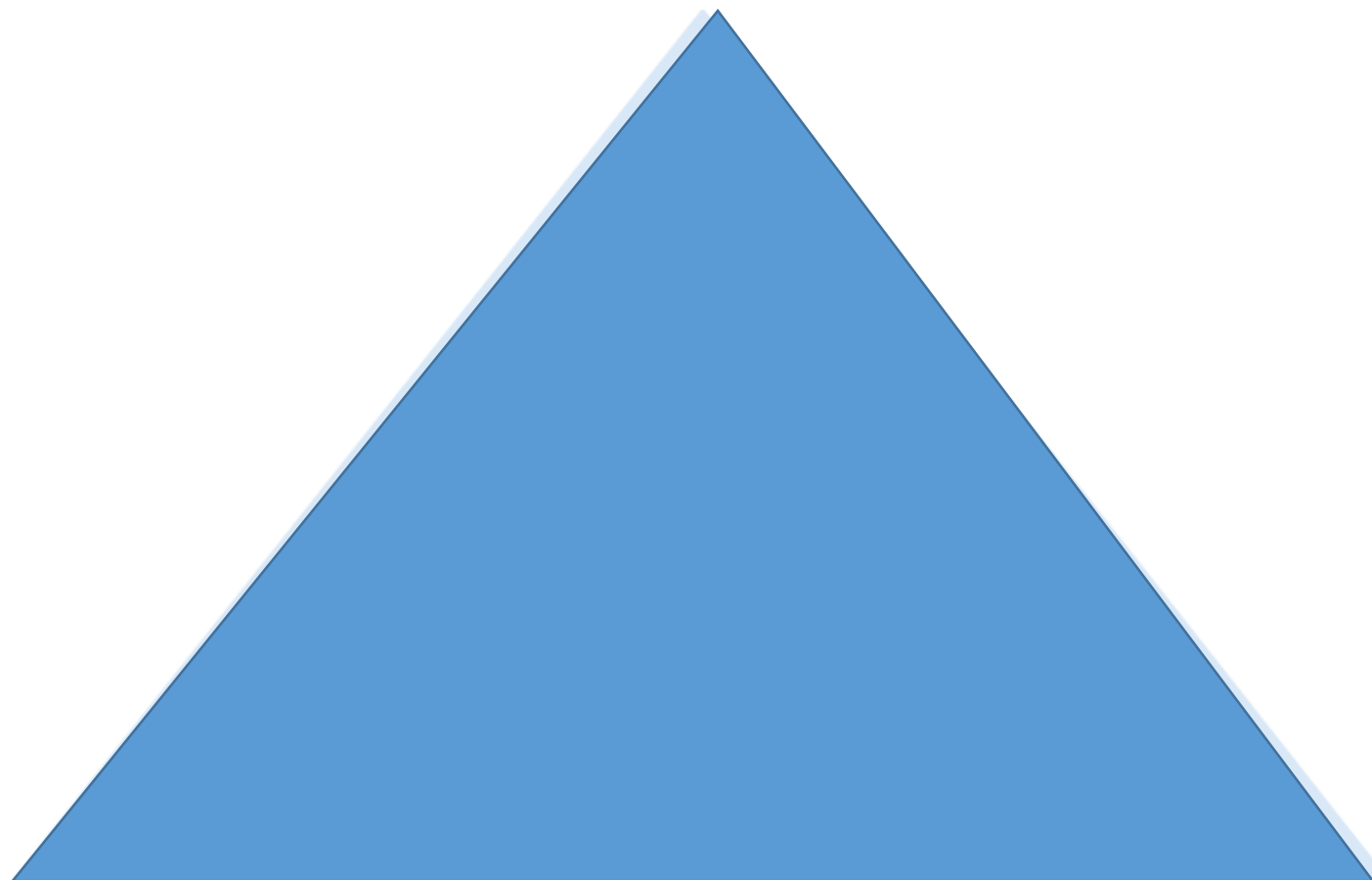
## Communication

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





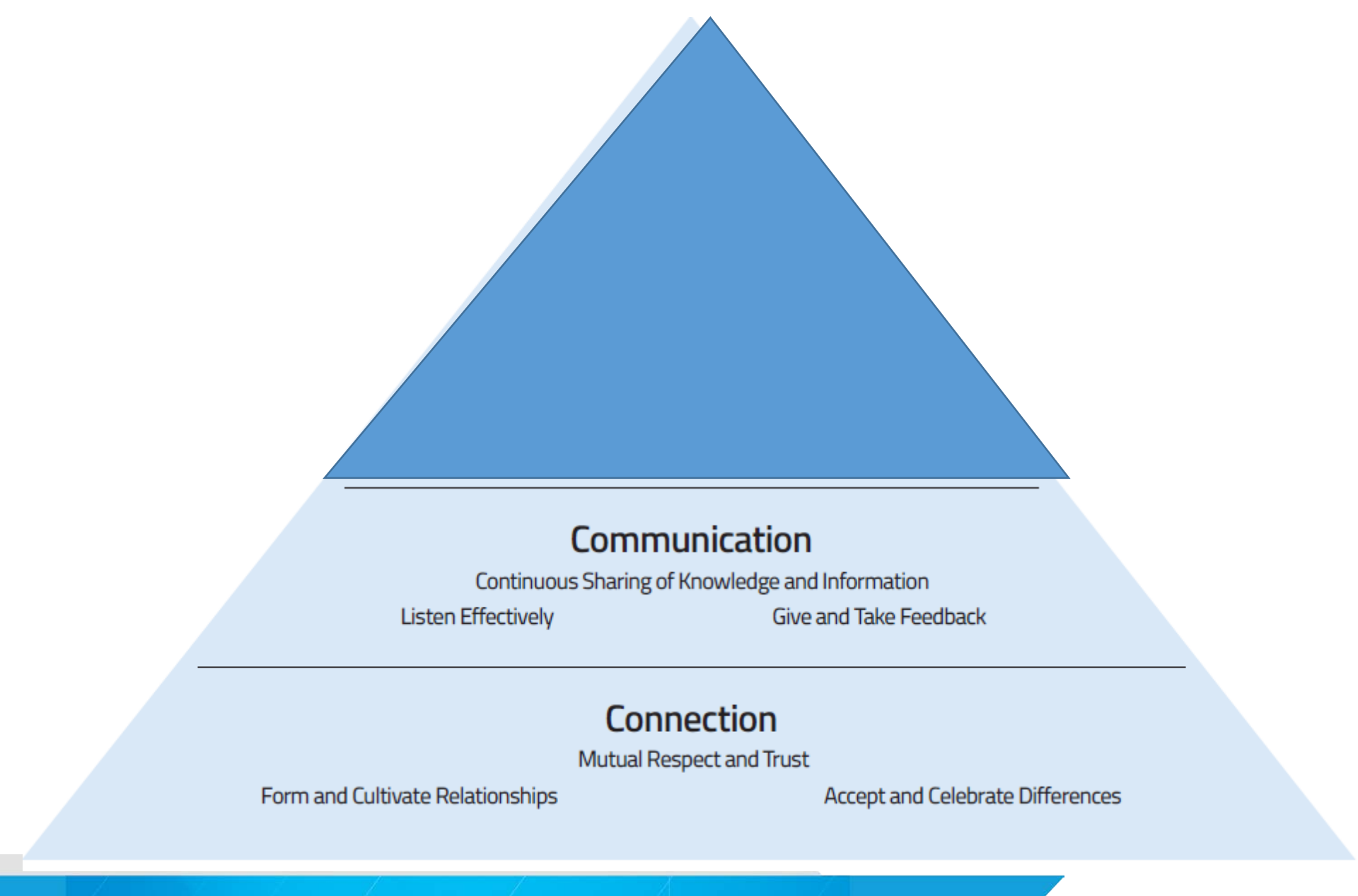
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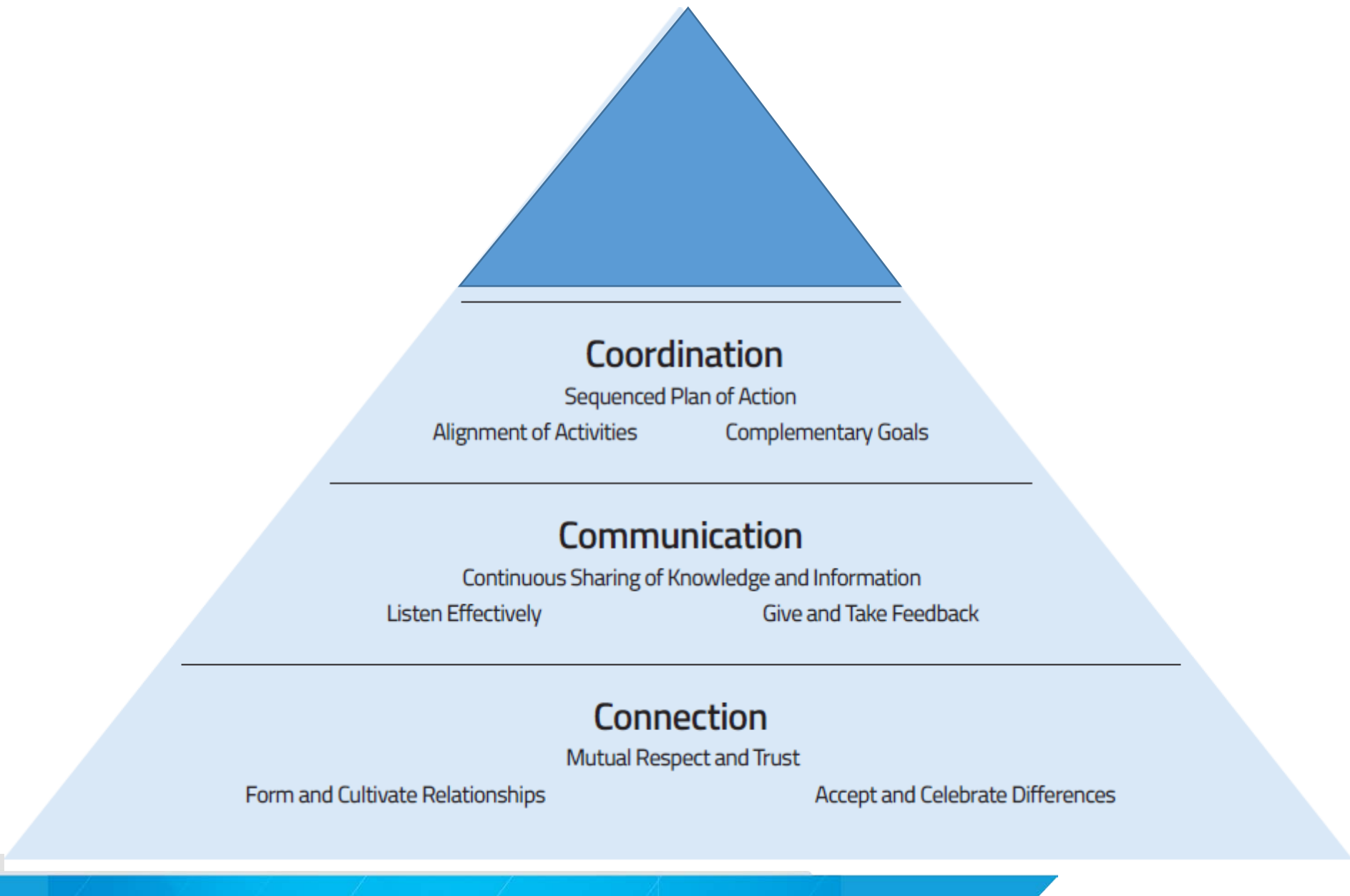
## Connection

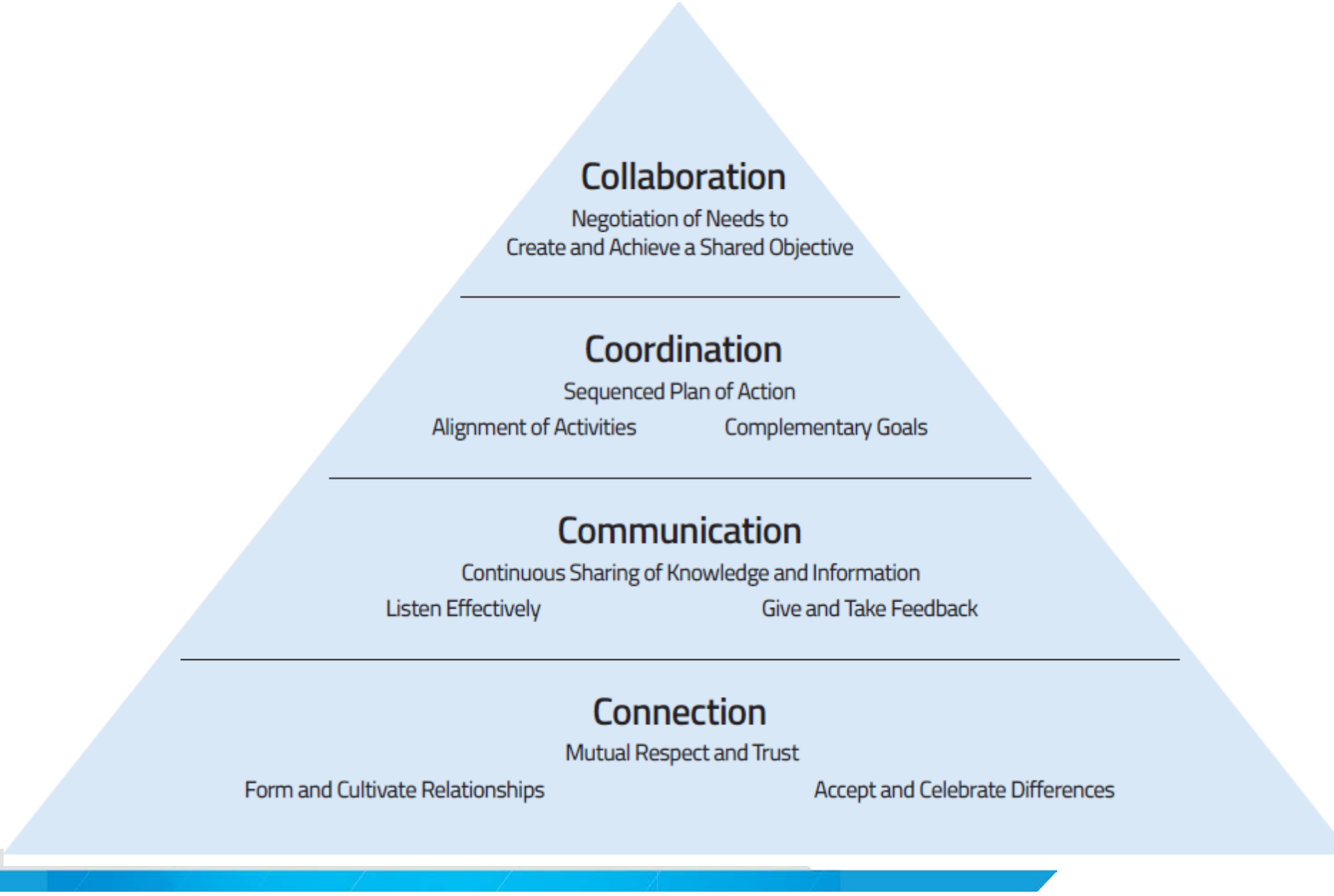
Mutual Respect and Trust

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.*

	1 Seldom or Never (0 – 25%)	2 Some of the Time (25 – 50%)	3 Occasionally considered (50 – 75%)	4 Frequently considered (75 – 100%)	Probing Questions	Evidence Briefly describe the evidence used to inform this choice
Example: District is aware of the approximate number of students entering Kindergarten each fall				X	Is there a system in place to inform Districts of incoming students?	Districts are given expected students to enroll in Kindergarten from CDCs or preschools

## 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

# Process

## **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.**

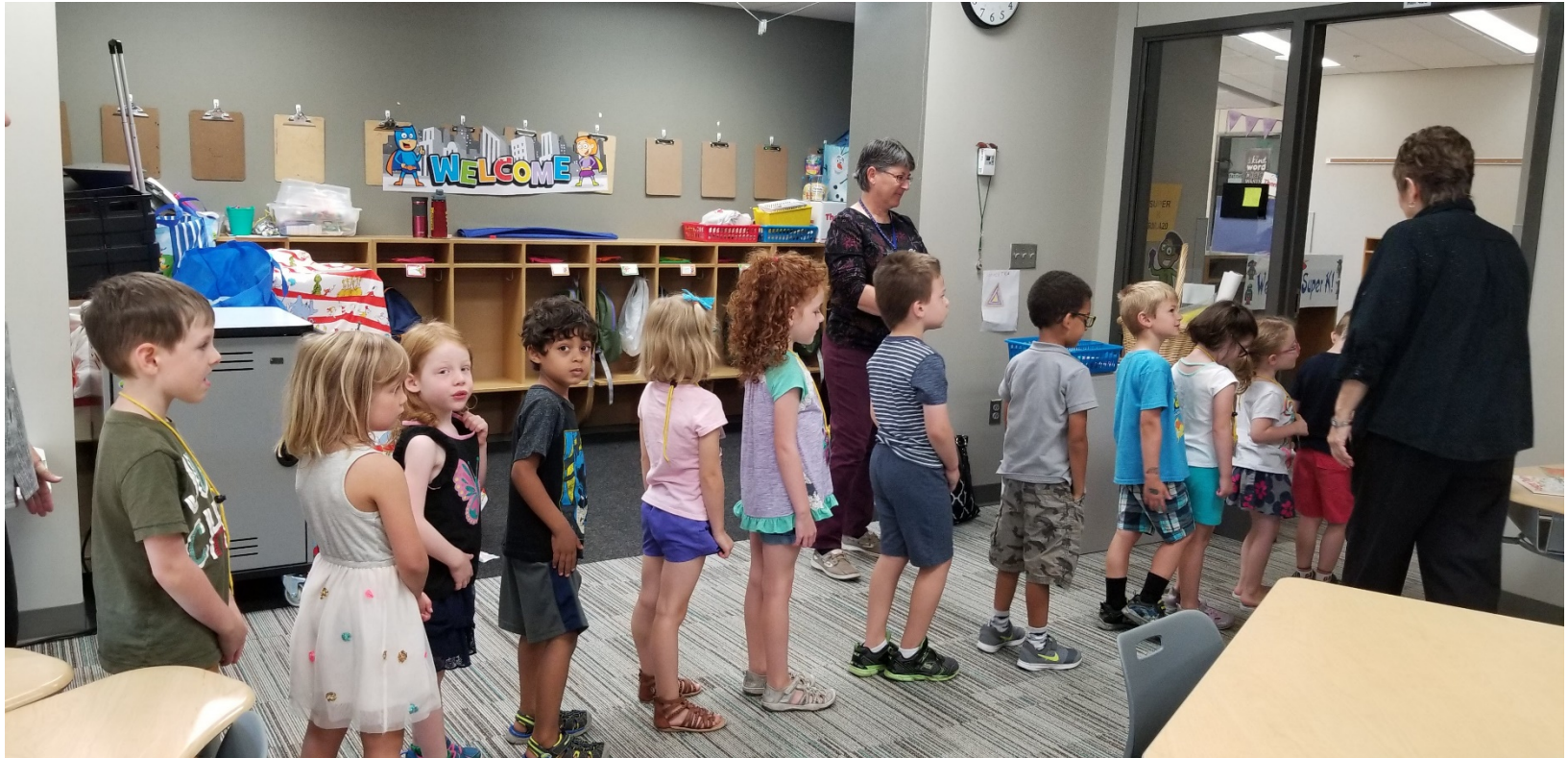
- A process or method is in place to regularly assess the effectiveness of the transition plan and coordinating activities
- ECC and District make changes to plan as necessary

# 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



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



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



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 scenic view of a mountain peak, likely El Capitan in Yosemite National Park, with a quote overlay. The image shows a steep, rocky cliff face on the left, with a few small trees growing on its upper slopes. The background is a vast, hazy valley with distant mountain ranges under a soft, orange-hued sky, suggesting a sunrise or sunset. A large, dark, semi-transparent rectangular box is centered over the image, containing the quote in white text. Below the quote, a smaller, dark red rectangular box contains the author's name in white text. At the bottom center, there is a small logo for 'quotefancy'.

A goal without a  
plan is just a wish.

Antoine de Saint-Exupéry

“ quotefancy

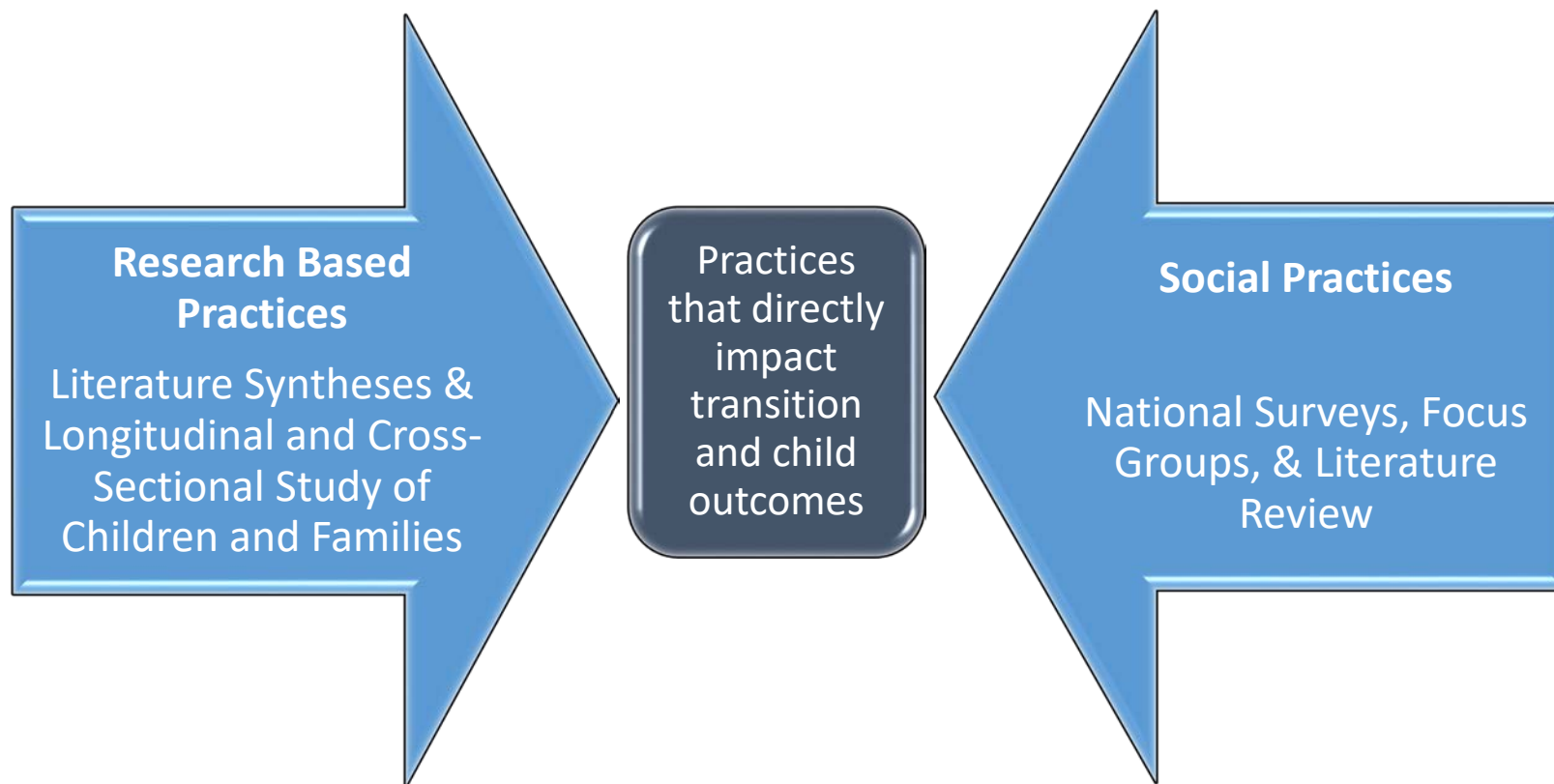
## 6 Steps to Successful Planning:

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.

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Pianta & Kraft-Sayre, 2003

# Next Steps: Linking Research and Evidence



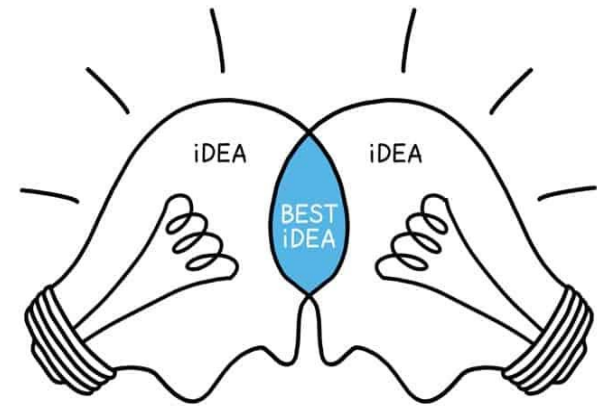
Together...

**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











# 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.
- The Division of Early Childhood of the Council for Exceptional Children. (2016) DEC Recommended Practices with Examples. Retrieved from <https://divisionearlychildhood.egnyte.com/dl/NRAghl7roM/>
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- Knudtson, L. (2012) Wyoming's Unique Transition from Preschool to Public School.
- Mashburn, A. J., LoCasale-Crouch, J., & Pears, K. C. (2018). *Kindergarten transition and readiness promoting cognitive, social-emotional, and self-regulatory development*. Springer.
- National Early Childhood Transition Center. (2009). Transitions Toolkit. <http://www.hdi.uky.edu/nectc/NECTC/practicerearch.aspx>
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- Rous, B., Hemmeter, M. L., & Schuster, J. (1994). Topics in Early Childhood Special Education, 14(3).
- 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.
- Wesley, P.W. (2001) *Smooth moves to kindergarten*. Chapel Hill, NC: Chapel Hill Training-Outreach Project.