

All Aboard the Transition Train



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Project/TATS

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

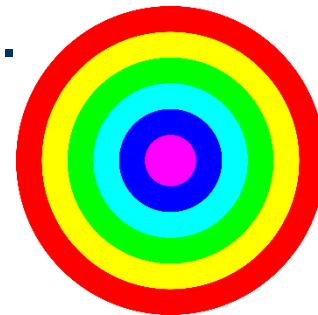


Top Ten

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

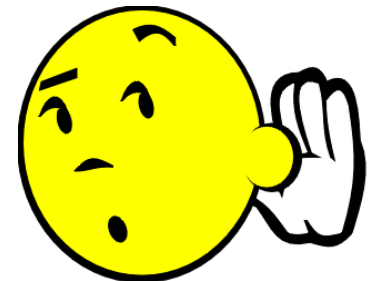
4. Find out what teachers in the next educational setting **expect children to know**



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
 - (On the CD in your packet and also on the website)



“Getting to Know” Transition Tools

Tools to Help When Children Are Transitioning to a New Classroom

Florida's Transition Project has created new tools that are helpful for teachers and families. The tools are *Getting to Know Me and My Family*, *Getting to Know Your New Teacher and School*, and *Teacher to Teacher*.



Getting to Know Me and My Family is designed for parents (or parents with the help of the teacher), to complete and send to the new teacher any time a child is leaving one program or classroom and entering another. It is designed for the family or teacher to complete as a hard copy and give to the new teacher.



Getting to Know Your New Teacher and School provides teachers with a document into which they can enter information about themselves and the school on a template with form fields. Once completed, the teacher can simply print out the number of copies needed and pass it out to the parents of children entering the classroom at the beginning of a new school year, or whenever a new child arrives.



Teacher to Teacher offers a simple method for teachers or caregivers to communicate, with parent permission, key strategies used in the current classroom that have proven successful in working with the child. It also provides a follow up sheet for the new teacher or caregiver to let the former teacher or caregiver know how the child is doing after the transition has taken place.

These tools are available in **English, Spanish and Haitian-Creole** to download from the website. Visit www.floridatransitionproject.com on the web to find the documents on the home page.

These documents are also available so you can print them as needed or use/share them on your computer. Contact the project Coordinator for a copy of the CD.

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Getting to Know Me + My Family

My Transition Book

My Name

My Birthday

Signature of My Parent(s) and Date

Here is a photo of me:

Here is a photo of my family:

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Getting to Know Me and My Family

I like to be called by this name: _____

The people in my family are: _____

We speak this language(s) in our home: _____

Family traditions and customs that are important to my family are: _____

Holidays that my family celebrates (name of holiday and date) are: _____

My pet(s) is/are: _____

My pet's name(s) is/are: _____

My favorite toys/games to play with are: _____

A song I like to sing is: _____

The things I'm a little bit afraid of are: _____

My favorite activities, characters, things to do (for example: dinosaurs, princesses, Dora, Legos, etc.) are: _____

When I'm outside I like to play on (for example: swing, trike, playground, with toys, other): _____

I like books about: _____

Here is the way I like to communicate (pictures, signs, words): _____

The foods I like to eat the most are: _____

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The foods I don't like to eat are: _____

My family thinks this is the most wonderful thing about me: _____

The thing that makes me most excited about starting my new school is: _____

The things that will make me comfortable in my new school are: _____

My family thinks the information below will help you to better understand my needs:

1. I may need this kind of help in the bathroom: _____
2. I may need this kind of help in getting dressed: _____
3. I may need this kind of help at lunch and snack time: _____
4. I may need this kind of help with walking, sitting, standing, or moving around: _____
5. When I'm playing outside, I might need a little help with: _____
6. This is how I play with other children: _____
7. When I get upset, what works best to help me calm down is: _____

Important medical information that you need to know about me:

1. I have some allergies, and they are: _____
2. I take this kind of medication: _____
3. I have been in the hospital or treated for this medical condition: _____

My family would like more information about the following topics: _____

Other information my family wants to share: _____

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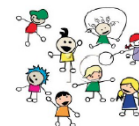
TIP SHEET FOR TRANSITION TO KINDERGARTEN

Strategies to help Families and Children in the Transition Process

(On the CD and Website)

Multiple social connections impact a smooth transition for children going into kindergarten. As children leave prekindergarten programs and move to kindergarten, it is important to provide supports for the child and family in order to set a good foundation for a successful outcome in their future educational settings.

A consistent plan for transition provides support and connections throughout the transition process. The strategies below are provided as a starting point for schools, agencies and families to develop their own transition strategies.



A. TIPS for early childhood staff—to help prepare families

1. Provide contact information about the school where the child may be going;
2. Talk to parents about enrollment procedures at that school;
3. Provide parents with as much information as possible about the school, e.g.:
 - a. Discipline and behavior policies,
 - b. Parent involvement opportunities,
 - c. Meals—times and costs,
 - d. Transportation,
 - e. Report cards—what they represent and when they are sent home,
 - f. School calendar of holidays and events,
 - g. School website,
 - h. Kindergarten staff and
 - i. Expectations for the child upon entering kindergarten;
4. Encourage families to gather all records needed for the child's enrollment, such as: birth certificate, immunization records, etc.;
5. Fill out the **Teacher to Teacher** form of the **Getting to Know** series available on Florida's Transition Project website at <http://www.floridatransitionproject.com>.



B. TIPS for early childhood staff—to help prepare children eligible for kindergarten

1. Develop a plan to be implemented annually during the school year that includes supports to help children in the transition to kindergarten, such as:
 - a. Several opportunities to follow a schedule that mimics a kindergarten day,
 - b. A visit to a school/kindergarten classroom,
 - c. Lunch in the school cafeteria,
 - d. A visit to the kindergarten playground,
 - e. A visit to the prekindergarten classroom by a kindergarten teacher,
 - f. An opportunity to participate in an activity with a kindergarten class and
 - g. An opportunity for families to complete the **Getting to Know Me and My Family** booklet for the child to take to kindergarten.
2. Provide classroom activities that may include opportunities to:
 - a. Walk in line,
 - b. Participate in circle time,
 - c. Promote a better understanding of kindergarten through participation in creating an individual or class book about kindergarten,
 - d. Sing songs that will be sung in kindergarten,
 - e. Read or listen to books with a focus on kindergarten and
 - f. Observe kindergarten-related materials and activities on a bulletin board for ongoing discussion.



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

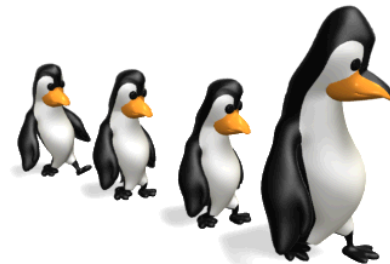


Classroom Rules

- Uses appropriate behavior to get teacher attention

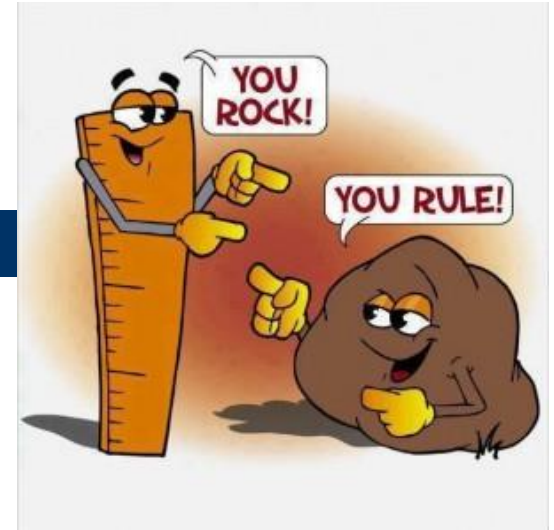


- Replaces materials and cleans up own activity area
- Stays in own space for activities
- Stays with group outside classroom



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

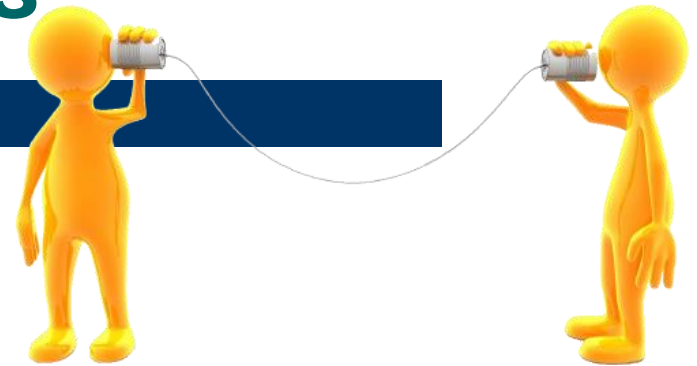


Work Skills



- 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.

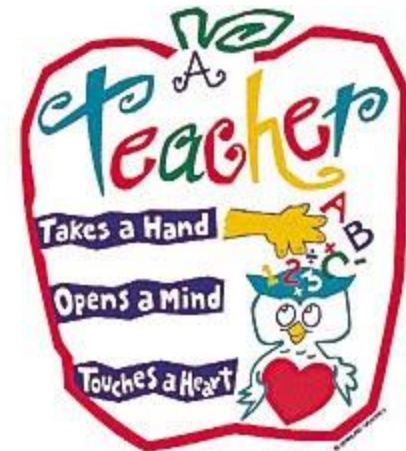
You encourage children to
gain the skills that
Make a smooth transition to
Kindergarten happen!!



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!



Florida Project Websites

Visit these Websites for
Resources and Information

- Florida's Transition Project
www.floridatransitionproject.com

- Technical Assistance and Training System
www.tats.ucf.edu

Contact Information

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