



Getting Off to a Good Start:

Resources and Considerations for Preschool to Kindergarten Transition

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Transition

- **CHANGE** from one thing to another
- Early childhood —> Activities, settings, programs
- They can be **stressful and frustrating**... even if they are good
- Best thing to do is **prepare, plan and support**

The slide features a light blue background with several stylized leaves scattered around the edges. In the top-left corner, there is a green leaf. In the top-right corner, there are two orange leaves. In the middle-left and middle-right areas, there are more orange and green leaves. At the bottom, there are rolling green hills, with an orange leaf on the left and a green leaf on the right.

Florida Early Learning and Developmental Standards

<http://flbt5.floridaearlylearning.com/>

Independence Skills

Shows awareness of safety

- Moves around the environment safely
- Follows adult directions regarding safety (Ex. walk, stay together, stay in the area, etc.)
- Uses classroom materials in a safe way

Responds to and initiates care routines and feeding

- Feeds self independently or asks for help
- Washes hands independently or asks for help
- Uses the bathroom independently or asks for help
- Puts on jacket independently or asks for help

Social-Emotional Skills

Develops positive relationships with adults and peers

- Goes to familiar adults for help or comfort
- Take turns with others
- Plays with other children

Expresses and identifies a range of emotions

- Communicates that they are happy, sad, angry
- Recognizes that others are happy, sad, angry

Demonstrates ability to self-regulate

- Adjusts appropriately to changes (Ex. noises, environments, situations, etc.).
- Has the ability to calm themselves when upset or frustrated

Communication Skills

Follows directions

- Attends/listens to what an adult is saying
- Understands what an adult is saying
- Does what the adult tells them to do

Uses verbal and nonverbal communication to express needs and feelings, share experiences and resolve problems

- Asks for or points to what they want
- Tells or points to something that hurts
- Tells or shows what they are doing
- Asks for or indicates that they need help



For Families

How can I help my child be independent and ready for kindergarten?

Kindergarten classes have more students and there is usually just one teacher, so it's important to help your child be independent.

Some things to think about include:

- ✓ Wearing shoes that have zippers or Velcro instead of laces.
- ✓ Wearing pants that they can pull up and down easily (Ex. elastic waist).
- ✓ Wearing jacket or sweater they can put on independently.
- ✓ Wearing clothing without belts so they can be more independent when using the bathroom.
- ✓ Practicing independently opening and using the lunch box and food items—without adult help.
- ✓ Using a backpack or bag that is the right size and allows child to move independently (Ex. not too heavy or too big for them to maneuver).

What are some other questions I may need to ask?



- Do I need to do anything to enroll my child, such as completing forms, sharing documents?
- What are the schedules for breakfast and lunch, and what is my child expected to do on his/her own?
- Will my child be able to ride the bus? If so, what is the schedule?
- What do I do if my child is absent? What if my child arrives early, or late?
- Where are the drop off and pick up areas for parents?
- Is there a before— and after—school care program and how much does it cost?
- Is there an open house or a special time for meeting the new teacher?

General Suggestions Prior to the Start of the School Year

- Visiting the school with your child before the first day.
- Showing your child where the bathrooms are located.
- Practicing where you will meet your child by finding out about parent drop off and pick up, and the times for both.
- Talking with your child about rules for riding the bus.
- Asking for a list of the classroom supplies you are expected to provide for your child (paper, crayons, pencils, etc.).
- Putting your child's name inside all personal items, such as lunchbox, backpack, sweater and jacket.
- Helping your child get on a school schedule by adjusting sleep and wake times two weeks before school starts
- Being positive about going to kindergarten so your child will look forward to the experience.
- Keeping drop off time short and sweet.



For Early Childhood Staff

For Early Childhood Staff → to help prepare **CHILDREN** for kindergarten

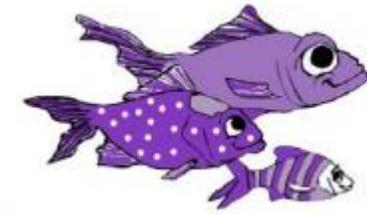
- Plan opportunities to follow a schedule that mimics a kindergarten day.
- Plan a visit to a school/kindergarten classroom.
- Practice having lunch in a school cafeteria.
- Plan a visit to the kindergarten playground.
- Invite a kindergarten teacher to visit your prekindergarten classroom.
- Plan an opportunity to participate in an activity with a kindergarten class.
- Practice walking in a line.
- Practice participating in circle time.
- Sing songs that will be sung in kindergarten.
- Read or listen to books with a focus on kindergarten.
- Post pictures of kindergarten classrooms/activities on the bulletin board for ongoing discussion.



For Early Childhood Staff → to help prepare **FAMILIES** for kindergarten

- Provide contact information for the new school.
 - Talk to parents about enrollment procedures at that school.
 - Provide parents with as much information as possible about the school
 - Parent involvement opportunities
 - Meals—times and costs
 - Transportation
 - Report cards—what they represent and when they are sent home
 - School website , which includes school calendar and events
 - Kindergarten classroom and school staff
 - Expectations for the child upon entering kindergarten
 - Encourage families to gather all records needed for the child’s enrollment, such as: birth certificate, immunization records, etc.
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Tools for sharing information



[Getting to Know Me and My Family](#)

[Teacher to Teacher](#)

[Getting to Know Your New Teacher](#)

Developed by the Florida Transition Project
<https://floridatransitionproject.ucf.edu/>



Additional Considerations for Children with Special Needs

- Follow all confidentiality requirements.
 - Establish relationships with your county's Child Find, Early Steps and School District Exceptional Student Education (ESE) programs.
 - Have contact and referral information for the above programs available for families.
 - With parental consent, early childhood staff can participate in meetings or share information.
 - If child has a Family Support Plan (FSP) or an Individual Education Plan (IEP) encourage and support families to share that with the new school.
 - When sharing information with Kindergarten programs remember to include strategies that have worked and strategies that have not worked.
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Additional Resources

[TATS Talks About Transition to Kindergarten](#)

[TATS Talks About Transition to Kindergarten Part 2](#)

[TATS Tip Sheet - Transition to Kindergarten](#)

[TATS Rock Your Classroom](#)

TATS Website:

<https://tats.ucf.edu>

FL Learning and Developmental Standards Website:

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Questions ?

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