


**Transition Practices into  
Preschool: A National  
Study of Public School  
Preschool Teachers**

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Identify Current Research, Policy & Practice in Transition	Identify Child, Family, Program & Community Factors that Impact Transition	Identify State Policies & Practices that Impact Transition	Identify, Validate & Compare Social Practices with Empirical Practices
<p>Study 1: Child Research Synthesis</p> <p>Study 2: Family Research Synthesis</p>	<p>Study 1: End of Early Intervention</p> <p>Study 2: Beginning of Preschool</p> <p>Study 3: End of Preschool</p> <p>Study 4: Beginning of K</p> <p>Study 5: Longitudinal of Age 3 and K Transition</p> <p>Study 6: Case Studies of Children with Significant Disabilities &amp; those from Diverse Cultures</p>	<p>Study 1: National State 619 Survey</p> <p>Study 2: National Part C Survey</p> <p>Study 3: National State ICC Survey</p> <p>Study 4: Focal State Local ICC Survey</p>	<p>Study 1: National Focus Groups on Issues/Strategies</p> <p>Study 2: Delphi Study of Issues &amp; Strategies for Diverse Populations</p> <p>Study 3: National Preschool Teacher Transition Practices Survey</p> <p>Study 4: CIT - Transition Stories</p> <p>Study 5: Transition Practice Validation Survey</p> <p>Study 6: Alignment of Empirically and Socially Validated Practices</p>

NECTC Research Agenda:  
A Series of Studies Related to the Transition of Young Children with Disabilities

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**Current Research Available**

- Most of what we currently know about **transition for children** is based on four large scale studies:
  - National Head Start/ Public School Transition Study (Ramey et al., 2000)
  - Transition at Kindergarten from NCEDL (Pianta et al., 2002)
  - Effect of Transition on Child Outcomes (Schulting, Malone & Dodge, 2005)



**The NECTC Study**

- Study the Transition into Public Preschool
- Collaborative Replication of the NCEDL National Kindergarten Transition Survey (1996)



## NECTC Study Purpose

- To determine the current status of transition practices at public school preschools in the U.S. (rate of use)
- To identify common barriers and facilitators to recommended transition practices
- To examine demographic differences in transition practices in public school preschools



## NECTC Sample

- Purchased commercial list in Fall 2004
- Stratified random sample of 10,000 (out of 27,000) public preschool teachers
  - Teaching 3-, 4-, or 5-year-olds who are not enrolled in Kindergarten
- Return rate of 25.04% of those that went to valid addresses & preschool teachers



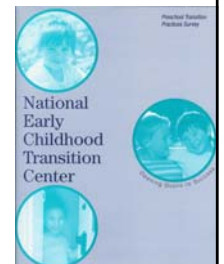
## NECTC Sample

- Program Location
  - Housed within elementary school = 70%
  - Housed in another building on elementary campus = 14.5%
  - Housed in building separate from elementary campus = 15%



## The Survey

- 47 questions
  - School Information (6)
  - Teacher/Classroom Information (21)
  - Entering Preschool (5)
  - Transition Practices (8)
  - Moving from Preschool to Kindergarten (5)
  - Information Resources (2)
- One open comment



## Item Content

- Identify 25 transition practices for children entering preschool to determine rate of use by preschool teachers
  - For each practice, teacher indicated:
    - did not use
    - used for children with special needs
    - used for certain children (not special needs)
    - used for whole class
  - AND
    - I think it is not necessary
    - I think it's a good idea
    - I think it's a good idea, but...
- Identify what preschool teachers report as *barriers* or *facilitators* for transition to preschool
- Identify transition practices for children entering kindergarten to determine the rate of use by preschool teachers

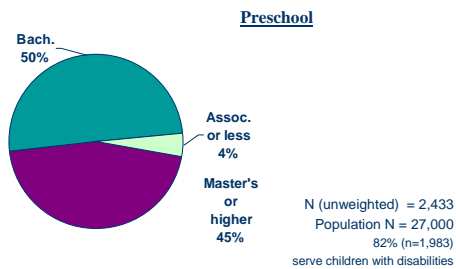


## Representativeness of NECTC Sample

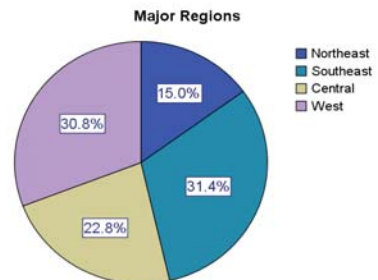
- Compared to the US Department of Education's Schools and Staffing Survey of 2000-01.
- Similar for:
  - years of teaching experience (mean 9.5 years in preschool)
  - teacher ethnicity (80% White, 7% Black, 5% Hispanic)
  - class size (mean=17.07)
  - teacher education (50% Bachelors)
- Higher percentage of children on free or reduced lunch (50% compared to 40%)
- Lower percentage of teachers with Master's or above (45% compared to 50%)



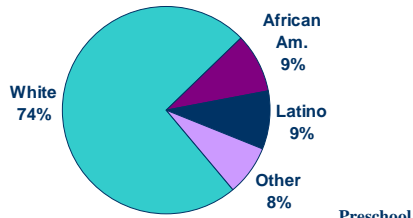
## Teacher Education



## Regional Distribution of the Sample



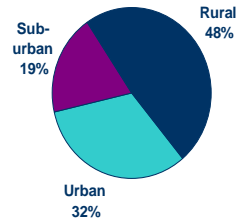
### Teacher Race/Ethnicity



Preschool



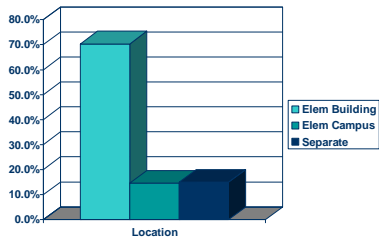
### Metropolitan Status



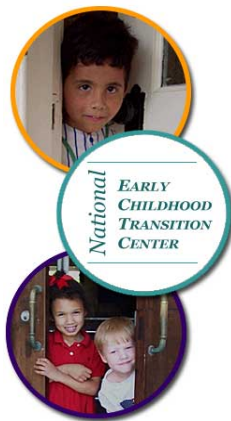
Preschool



### Location of the Preschool Program



### The Transition to Preschool



### Use of Preschool Transition Practices

- Preschool teachers reported using an average of 12.81 of 25 Preschool Transition Practices included in the survey



### Most Common Preschool Transition Practices

Practices	Preschool
A talk with the child's parents AFTER school starts	95%
A talk with the child's parent BEFORE school starts	85%
A letter to the child's parent AFTER school starts	84%
Open house AFTER school starts	77%
Open house BEFORE school starts	74%
Written records made available*	74%
A letter to the child's parent BEFORE school starts	73%
Contacts facilitated btw parents of children in my class*	73%
A meeting with child and family AFTER school starts	73%
Flyer sent BEFORE school starts	72%
Read written records*	72%
Participation in kindergarten/preschool registration*	67%
Flyer sent AFTER school starts	66%



### Least Common Preschool Transition Practices

Practices	* different wording	Preschool
Contacts made to develop a coordinated curriculum with (other) preschool programs		43%
Informal contacts with sending providers/teachers about children		41.1%
A visit to the child's home visit AFTER school starts		39.9%
A visit to the child's home visit BEFORE school starts		37.6%
Letter to the child AFTER sent school starts		30.6%
Providers/teachers bring next year's children to my classroom*		28.9%
A call to the child BEFORE school starts		22.5%
A call to the child AFTER school starts		22.4%
Teacher visits incoming children's preschools/programs for 2 and 3-year-olds*		22%



### Differences in Use of Practices

- No significant differences were found for the use of preschool transition practice by:
  - teacher education level
  - class type (full day preschool, half day preschool, full day kindergarten, half day kindergarten, etc)
  - poverty status



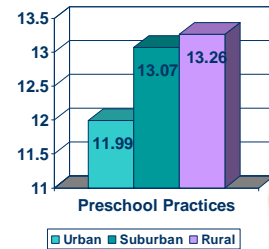
## Differences in Use of Practices

- Significant differences were found, but with low effect sizes, for the use of preschool transition practice by:
  - Teachers in schools that served at-risk populations (Yes = 13.05; No = 12.52)
  - Teachers in schools with Head Start classrooms (Yes 13.74; No = 12.59)
  - Teachers in schools that offered preschool for children with special needs (Yes = 13.27; No = 12.19)

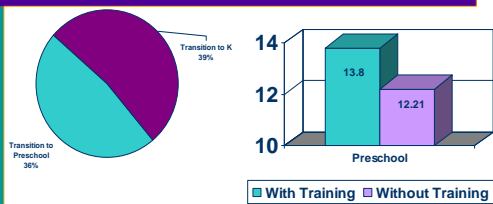


## School Setting

- Teachers in rural settings reported using significantly more preschool transition practices than urban



## Training



- Teachers with specialized training in transition used significantly more transition practices.



## Commonly Reported Barriers to A Good Transition to Preschool

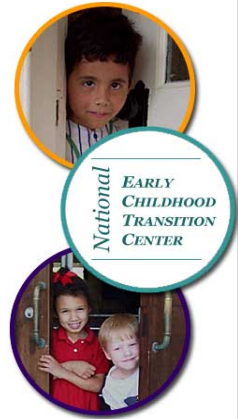
Barrier	Preschool
Parents Do Not read letters, etc. sent home	57%
(Some) Parents are not interested*	54%
Work required in summer that is not supported by salary*	51%
Class lists are generated too late	47%
Funds are not available	41%
It is dangerous to visit (some) students' homes*	38%
A transition practices plan not available in school/district	36%
Parents don't bring child for regist./open house	36%
Records (IFSP/IEP) not available before child/school starts	31%



### Commonly Reported Facilitators to A Good Transition to Preschool

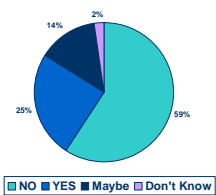
Parents interested	69.9%
Class lists generated on time	64.4%
Parents bring children for registration/open house	60.8%
Funds available	57.4%
Summer work supported with salary	56.7%
Concern about creating positive experiences	56%
Contacts with parents encouraged prior to start of school	53.8%
Records received before child attends	53.2%
Materials available	52.2%
Parents able to read letters sent home	50.6%

### The Transition to Kindergarten

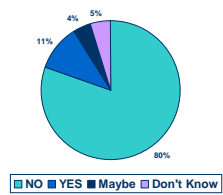


### Program Options for Preschoolers Making the Transition

Child Can Stay in Preschool Rather than Attend K

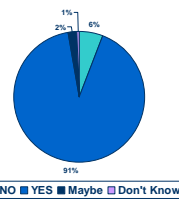


Child Can Attend Transitional K

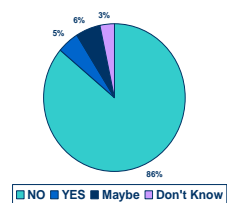


### Program Options for Preschoolers Making the Transition

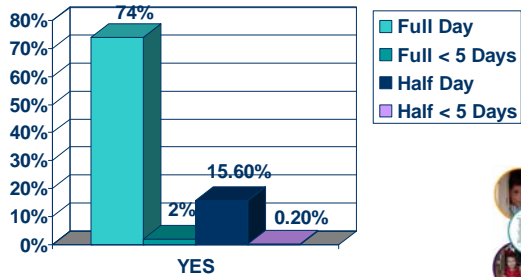
Can Children Go to K Only Class Next Year



Can Children Go to K - 1st Grade Class Next Year



### K Classroom Set Up



### Use of K Transition Practices

- Preschool teachers reported using an average of 4.68 of the 11 Kindergarten Transition Practices included on the survey.

### Transition to K Practices by Preschool Teachers – Most to Least Common

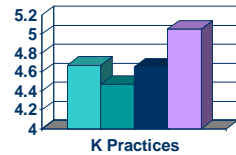
Practice	% Used
Arrange for class to visit kindergarten class	62.6
Send parents information on kindergarten	65.4
Meetings with kindergarten teachers to discuss curriculum	51.5
Arrange for students to visit their future kindergarten teachers	45.8
Attending placement meetings	45.2
Attending transition meetings and help plan transition activities for individual children	35.7
Meetings with kindergarten teachers to discuss individual children's progress	34.7
Send parents information on how placements in kindergarten are made	30.3
Invite kindergarten teachers to class to talk about kindergarten	28.8
Invite kindergartners to class to talk about kindergarten	21.7
Attending transition meetings to discuss general practices	18.8

### Differences in Use of Practices

- No significant differences were found for the use of kindergarten transition practice by:
  - teacher education level
  - poverty status
  - kindergarten options (stay in preschool, K only, transitional K, K-1)
  - the number of K eligible children (5 year olds) who were still in the preschool class

## Type of School

- The type of public school had a significant\* impact on the number of K transition practices used.

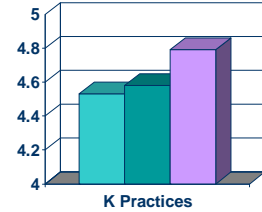


\* = low effect size



## School Setting

- Teachers in rural settings reported using significantly\* more K transition practices.

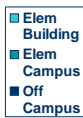
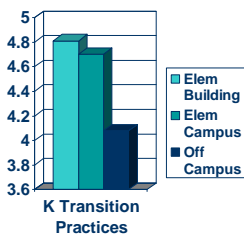


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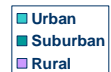
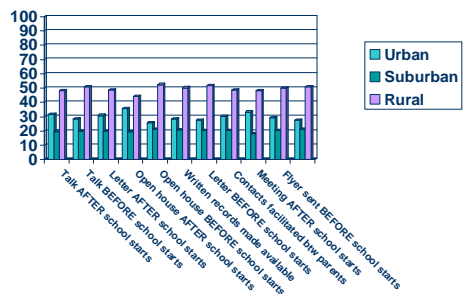


## Classroom Location

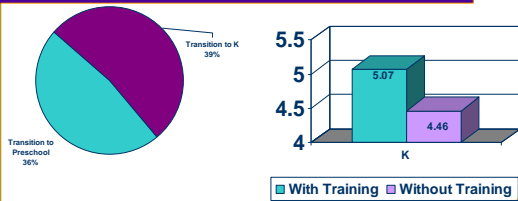
- Location of the Preschool Classroom had a significant impact on the number of practices used.



## Urbanicity and Practices



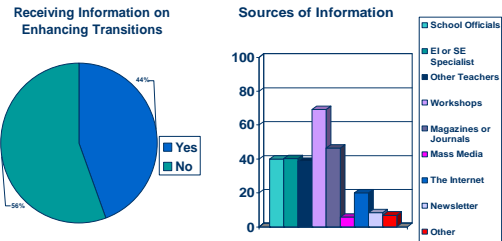
## Specialized Training in Transition



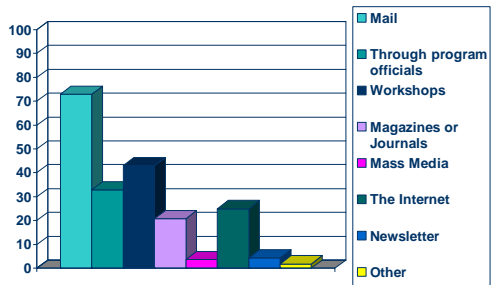
- Teachers with specialized training in transition used significantly more transition practices.



## Information on Enhancing Transitions



## Most Effective Ways of Communication



## Factors associated with Higher Rates of Teacher Use of Practices

- Into PRESCHOOL
  - Classrooms
    - # of children with Special Needs
    - # of children of color & Multi-age classrooms
  - Schools
    - Rural Schools
    - High-poverty, High-risk schools
    - Targeted Programs (HS, Risk)
- Into KINDERGARTEN
  - Classrooms
    - Income
    - # of Children with special Needs
    - # of Children of color
    - Smaller Class size
    - Specialized Transition Training
  - Schools
    - Location of Preschool Program Classroom



## Final Questions....Thoughts.....

