



Technical Assistance  
& Training System

# All Aboard the Transition Train



Technical Assistance and Training System (TATS)  
400 Central Florida Blvd.  
UCF Teaching Academy, Suite 403  
Orlando, FL 32816-1250

Tel: 407-823-3058  
Fax: 407-823-1360  
Email: [tats@mail.ucf.edu](mailto:tats@mail.ucf.edu)  
Website: <http://www.tats.ucf.edu>

TATS is funded by the State of Florida, Department of Education, Bureau of Exceptional Student Education (BESE), through federal assistance under the Individuals with Disabilities Act (IDEA), Part B, Section 619.

# Transition to Kindergarten is a BIG Change

- Why do we need to plan for it?
- How does our planning help children, families and staff?



# Top Ten Ways to Support Transition for Young Children

1. Participate in any training opportunities that help you understand your role in transition processes, such as:

- Meeting and **explaining procedures** to families
- Providing information to families
- Helping families complete paperwork
- Helping the child feel comfortable
- **Regulations – federal, state or local/agency**
- Specific learning strategies to use
- Sharing records and information with new teachers

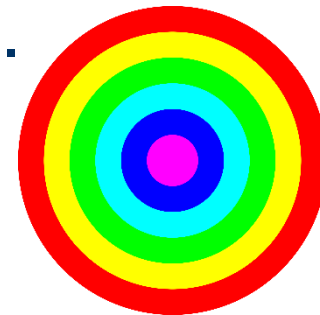


# Top Ten

2. Have a procedure for systematically identifying the skills **all children** have when they enter your program.



3. Have a plan for **targeting the skills that need improvement** and work on those consistently through classroom activities.



# Top Ten

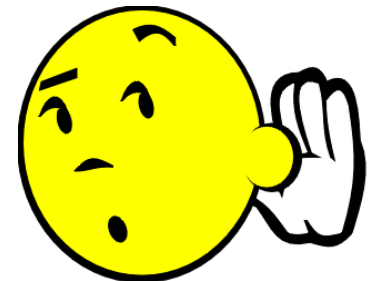
4. Find out what teachers in the next educational setting **expect children to know**



5. Help families understand the **expectations** for the next educational setting.

# Top Ten

6. Provide families with **strategies to work on** at home to help the child develop the **skills** you are working on at school.
7. Listen to **family concerns about transition** and try to find **solutions** or seek assistance using the resources available.



# Top Ten Things That Promote Quality Transitions For Children

8. Share any issues or concerns you have about the **procedures for children transitioning** into your school or classroom, or leaving and going to another classroom, with your administrator. Seek solutions that are collaborative.

9. Be a resource magnet— for those extras families may need.



# Top Ten

- 10. Make your job easier by using tools for sharing information when children are transitioning in or out of your program:
  - Getting to Know Me
  - Getting to Know Your New Teacher and School
  - Teacher to Teacher





# What We Know!

- The Non Academic Skills are So Important!
  - Kindergarten teachers often indicate they would like Pre-K teachers to ensure that social / emotional development is addressed, including instruction in classroom and school routines and procedures

# What causes bumps in transition?

- A bumpy road for a child in kindergarten and beyond is often the result of social / behavioral deficits not gained in early childhood programs.
- Working on appropriate skills facilitates the likelihood of successful transitions with appropriate social / behavioral skills.



# What are the Non-Academic Components for Success?

- Classroom Rules
- Work Skills
- Communication Skills
- Social/Behavioral Skills
- Self-Management Skills

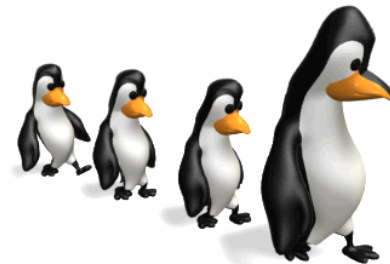


# Classroom Rules

- Uses appropriate behavior to get teacher attention

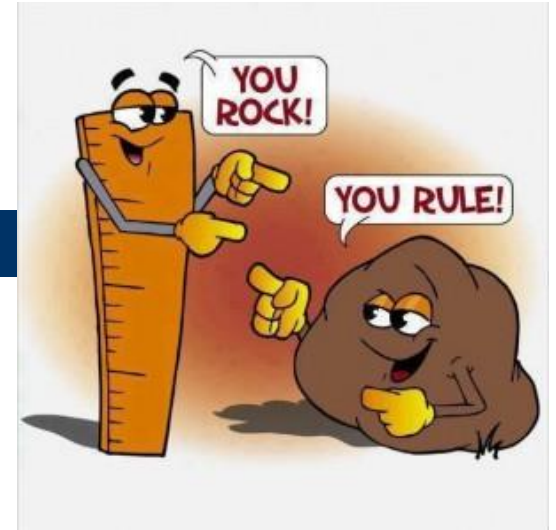


- Replaces materials and cleans up own activity area
- Stays in own space for activities
- Stays with group outside classroom



# Classroom Rules

- Walks rather than runs indoors
- Waits quietly in line
- Sits or waits appropriately
- Complies with simple directions
- Makes transitions from one activity to another with minimal assistance



# Work Skills



- Refrains from disturbing the activity of others
- Stops activity when given direction to “stop”
- Works independently on developmentally appropriate material
- Completes task when given developmentally appropriate material
- Follows simple directions related to tasks
- Engages in developmentally appropriate activities for 1-3-5-10-15 minutes
- Waits until directions are completed to begin activities

# Communication Skills



- Comes to adult when signaled
- Communicates own needs and preferences
- Answers questions about self, family, name, address, age, birthdate, parent's name
- Attends to peer or adult who is talking to a group

# Social/Behavioral Skills



- Responds positively to social recognition
- Modifies behavior when provided with verbal direction
- Follows school rules
- Separates from parents and accepts school personnel
- Interacts cooperatively with others
- Respects others and their property



# Social/Behavioral Skills

- Expresses emotions and feelings appropriately
- Exhibits self-control regarding aggressive behavior to self or others
- Defends self appropriately
- Is willing to try new activities and skills
- Waits and takes turns and shares
- Uses imitative behavior appropriately



# Self Management Skills



- Eats lunch or snack with minimal assistance
- Is aware of/attends to appearance
- Locates and uses restroom
- Cares for bathroom needs
- Puts on/takes off outer clothes with minimal assistance



# Self Management Skills

- Makes transition between classroom and transportation with minimal assistance
- Seeks out adult if hurt or cannot handle social situations
- Is aware of obvious dangers and avoids them
- Locates own possessions and returns them to appropriate place



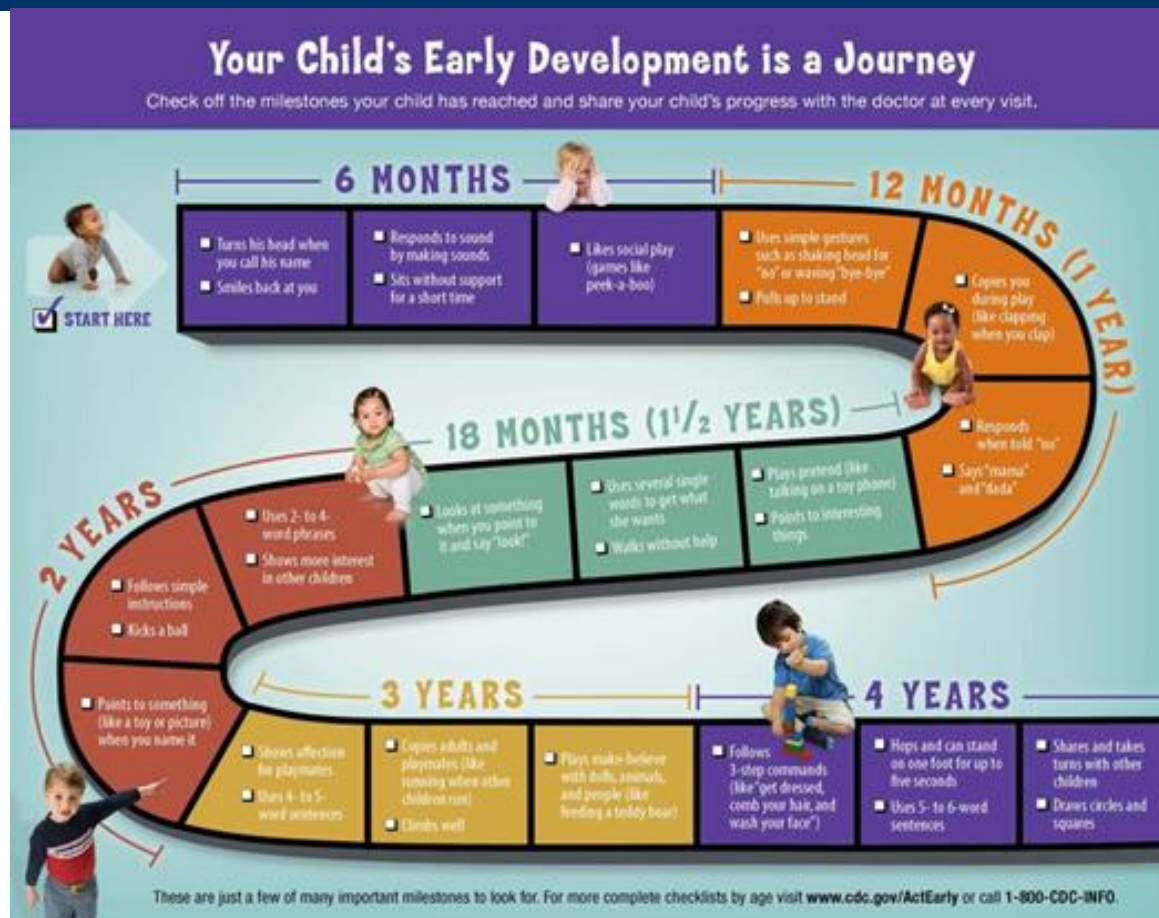
# Putting All the Pieces Together

Early Childhood teachers are the most important piece of the puzzle.

You encourage children to gain the skills that make a smooth transition to Kindergarten happen!!



# Are These Skills Hard for Children to Gain?





**YOU are the STAR -  
and the One Who  
Connects the Puzzle**



# The Transition Train Starts With YOU!

