

# **Delaware Transition Initiative**



## **Transition Resources and Practices in Early Childhood**

DELAWARE TRANSITION INITIATIVE

# **Transition Resources and Practices in Early Childhood**

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## Overview

**T**HE transition to school is an important event in the life of our families and children. Many parents look to their child's first day of school with a mix of pride, anxiety and excitement. As children enter the school environment, the doors to many of life's opportunities begin to open. Our children will learn vital skills for becoming successful members of our society. They will learn responsibility and develop new friendships. They will begin the journey towards independence.

No matter when a child first enters the public school system, there are many different transitions that occur throughout the early childhood years. These transitions, or times of change can be stressful, especially for families with children who have limited experiences outside the home. Moving from program to program requires adjustments. However, teachers and administrators can play a vital role in assisting children and families through the transition process by planning ahead and working together with parents.

Throughout the last two decades various names have been and continue to be used to discuss this process of moving between and among programs: transition, continuity, and school readiness. While transition has been a topic of interest and study in the field of special education and for Head Start Programs for the last two decades, transition has more recently become an important topic of discussion among all early childhood providers. Ramey & Ramey (1998) provide four reasons why this has occurred: 1) Dramatic demographic changes within society and local communities; 2) The provision of education to all children, regardless of the presence of major disabilities or serious health concerns; 3) The crisis and uncertainty of funding for public schools in many school systems; and 4) The availability of new paradigms. In addition, Pianta & Cox (1999) have identified four trends which have an impact on the transition of children into school: 1) the integration of developmental psychology and education, 2) the diversity of America's families and school population, 3) the increase in number and type of public school programs for young children, and 4) a movement for accountability.

This synthesis of the literature will provide transition practice information for service providers, administrators, families, and children. Resources cover a wide variety of topics in early childhood transition and examine issues from both a research and practice perspective. Examples of specific sites implementing the best practices for early childhood transition are also provided.

This document is divided into two sections. The first section provides a synthesis of information on transition. Specifically, what is transition, what happens during a transition and the implications for staff, families and children and what are the some strategies that have been used within states, communities and localities to address transition.

The second section includes an annotated bibliography that includes research-oriented resources and practice-oriented resources, with subsections for service providers,

administrators, families, and children. A citation of each resource is given, along with a brief summary of findings and/or recommendations and suggestions provided by the author(s).

## Section 1 – Transition Overview

Major transitions for children, such as entering kindergarten, can be very difficult due to the lack of continuity in teaching practices and absence of systems to ease transitions for children and families (Love et al., 1992). A recent survey of kindergarten teachers by the National Center for Early Development and Learning (1998) found that 48% of children entering kindergarten classrooms have moderate to serious problems in skills such as following directions, working independently, communicating, working with a group as well as pre-academic and academic skills. In addition Entwisle & Alexander (1989) identified the transition to first grade as a critical period for the academic and social development of young children.

The literature related to transition provides a frame for the basic tenants or philosophies of effective transition for children and families in early childhood and kindergarten programs. First, it is critical that transition should be thought of as a process that needs to happen over time (Daniel, 1993; Rous, Hemmeter and Schuster, 1994). One of the most critical factors affecting transitions in early childhood is the way in which families, teachers and administrators view transition planning. When transition is viewed as a specific event that children and families go through, the transition is often disjointed and ineffective. On the other hand, when transition is viewed as a life-long learning process, the transition experience is much more meaningful and successful for families, teachers and administrators. Thinking of the transition as a process means that there is collaboration between preschools, elementary schools and others in the community to design a set of activities that are congruent across programs (Rous, Hemmeter and Schuster, 1994; NCEDL, 1999). These activities go far beyond the typical transition activities like kindergarten visitation. When viewed from a broader perspective, transition planning encompasses basic curricular philosophies, teaching strategies, administrative functions and paperwork, and methods of communication across programs and staff. Within this broader perspective, there are four key elements to be considered to ensure successful transitions for young children and their families (Glicksman & Hills, 1981; AYCF, 1987):

1. Ensure program continuity by providing developmentally appropriate curriculum for all age levels in all educational settings.
2. Maintain ongoing communication and cooperation between teachers and administrators at different programs.
3. Prepare children for the transitions.
4. Involve parents in the transition process.

Second, transition planning should address the strengths, needs, and characteristics of individual children, families, and school programs and should promote implementation of current recommended practices (Conn-Powers, Ross-Allen, & Holburn, 1990). Those providing transition support must consider the resources and needs of children, families, and professionals, and must recognize that transitions do not occur in isolation from the social supports on which families and professionals normally rely (Hanline, 1993). Each community and program within the community, as well as the families they serve unique and therefore, no transition activity or process can be replicated or implemented without specific adaptations. A well-designed transition plan should include a process for determining current strengths as well as issues and barriers. Providers should design a transition process to assist using those strengths to meet the diverse needs of programs, staff and families.

Within the philosophical framework provided above, there are several areas that need to be addressed to successfully facilitate the transition process for all those involved, be they staff, families, children and/or administrators. These areas include: program design, cross program/agency activities, families, administrative policies and supports, and evaluation of transition activities.

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**PROGRAM  
DESIGN**

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Providing for smooth transitions for children and families should begin by providing quality early care and education programs. Research about the benefits of quality early care and education has been clear. Children who receive quality care outperform their counterparts in academic areas, they are more likely to attend college and hold jobs that require higher-level skills, and they are less likely to be placed in special education classes (Abecedarian Project, 1999). Providing for a firm foundation of skills in the early years allows children to be more successful in any environment in which they will transition.

### **Classroom Culture and Climate**

The importance of classroom climate on student achievement has been well-documented. In fact, classroom climate has been linked to how students behave and feel about school, themselves and others (e.g., Fraser, 1986; Bhushan, 1986). School climate includes factors such as communication patterns, norms about what is appropriate behavior and how things should be done, role relationships and role perception, patterns of influence and accommodation, and rewards and sanctions (Welsh, 2000).

Program staff should begin the transition process by creating a caring community of learners and promoting a positive climate for learning. This includes not only attending to the specific instructional techniques we use to facilitate learning, but also attending to the environment in which we offer these services. Providing a climate of mutual respect allows for positive *teacher/child interactions*, including ensuring that staff provide motivation for learning and social skill development and use positive guidance in the acquisition of skills (Bredekamp & Copple, 1997).

### **Teaching Strategies**

The specific teaching strategies we use are also critical to laying the foundations for successful transitions. Teachers must choose instructional approaches that assist in fostering

cohesion within the classroom and meeting individual needs to ensure that teaching is designed to enhance development and learning (Bredekamp & Copple, 1997).

## **Curriculum**

The types of learning experiences, the developmentally appropriateness of the curriculum, and ensuring appropriate curriculum content and approaches, are integral to the curriculum design in early childhood programs (Bredekamp & Copple, 1997). A portion of transition planning success is based on continuity of the curriculum (Repetto & Correa, 1996). This includes ensuring that classrooms have access to appropriate materials and that teachers engage children in a variety of tasks and projects (Gottlieb & Rasher, 1995). A sensitivity to the home culture and home language is also important (Jang & Mangione, 1994). Program administrators and staff can further facilitate the transition process and ensure program continuity by providing developmentally appropriate curriculum for all age levels in all educational settings (Glicksman & Hills, 1981; AYCF, 1987).

Some specific guidelines for facilitating congruency of curriculum were provided by Repetto & Correa (1996). These include coordination of the curriculum at each step of the transition process and flexible scheduling to support the transition curriculum.

## **Transition Skills**

The transition literature is replete with information on which specific skills should be targeted in an effort to ease the transition into kindergarten and primary programs. However, Salisbury & Vincent (1990) warn that the identification of entry level skills should be viewed as optimal goals for new environments, not prerequisites for placement in settings. Given this, the transition skills related to successful transition from preschool to kindergarten can be divided into 4 groups: a) social behaviors and classroom conduct, b) communication behaviors, c) task-related behaviors, and d) self-help behaviors (Chandler, 1993). Findings from the research indicate that items related to academic readiness are not seen by teachers as critical as skills related to independence (Johnson, Gallagher, Cook, & Wong, 1995; Hemmeter & Rous, 1997; Gamel-McCormick & Rous, 2000). According to Rule, Fiechtl & Innocenti, (1990) children in preschool need to be taught certain survival skills, which are necessary for an ideal transition to kindergarten. These skills that should be taught include the ability to work independently, to participate in groups, to follow varied directions, and to use varied materials. For children with special needs, teachers should additionally focus on readiness to maximize academic achievement, pro-social and age-appropriate social skills and responsiveness to various instructional styles and different environmental structures (Katims & Pierce, 1995).

Assessing the presence or absence of skills viewed as important for the transition process can be accomplished through a variety of means. Teachers can use surveys, checklists, questionnaires and direct observations. Teachers should additionally use observations to help identify critical differences between the sending and receiving environments in which the child will be spending time.

## Program Design

Chapman (1999) discusses the concept of looping, or keeping a class together for more than one year, as a means to smoothing the transition process. This provides children and families with more stability and less stress, less trauma and more instructional time. Looping can also present problems when there are children in a classroom who exhibit challenging behaviors, the class does not "click" and/or when incompetent teachers are involved in a loop. However, good administration, use of teacher accountability and parental responsiveness to the looping process can help offset these disadvantages.

## Transition and School Success

According to Entwisle & Alexander (1998) a child's preschool experience and their initial transition to school has been shown to have a direct impact on the child's later success, both academically and socially. This initial transition to school "reconfigures the child's social roles". It is at this point that children, more than ever, need to 'fit in' to the existing expectations and culture of the school. This early experience then provides the basis for how well children do throughout their school careers.

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### **CROSS PROGRAM/ AGENCY ACTIVITIES**

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An effective transition program should support continuity between programs and must be comprehensive. In addition transition planning is dependent on a close partnership among preschools, families, and communities (Jang & Mangione, 1994). Collaboration between all parties involved in the transition process is critical to successful transition planning (Rice & O'Brien, 1990; Rous, Hemmeter & Schuster, 1994; Rous, Schuster & Hemmeter, 1999). This includes both intra and inter-agency collaboration, which are both needed to address the child's and family's needs so that the child can meet success in the next environment (Rosenkoetter, Hains, & Fowler, 1994). It is vital that this collaboration include teachers, who should make a concerted effort to work collaboratively with teachers from other programs (Bredekamp & Copple, 1997).

## Joint Training

Programs should actively plan joint inservice training for staff and workshops for families on topics applicable across settings and providers (Jang & Mangione, 1994; Rous, Schuster & Hemmeter, 1999). These joint training efforts are helpful in promoting continuity of services, building relationships among staff and families, and helping to define specific transition activities. Joint training opportunities should be scheduled to ensure convenience and accessibility and programs should find ways to share the financial and logistical responsibilities for these training experiences (Swan & Morgan, 1993).

## Program Visitation

Program visitation for families, staff and children can play a vital role in helping build relationships, understanding and knowledge across programs. (Rous, Hemmeter & Schuster, 1994; Howell, 1994; Bredekamp & Copple, 1997; Meier & Schafran, 1999).

## Communication

There must be processes in place to facilitate open communication between all parties involved in the transition process (Rice & O'Brien, 1990). Communication between sending and receiving programs can be facilitated by:

- ✓ Planning and implementing cross-program visitation;
- ✓ Scheduling regular meetings and sharing sessions both within and across programs;
- ✓ administrators encouraging, supporting and providing mechanisms for communication between teachers via telephone, e-mail, or conference;
- ✓ developing a process for tracking children after the transition process;
- ✓ Using cross agency peer coaching to support and assist each other both as administrators and teachers; and
- ✓ providing social situations where staff from both programs can meet.

Interagency staffings provide another opportunity for agency staff to share information about specific children who may have more difficulty making the transition to a new program (Wheeler, Reetz & Wheeler, 1993). These meetings could be held monthly, quarterly or on an as needed basis. However, any information shared between program staff requires the consent of the family.

After transition, children may be faced with very different environments and often have significant difficulties adjusting to new programs and activities (Kakvoulis, 1994). For example many children, and their families, experience stress when they leave preschool and enter kindergarten (Karr-Jelinek, 1994). Program staff should work together to develop a packet that will follow the child into the new program. This packet should include information such as work samples, likes/dislikes of the child, and strengths/needs seen in the child (SERVE; Byrd, Dyk, Perry, Stephens & Rous, 1991).

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## FAMILIES

The literature is quite clear on the importance of involving families early and often in transition planning. Families must be seen as partners and primary decision makers in their child's care and education (Mangione & Speth, 1998). Programs and classroom staff must develop a reciprocal relationship with parents (Bredekamp & Copple, 1997). This includes providing information and activities for preparing family members for new settings and assisting them with the adjustment to new settings (Chandler, 1993). The education, involvement and empowerment of families must be incorporated throughout the child's stay within a program or classroom (Jang & Mangione, 1994).

## Parenting Activities

Joint registration activities and parent information nights held throughout spring have been shown to be effective in helping families understand the transition process (Meier & Schafran, 1999). Parent support groups can provide both information and emotional support to families (Byrd, Stephens, Dyk, Perry, & Rous, 1991; Wheeler, Reetz & Wheeler, 1993). Parent Interview Forms can be used to assist families and providers in clarifying

factors families find important for the child's successful transition and adjustment to new programs (Wheeler, Reetz & Wheeler, 1993).

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**POLICIES  
AND  
SUPPORTS**

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Programs must work collaboratively on the establishment and implementation of transition policies and procedures that cross programs (Conn-Powers, Ross-Allen, & Holburn, 1990; Rous, Hemmeter & Schuster, 1994; Rous, Schuster & Hemmeter, 1999; Hanline, 1993). This includes the development of processes which support shared leadership, decision making and program evaluation (Jang & Mangione, 1994). These transition procedures should include procedures to identify tasks, timelines, and responsibilities that help staff plan for transition and that are agreed upon by administrative and teaching staff within and between agencies, reducing traditional barriers to planning and collaboration such as disagreement about policy implementation and responsibilities, duplication of services, and lack of knowledge of other parts of the system (Rice & O'Brien, 1990).

The SouthEastern Regional Vision for Education provides examples of how administrators can promote successful transition efforts. These included:

- ✓ Initiating and supporting the development of a transition plan;
- ✓ Forming a transition team;
- ✓ Serving as an active member of the transition team;
- ✓ Proactively initiating contact with sending and receiving sites;
- ✓ Sponsoring or hosting special activities or programs;
- ✓ Allocating resources to support transition efforts;
- ✓ Seeking and sharing the latest information on effective transition programs;
- ✓ Scheduling staff time for planning and working together;
- ✓ Providing incentives for involvement; and
- ✓ Modeling collaboration.

Administrative support for the transition process goes beyond the collaborative procedures that must be developed. Administrators must work to remove barriers related to a teacher's early involvement with the family. For example, teachers report that although they would be happy to meet with parents prior to school, they are not compensated for these extra duties (NCEDL, 1998). This includes the time needed to visit other programs, work with other program staff, and develop transition plans with families.

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**EVALUATE  
THE  
PROCESS**

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Given all the potential activities and supports needed to assist families and children with transition, it is important that we can begin to evaluate the success of the process for all involved. Ramey & Ramey (1994) provide some early signs of successful transitions. These include:

- ✓ Children like school and look forward to going to school regularly;
- ✓ Children show steady growth in academic skills;
- ✓ Parents become actively involved in their children's education - at home, in school, and in the community;
- ✓ Classroom environments are emotionally positive ones for both teachers and children;
- ✓ Teachers and families value each other;

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- ✓ Schools celebrate the cultural diversity in their communities and in the nation as a whole;
- ✓ Developmentally appropriate practices are visible in classrooms; and
- ✓ The community shows consistent investment in the education of children and strives to increase the learning opportunities available.

No matter which activities teachers and administrators choose to implement to smooth the transition process for children and families, it is important to understand that all programs are unique and there is no one 'right way' to approach transition. Each community must tailor their transition process and activities to meet the needs of the specific children and families they serve (Rous, Hemmeter & Schuster 1994; Logue & Love, 1992).

## Section 2 - Annotated Bibliography

### Transition Overview

**Conn-Powers, M. C., Ross-Allen, J., & Holburn, S. (1990). Transition of young children into the elementary education mainstream. *Topics in Early Childhood Special Education*, 9 (4), 91-105.**

Presents a model for planning the transition of young children with handicaps from early childhood special education (ECSE) programs to the kindergarten and elementary school mainstream. The model enables parents and ECSE and elementary school program staff, to collaboratively establish and implement procedures for planning transitions. The model insures that the procedures (1) address the strengths, needs, and characteristics of individual children, families, and school programs and (2) promote implementation of the best practices in transition planning. A case study illustrates a school district's application of the model in developing a system-wide transition process. The information provided in this article is also applicable to Policies and Supports.

**Daniel, J. E. (1993). Infants to Toddlers: Qualities of Effective Transitions. *Young Children*, 48 (6) 16-21.**

Describes how one child care center staff helps infants make the transition to the toddler group. Transition occurs over a period of several weeks, involving parent-staff consultation and continual adult support. The child manages the change in small steps, resulting in a smooth transition and allowing the child the independence and support necessary for a positive growth step.

**Entwisle, D. R. & Alexander, K. L. (1998). Facilitating the transition to first grade: The nature of transition and research on factors affecting it. *The Elementary School Journal*, 98 (4) 351-364.**

This article describes the nature of the first-grade transition and summarizes several studies that have investigated how children's schooling proceeds over this period. Drawing on Beginning School Study data that include children's marks and test scores plus information about their parents and schools, the authors carried out a longitudinal study of a large random sample (N = 790) of children who began first grade in Baltimore in 1982. They studied the effects of the transition for children attending full-day rather than half-day kindergarten, of living in different kinds of family arrangements, and of several other circumstances. The authors found that children with more kindergarten, those whose families included co-resident grandmothers, and those who did not change schools between kindergarten and first grade did better over the transition, other things being equal. The article closes with a list of implications for practice based on what is known about the first-grade transition and suggestions for future research are offered. The information provided in this article is also applicable to Program Design.

**Glicksman, K. & Hills, T. (1981).** *Easing the child's transition between home, child care center & school: A guide for early childhood educators.* Early Childhood Education Resource Guides. New Jersey State Department of Education: Trenton, NJ.

This guide is designed to enhance communication and cooperation between preschool teachers and kindergarten teachers so that they can help young children more easily adapt to the differing environments in which they develop and learn. Topics covered in this guide include: (1) information on preschool programs including enrollment statistics, family needs for such programs, and different types of programs available; (2) elements of continuity and discontinuity between preschool and kindergarten programs; (3) who should be involved in communication among early childhood programs and when the communication should take place; (4) types of activities which can be used to enhance communication; (5) types of information that should be communicated; and (6) beneficial effects of facilitating preschool-kindergarten transitions for children, parents, and teachers. The information provided in this article is also applicable to Program Design.

**Hanline, M. F. (1993).** *Facilitating integrated preschool service delivery transitions for children, families, and professionals.* In C. A. Peck & S. L. Odom (Eds.), *Integrating young children with disabilities into community programs: Ecological perspectives on research and implementation* (pp.133-146). Baltimore, MD: Brookes.

Two critical service delivery transitions in the preschool years are the entry into, and the exit out of, a preschool program. A transition may involve placement for the first time into a program that provides opportunities for interactions between children with and without disabilities. When transitions to integrated settings are made, unique issues, beyond those of other types of transitions, must be considered. While these changes present challenges for everyone involved, the implementation of procedures that meet individual and community needs can ease transitions for children, families, and professionals. Those providing transition support must consider the resources and needs of children, families, and professionals, and must recognize that transitions do not occur in isolation from the social supports on which families and professionals normally rely, or from community attitudes toward children with disabilities. The information provided in this article is also applicable to Policies and Supports.

**Love, J. M., Logue, M., Trudeau, J., & Thayer, K. (1992).** *Transitions to Kindergarten in American Schools: Final Report of the National Transition Study.* Portsmouth, NH: RMC Research Corp.

This report includes an executive summary and describes results of a 1988 study of transition activities provided by public schools to enhance the continuity experienced by children as they move from preschool, day care, home, or other previous experience into kindergarten. Chapter 1 offers background information, including definitions of terms, the purpose of the study, and an overview of the methodology used. Demographics of the districts and schools surveyed are summarized. Chapter 2 presents survey findings on preschool and kindergarten programs in public schools. A profile of kindergarten programs based on a representative national sample of public schools is provided. Illustrations from site visits are included. Chapter 3 describes the

nature and frequency of schools' transition activities and provides illustrations from site visits. Transition activities fall into two categories: (1) those that involve coordination or communication between school and preschool levels; and (2) those that involve parents. Chapter 4 assesses factors associated with the extent or prevalence of transition activities and discusses ways in which these activities can enhance the degree of continuity experienced by children. Chapter 5 presents conclusions, suggests implications for early childhood policy and practice, and offers recommendations for further research. Appended are 30 references and related materials.

**National Center for Early Development and Learning (December, 1999). An approach to enhance kindergarten transition. NCEDL Spotlight #17. University of North Carolina at Chapel Hill.**

Provides excerpts from “Enhancing the Transition to Kindergarten: Connecting Families and Schools” by Marcia Kraft-Sayre & Robert Pianta, both at the University of Virginia. The article is in press for *Dimensions of Early Childhood*.

**National Center for Early Development and Learning (July, 1998). Kindergarten transitions. NCEDL Spotlight #1. University of North Carolina at Chapel Hill.**

Summary of results from a national survey of nearly 3,600 kindergarten teachers by NCEDL. This survey identified teachers' areas of concern, looked at transition practices, and asked teachers what barriers they see to implementing more transitions practices. Project directors: Robert Pianta of the University of Virginia and Martha Cox of UNC-Chapel Hill.

**Pianta, R. C. & Cox, M. J. (1999). The Changing Nature of the Transition to School: Trends for the Next Decade. In R. C. Pianta & M. J. Cox, (Eds.), The transition to kindergarten (pp. 363-379). Baltimore, MD: Brooks.**

In this chapter, the various perspectives described in previous chapters are integrated with trends in American society and education to derive implications for work in the area of the transition to kindergarten. Four trends have been chosen to be examined in relation to their effect on the transition of children into American schools for the foreseeable future: 1) the integration of developmental psychology and education, 2) the diversity of America's families and school population, 3) the increase in number and type of public school programs for young children, and 4) a movement for accountability. The remainder of the chapter expands these trends in relation to the material presented by the other authors in the book.

**Ramey, S. L., & Ramey, C. T. (1998). Commentary: The transition to school: Opportunities and challenges for children, families, educators, and communities. The Elementary School Journal, 98 (4) 293-295.**

A commentary of introduction to an issue of *The Elementary School Journal* devoted to the topic of transition. Addresses four reasons why the transition to school has become such an important topic of discussion recently. The reasons include: 1) Dramatic demographic changes within society and local communities; 2) The provision of education to all children,

regardless of the presence of major disabilities or serious health concerns; 3) The crisis and uncertainty of funding for public schools in many school systems; and 4) The availability of new paradigms.

**Rous, B., Hemmeter, M. L., & Schuster, J. (1994). Sequenced transition to education in the public schools: A systems approach to transition planning. Topics in Early Childhood Special Education, 14, 374-393.**

Describes the Sequenced Transition to Education in the Public Schools (STEPS). Facilitation of interagency collaboration for the transition of children and families from infant/toddler programs to preschool programs; Components of STEPS; Development of a model for training teams in both the components and the process of transition system development. The information provided in this article is also applicable to Cross Program/ Agency Activities, Policies and Supports, and Evaluating the Process.

### **Program Design**

**Bhushan (1986). Relationship of teacher attitude to the environment of his/her class. Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).**

The relationship between a teacher's attitude and the environment of his or her class was examined. The research was designed to determine the effects of the learning environment on the academic achievements of students. This research measured teacher attitudes with the Minnesota Teacher Attitude Inventory (MTAI). Students' perceptions of the learning environment were measured by the Learning Environment Inventory (LEI). Data collected from 414 secondary school teachers and their students were factor-analyzed. The study revealed that a relationship does exist between teacher attitude and the learning environment of his or her class. It was found that authoritarian, pessimistic, repressing, reproachful evaluations of the students by the teacher will create friction, favoritism, and dissatisfaction in the class. This negative classroom environment will reduce learning in most areas.

**Bredenkamp, S., & Copple, C. (Eds.) (1997). Developmentally appropriate practices in early childhood programs. National Association for the Education of Young Children, Washington, D.C.**

Children's transitions can be facilitated if teachers in one setting, such as a preschool or childcare center, work together with teachers where their children will go next. Visits to programs can be arranged for parents and children. Teachers can visit each other's programs to note similarities and differences for which to prepare children. This helps children to be better prepared and less fearful. The teacher preparing the transition also benefits by broadening professional contacts and knowing that she has fulfilled her professional responsibility to meet the developmental needs of the children in her care. The information provided in this article is also applicable to Cross Program/Agency Activities and Families.

**Byrd, R., Stephens, P., Dyk, L., Perry, E., & Rous, B. (1991). Sequenced**

**transition to education in the public schools: Project STEPS replication manual (rev. ed.) (Grant # H024D90023). Lexington, KY.**

This manual describes the process involved in establishing a community wide system for transition of young children using the STEPS model. The manual includes an overview of transition and interagency collaboration and a description of how to develop and implement a transition system that addresses administration, staff involvement, family involvement, and child preparation for transition.

**Chandler, L. K. (1993). Steps in preparing for transition: Preschool to kindergarten. Teaching Exceptional Children, 52-55.**

The author of this article outlines the steps necessary to help sending and receiving teachers prepare families and children for the transition from preschool to kindergarten. There are two components to preparing for transition: a) preparing children and family members for the move to the new program and b) supporting children and family members as they adjust to the new program. The transition skills related to successful transition from preschool to kindergarten are divided into 4 groups: a) social behaviors and classroom conduct, b) communication behaviors, c) task-related behaviors, and d) self-help behaviors. The information provided in this article is also applicable to Families.

**Chapman, J. (1999). A looping journey. Young Children, 80-83.**

This article explores the advantages and disadvantages of the concept of looping – keeping the same class together with the same teacher through two years of schooling. The advantages discussed include: more stability, less trauma; and more instructional time, less stress. The disadvantages discussed include: what happens if there is an incompetent teacher involved in the loop; what about difficult children; and what if the makeup of the class doesn't seem to “click”? The author states that each disadvantage can be turned into an advantage with good administration, teacher accountability, and parent responsiveness.

**Entwisle, D. R. & Alexander, K. L. (1998). Facilitating the transition to first grade: The nature of transition and research on factors affecting it. The Elementary School Journal, 98 (4) 351-364.**

The information was provided in the Transition Overview section.

**Fraser, B. J. (1986). Determinants of classroom psychosocial environments: A review. Journal of Research in Childhood Education, 1 (1), 5-19.**

Considers curriculum evaluation studies in which perceived classroom environment characteristics were included among criteria of curricular effectiveness. Also reports several investigations in differences between students and teachers in their perceptions of actual and preferred classroom environments and draws together a diverse set of studies that explore how the nature of the classroom environment varies with other educationally important variables.

**Gamel-McCormick, M. & Rous, B. (2000). Delaware transition study report. University of Delaware.**

Presents the findings of a study of kindergarten teachers, preschool providers and child care providers perceptions of important skills for entry into kindergarten classrooms. The study includes data from focus groups, surveys and interviews.

**Glicksman, K. & Hills, T. (1981). Easing the child's transition between home, child care center & school: A guide for early childhood educators. Early Childhood Education Resource Guides. New Jersey State Department of Education: Trenton, NJ.**

The information was provided in the Transition Overview section.

**Gottlieb, M. & Rasher, S. P. (1995). Documenting Developmentally Appropriate Practice in Early Childhood Classrooms. Paper presented at the Annual Meeting of the American Educational Research Association. (San Francisco, CA, April 21, 1995).**

Thirty-two programs across the country were selected to participate in the National Head Start/Public School Early Childhood Transition Project. The project's mission was to replicate the Head Start delivery model within the public school in order to facilitate a smooth transition for children and families. Project effectiveness was examined on the four dimensions of education, family involvement, social service, and wellness. Evaluation was conducted on the four levels of child, family, school, and community. Data were gathered using quantitative and qualitative methods. The Assessment Profile for Early Childhood Programs--Research Version and A Developmentally Appropriate Template (ADAPT) were used. Results suggested that: (1) target classrooms are exhibiting developmentally appropriate practices; (2) support for developmentally appropriate practice includes having the appropriate materials available, engaging students in a variety of tasks and projects, and eliciting children's input on the instructional cycle; (3) target classrooms had warm, purposeful learning environments; and (4) traditional rows of desks inhibited student interaction. Contains 14 references and 4 appendices of evaluation materials.

**Hemmeter, M. L. & Rous, B. (1997). Teachers' expectations of children transition into kindergarten or ungraded primary programs: A national survey.**

Presents the findings of a national study of kindergarten and preschool teacher perceptions of skills critical to kindergarten entry. Manuscript in progress.

**Jang, Y. & Mangione, P. L. (1994). Transition Program Practices: Improving Linkages between Early Childhood Education and Early Elementary School. (Available from METRO Center Director, Southwest Regional Laboratory, METRO Center, 4665 Lampson Ave., Los Alamitos, CA 90720.)**

Whether the transition to primary school is smooth or abrupt for children depends on whether early childhood and elementary school programs work together to build bridges between their services. This report presents several examples of collaborative efforts to

smooth the transition to school. Specifically, it describes how various elements of five transition programs are being developed in a programmatic way and carried out in practice. The five programs are: Head Start/Public School Early Childhood Transition Demonstration Projects in Santa Clara (California), Reno (Nevada), and Phoenix (Arizona) respectively; VIP (Very Important Preschoolers) Village in San Diego (California); and the Transitional Bilingual Education Program in Irvine (California). The bulk of the report describes how each program has enacted eight elements of a quality transition program. These elements are: (1) shared leadership and decision making; (2) comprehensive and integrated services for children and their families; (3) education, involvement, and empowerment of families; (4) sensitivity to home culture and home language; (5) communication; (6) joint staff development; (7) developmentally appropriate practices; and (8) program evaluation. The programs also demonstrate several additional principles involved in the transition programs: that transition activities need to be ongoing and coordinated and must focus on both families and children; that parents need to be familiar with teachers, curriculum, and their children's development and education; and that communication and collaboration among different partners, including parents, facilitate transitions between educational and service settings. The report concludes by noting that an effective transition program should support continuity which must be comprehensive and is dependent on a close partnership among preschools, families, and communities. An appendix presents a list of the program contacts. The information provided in this article is also applicable to Cross Program/Agency Activities, Families, and Policies and Supports.

**Johnson, L., Gallagher, R., Cook, M., & Wong, P. (1995). Critical Skills for Kindergarten: Perceptions from Kindergarten Teachers. Journal of Early Intervention, 19 (4) 315-327.**

This study examined the views of 176 kindergarten teachers regarding those skills children need to be successful in kindergarten. Teachers ranked 149 skills within 5 domains: gross motor, fine motor, general knowledge and school readiness, language, and social. Findings indicated that items related to academic readiness were not seen as critical as skills related to independence.

**Katims, D. S. & Pierce, P. L. (1995). Literary-rich environments and the transition of young children with special needs. Topics in Early Childhood Special Education, 15 (2), 219-226.**

Focuses on the achievement of critical competencies essential for children's successful transitions from preschool special education programs to the primary grades. Readiness to maximize academic achievement; Pro-social and age-appropriate social skills; Responsiveness to various instructional styles and different environmental structures.

**Repetto, J. B. & Correa, V. I. (1996). Expanding views on transition. Exceptional Children, 62 (6), 551-563.**

Defines transition from the early childhood and secondary perspectives, proposes an infrastructure for an expanded definition of transition based on common components, and advocates for a seamless model of transition service delivery in general and special education. The model includes program planning from birth through 21 yrs of age, and addresses curriculum,

location of services, futures planning, multiagency collaboration, and family and student focus. The authors present guidelines for implementing the seamless transition model. It is advocated that elementary and middle school personnel incorporate transition services into programming for students from age 4-15.

**Rule, S., Fiechtl, B., & Innocenti, M. (1990). Preparation for transition to mainstreamed post-preschool environments: Development of a survival skills curriculum. Topics in Early Childhood Special Education, 9(4), 78-90.**

The research presented in this article supports the notion that children in preschool need to be taught certain survival skills necessary for an ideal transition to kindergarten. It is suggested that professionals that work with preschoolers with special needs should incorporate these survival skills into their curriculum. Skills that should be taught include: a) work independently, b) participate in groups, c) follow varied directions, and d) use varied materials. The authors of this article also present the Skills for School Success curriculum. It includes: a) entry routines, b) sequence tasks, c) Pledge of Allegiance, d) group circle activities, e) individual tasks, f) large-group activities using commercially available curricula, g) workbook tasks, h) quiet time activities, and i) transition activities.

**Salisbury, C. L., & Vincent, L. J. (1990). Criterion of the next environment and best practices: Mainstreaming and integration 10 years later. Topics in Early Childhood Special Education, 10 (1) 78-90.**

Origins of the criterion of the next environment (CNE) are examined for its continuing applicability to mainstreaming and integration of young disabled children, in light of changes in kindergarten classrooms, commitment to integrated education for all students with disabilities, collaborative partnerships, and instructional support services.

**Welsh, W. N. (2000). The effects of *school climate* on *school* disorder. Annals of the American Academy of Political & Social Science, 567, p. 88.**

Explanations of *school* disorder have suffered from at least two deficits: (1) institutional explanations of disorder (that is, *school climate*) have been largely ignored, and (2) insufficient attention to appropriate measures of disorder has guided research and policy. Like people, schools have their own characteristic personalities, or climates. Using survey responses from students in middle schools in Philadelphia, the author discusses the effects of *school climate* (such as clarity and fairness of rules) and individual student characteristics (such as age, sex, race, and dimensions of bonding) on different measures of *school* disorder, including victimization, avoidance, perceptions of safety, misconduct, and offending. The schools varied significantly on all measures of disorder, and *school climate* provided significant explanatory power for each. Results varied for different measures, though. For example, *school climate* predicted less serious misconduct more strongly than it predicted serious offending. *School climate* offers significant potential for enhancing both the understanding and the prevention of *school* violence.

## **Cross Program/Agency Activities**

**Bredenkamp, S., & Copple, C. (Eds.) (1997). Developmentally appropriate practices in early childhood programs. National Association for the Education of Young Children, Washington, D.C.**

The information was provided in the Transition Overview and Families section.

**Howell, E. N. (1994). Supported Transition into Kindergarten for Preschool Students with Special Needs. Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).**

This paper describes a supported transition plan for preschool students with special needs who are entering a kindergarten classroom. The transition plan includes the following phases: (1) make decision regarding kindergarten placement; (2) develop a preplacement plan which includes a visitation to the preschool program by kindergarten staff; and (3) implement supported transition. Key components of the plan include: empowering the general education teacher with knowledge and skills in dealing with the student with special needs; increased communication among educators, parents, and administrators; provision of services by a member of the preschool staff who acts as a transition technician with the student's general education teacher and the student in the kindergarten classroom; and a scheduled timeline of services. The plan was designed for a rural school setting but could be utilized in an urban setting with minimal adaptations. The plan utilizes the skills of an educator, speech/language pathologist, teaching assistant, and occupational therapist. Six recommendations for program implementation are offered.

**Jang, Y. & Mangione, P. L. (1994). Transition Program Practices: Improving Linkages between Early Childhood Education and Early Elementary School. (Available from METRO Center Director, Southwest Regional Laboratory, METRO Center, 4665 Lampson Ave., Los Alamitos, CA 90720.)**

The information was provided in the Program Design Section and is applicable to Program Design, Families, and Policies & Supports.

**Kakvoulis, A. (1994). Continuity in Early Childhood Education: Transition from Pre-School to School. International Journal of Early Years Education, 2 (1) 41-51.**

Examined the extent to which the differences between home or nursery school and primary school may cause difficulties to children in their psychological adjustment to first grade. A survey of nursery teachers, first grade teachers, and parents found that children faced a very different environment when entering first grade and often had significant difficulties adjusting to it.

**Karr-Jelinek, C. (1994). Transition to Kindergarten: Parents and Teachers Working Together. (Clay Children's Center Preschool, Brazil, IN.)**

Many children, and their families, experience stress when they leave preschool and enter kindergarten. This paper describes a transition plan for children entering kindergarten that addresses the needs of developmentally delayed children as well as typically developing children. By coordinating all the involved parties--parents, teachers, administrators, and

support staff--the plan seeks to reduce stress and provide a forum to plan the best possible transition and eventual programming for each individual child and family. The paper includes an introduction and outline of the project, statement of objectives and transition philosophy, evaluation of the project, analysis of survey data, and project summary and conclusions. Transition documents employed in the project included are: transition timeline, classroom survival checklist, parent's observation form, transition team meeting form, transition team meeting worksheet, and key people chart. Appendixes include materials used in the project including letters and flyers regarding transition meetings; transition meeting minutes and meeting handouts; letters to administrators, teachers, and support staff; and sample and completed surveys of elementary staff and parents.

**Meier, D., & Schafran, A. (1999). Strengthening the preschool-to-kindergarten transition: A community collaborates.**

This article provides a description of how one school district implemented a successful preschool-to-kindergarten transition program for its Head Start and Early Childhood Program participants. The transition project had two major aims: 1) to improve the transition of preschool children from the child development programs to the district's kindergartens and 2) to enhance the professional collaboration and coordination between the city's main early childhood education programs. While each preschool program had different ways of achieving these goals, some of the methods employed were similar for both. First, each preschool program sponsored a Kindergarten Registration drive. Next, parent information nights were held throughout the spring to provide parents with additional information about the kindergarten their children would attend the following fall. Finally, there were visits between the preschool and kindergarten programs. The preschool teachers visited kindergarten classrooms throughout the course of the year and were provided opportunities to discuss and share information about the programs. Additionally, the preschool children had several visits to the elementary schools during which they had the opportunity to ask questions of the older kindergarteners, meet kindergarten teachers and see the school they might attend in the fall. This article also contains suggestions for a sample format for Kindergarten Information Night and an Ideal Annual Transition Timeline. The information provided in this article is also applicable to Families.

**Rice, M. L., & O'Brien, M. (1990). Transitions: Times of change and accommodation. Topics in Early Childhood Special Education, 9(4), 1-14.**

An important task for service providers is providing an atmosphere of open communication and collaboration between all parties involved in the transition process. Procedures should be in place to identify tasks, timelines, and responsibilities that help staff plan for transition. It is suggested that procedures that are agreed upon by administrative and teaching staff within and between agencies may reduce traditional barriers to planning and collaboration such as disagreement about policy implementation and responsibilities, duplication of services, and lack of knowledge of other parts of the system. The information provided in this article is also applicable to Policies & Supports.

**Rosenkoetter, S. E., Hains, A. H., Fowler, S. A. (1994). Bridging early services for children with special needs and their families: A practical guide for transition planning. Baltimore, MD, Brookes**

Each year thousands of young children with special needs and their families must leave one service program and enter another, creating dramatic changes for everyone involved. [This book] lessens the stress and anxiety of these changes by guiding service providers step by step through the process of planning coordinated, uninterrupted services for children and their families. This detailed manual provides guidelines for meeting federal requirements, it shares models that demonstrate how planning benefits all involved in an early childhood transition, and it explains how to ensure successful transitions through strategies such as: involving the family in the planning process; drafting a written interagency transition agreement; developing and implementing a transition timeline; training program and agency personnel [and] evaluating the transition process. Through firsthand accounts of parents and professionals who have experienced transitions – with and without a plan – and through case studies that illustrate a variety of early childhood transitions, this hands-on resource prepares service providers to support children and families during any transition.

**Rous, B., Hemmeter, M. L., & Schuster, J. (1994). Sequenced transition to education in the public schools: A systems approach to transition planning. Topics in Early Childhood Special Education, 14, 374-393.**

This article describes a model project for promoting interagency collaboration at state and local levels to facilitate transitions of young special needs children and their families from infant/toddler programs to preschool programs. Project Sequenced Transition to Education in the Public Schools (STEPS) has four major components: interagency involvement, staff involvement, family involvement, and child preparation.

The information was provided in the Transition Overview Section and is also applicable to Policies & Supports and Evaluating the Process.

**Rous, B., Schuster, J., & Hemmeter, M. L. (1999). Evaluating the impact of the STEPS model on the development of community-wide transition systems. Journal of Early Intervention 22 (1) 38-50.**

This article describes a study, which investigated the effects of training and technical assistance related to a specific transition model on the development of community-wide transition systems. Seven community teams composed of representatives from public schools, Head Start, and early intervention were involved in the training. Personnel were trained using the STEPS model. Systems development within sites was evaluated using a combination of quantitative and qualitative measures including pre/post surveys, supporting documents, rating scales, a survey and focus groups. Results indicate that change occurred as a result of training and technical assistance provided over a one year period.

The information provided in this article is also applicable to Policies & Supports.

**SERVE (1998). Terrific transitions. Southeastern....**

Planning for smooth transitions of young children and their families receiving educational and other services evolved out of a concern for providing continuity in the environment of young children. This document of the SouthEastern Regional Vision for Education

(SERVE), a consortium of educational organizations devoted to promoting and supporting the improvement of educational opportunities for all learners in the Southeast, provides information and

recommended practices for facilitating effective transitions in services for young children. The first section of the document provides contact information for all the organizations involved in the consortium. The next section defines "transition" and discusses the importance of continuity in children's environments. The third section examines transitions in special settings, including special needs and issues related to culture and language. Next, transition planning, including preparing for change, facilitating transitions and providing continuity, the administrators' role, preparing children and families for transition, and evaluating and monitoring transition activities are discussed. Lastly, state and national transition initiatives are described. An appendix contains sample letters and forms.

**Swan, W. W. & Morgan, J. L. (1993). Collaborating for comprehensive services for young children and their families: The local interagency coordinating council. Baltimore, MD: Paul H. Brookes.**

This book provides a comprehensive guide to the collaborative development and implementation of local interagency councils to coordinate services for young children with disabilities, as required by Public Law 99-457, Part H. Section I presents five chapters on foundations for interagency collaboration. Chapter 1 reviews collaboration as a part of shifting paradigms, legislation, and history. Chapter 2 specifies the means to assess the readiness of local groups to collaborate. Chapter 3 defines the stages of cooperation, coordination, and collaboration. Chapters 4 and 5 present a model for local interagency councils. Section II focuses on creating a local interagency council in three chapters. Chapter 6 reviews varied leadership parameters and emphasizes the concept of shared decision-making. Chapter 7 describes the nature of group processes as related to the productivity of the interagency council. Chapter 8 offers specific guidelines for the creation of a new local interagency council. Section III focuses on council activities and outcomes. The chapters in this section address: organizational and procedural activities; information sharing activities; the existing service delivery system; guidelines on coordination of agency services; coordinating parent services and staff development; case management; interagency collaboration activities; and evaluation of interagency councils. The final section contains two chapters which provide specifics on local financing of early intervention services and discuss contracts and written agreements.

**Wheeler, W. P., Reetz, L. J., & Wheeler, J. J. (1993). Facilitating Effective Transition in Early Intervention Services: Parent Involvement. Rural Special Education Quarterly, 12 (1) 55-60.**

Describes a rural Illinois early-intervention program that incorporates long-term planning, interagency collaboration, and parental involvement in the transition of developmentally delayed young children to preschool programs. Compares four types of programs for disabled preschool students, and identifies factors for parents to consider in program selection. The information provided in this article is also applicable to Families.

## **Families**

**Bredekamp, S., & Copple, C. (Eds.) (1997).** Developmentally appropriate practices in early childhood programs. National Association for the Education of Young Children, Washington, D.C.

The information provided in this article is also applicable to Program Design and Cross Program/Agency Activities.

**Byrd, R., Stephens, P., Dyk, L., Perry, E., & Rous, B. (1991).** **Sequenced transition to education in the public schools: Project STEPS replication manual (rev. ed.) (Grant # H024D90023).** Lexington, KY.

**Chandler, L. K. (1993).** **Steps in preparing for transition: Preschool to kindergarten.** Teaching Exceptional Children, 52-55.

The information provided in this article is also applicable to Program Design.

**Jang, Y. & Mangione, P. L. (1994).** **Transition Program Practices: Improving Linkages between Early Childhood Education and Early Elementary School.** (Available from METRO Center Director, Southwest Regional Laboratory, METRO Center, 4665 Lampson Ave., Los Alamitos, CA 90720.)

The information provided in this article is also applicable to Program Design, Cross Program/Agency Activities, and Policies & Supports.

**Mangione, P. L., & Speth, T. (1998).** **The transition to elementary school: A framework for creating early childhood continuity through...** Elementary School Journal, 98 (4), 381-397.

Focuses on a framework that supports continuity in early childhood education, emphasizing its impact on young children's transition to elementary school. Reference to a study conducted on the framework; Methodology used to conduct the study; Factors associated with the transition to school; Results of the study.

**Meier, D., & Schafran, A. (1999).** **Strengthening the preschool-to-kindergarten transition: A community collaborates.**

The information provided in this article is also applicable to Cross Program/Agency Activities.

**Wheeler, W. P., Reetz, L. J., & Wheeler, J. J. (1993).** **Facilitating Effective Transition in Early Intervention Services: Parent Involvement.** Rural Special Education Quarterly, 12 (1) 55-60.

The information provided in this article is also applicable to Cross Program/Agency Activities.

### **Policies and Supports**

Conn-Powers, M. C., Ross-Allen, J., & Holburn, S. (1990). Transition of young children into the elementary education mainstream. *Topics in Early Childhood Special Education*, 9 (4), 91-105.

The information provided in this article is also applicable to the Transition Overview.

Hanline, M. F. (1993). Facilitating integrated preschool service delivery transitions for children, families, and professionals. In C. A. Peck & S. L. Odom (Eds.), *Integrating young children with disabilities into community programs: Ecological perspectives on research and implementation* (pp.133-146). Baltimore, MD: Brookes.

The information provided in this article is also applicable to the Transition Overview.

Jang, Y. & Mangione, P. L. (1994). *Transition Program Practices: Improving Linkages between Early Childhood Education and Early Elementary School*. (Available from METRO Center Director, Southwest Regional Laboratory, METRO Center, 4665 Lampson Ave., Los Alamitos, CA 90720.)

The information provided in this article is also applicable to Program Design, Cross Program/Agency Activities, and Families.

### **National Center for Early Development and Learning (1998).**

The information provided in this article is also applicable to the Transition Overview.

Rice, M. L., & O'Brien, M. (1990). Transitions: Times of change and accommodation. *Topics in Early Childhood Special Education*, 9(4), 1-14.

The information provided in this article is also applicable to Cross Program/Agency Activities.

Rous, B., Hemmeter, M. L., & Schuster, J. (1994). Sequenced transition to education in the public schools: A systems approach to transition planning. *Topics in Early Childhood Special Education*, 14, 374-393.

The information provided in this article is also applicable to the Transition Overview, Cross Program/Agency Activities, and Evaluating the Process.

Rous, B., Schuster, J., & Hemmeter, M. L. (1999). Evaluating the impact of the STEPS model on the development of community-wide transition systems. *Journal of Early Intervention* 22 (1) 38-50.

The information provided in this article is also applicable to Cross Program/Agency Activities.

## **Evaluate the Process**

**Logue, M. E. & Love, J. M. (1992). Making the Transition to Kindergarten. Principal, 71 (5) 10-12.**

Home/kindergarten transition activities comprise two distinct categories: those involving coordination or communication between school and preschool levels and those including parents as participants. Transition activities are more often found in schools with a pre-kindergarten program, a high poverty level among families served, and considerable administrative support.

**Ramey, S. L. & Ramey, C. T. (1994). The transition to school. Phi Delta Kappan, 76 (3), 194-198.**

Discusses early signs of successful transitions to school. Fundamental principles that characterize positive learning environments; Learning as a lifelong process. INSETS: Ways to promote cognitive development and good attitudes.

**Rous, B., Hemmeter, M. L., & Schuster, J. (1994). Sequenced transition to education in the public schools: A systems approach to transition planning. Topics in Early Childhood Special Education, 14, 374-393.**

The information provided in this article is also applicable to the Transition Overview, Cross Program/Agency Activities, and Policies & Supports.

**Author Matrix**

Author Name	Transition Overview	Program Design	Cross Program/ Agency Activities	Families	Policies & Supports	Evaluate the Process
Ann at the Beach (1999)		X				
Bellis (1999)		X				
Bhushan (1986)		X				
Bowman (1999)					X	
Bredekamp & Copple (1997)		X	X	X		
Brown (1998)			X	X		
Byrd, Stephens, Dyk, Perry, & Rous (1991)		X		X		
Carta, Atwater, Schwartz & Miller (1990)						X
Chandler (1993)		X		X		
Chapman (1999)		X				
Christenson (1999)				X		
Conn-Powers, Ross-Allen, & Holburn (1990)	X				X	
Cox (1999)	X					
Daniel (1993)	X					
Entwisle & Alexander (1998)	X	X				
Finn & Tazioli (1993)						X
Fowler, Schwartz & Atwater (1991)				X		
Fraser (1986)		X				
Gallagher (1999)					X	
Gamel-McCormick & Rous (2000)		X				
Glicksman & Hills (1981)	X	X				
Gottlieb & Rasher (1995)		X				
Hanline (1993)	X				X	
Hamblin-Wilson & Thurman (1990)				X		

**DELAWARE TRANSITION INITIATIVE**

<b>Author Name</b>	<b>Transition Overview</b>	<b>Program Design</b>	<b>Cross Program/ Agency Activities</b>	<b>Families</b>	<b>Policies &amp; Supports</b>	<b>Evaluate the Process</b>
Hemmeter & Rous (1997)		X				
Howell (1994)			X			
Jang & Mangione (1994)		X	X	X	X	
Johnson, Gallagher, Cook, & Wong (1995)		X				
Kagan & Neuman (1998)						X
Kakvoulis (1994)			X			
Karr-Jelinek (1994)			X			
Katims & Pierce (1995)		X				
Kraft-Sayre & Pianta (1999)				X		
Kuball (1999)		X				
Kuersten (1998)			X	X		
Logue & Love (1992)						X
Love, Logue, Trudeau, & Thayer (1992)	X					
Lloyd, Steinberg, & Wilhelm-Chapin (1999)	X					
Mangione & Speth (1998)				X		
Meier & Schafran (1999)			X	X		
Melton, Limber & Teague (1999)		X		X		
National PTA (1999)						X
NCEDL (1998)	X				X	
NCEDL (1999)	X					
P/PRIDE (1995)		X		X		
Pianta & Cox (Eds.) (1999)	X					
Pianta & Cox (1999)	X					
Pianta, Cox, Taylor,	X					

**DELAWARE TRANSITION INITIATIVE**

<b>Author Name</b>	<b>Transition Overview</b>	<b>Program Design</b>	<b>Cross Program/ Agency Activities</b>	<b>Families</b>	<b>Policies &amp; Supports</b>	<b>Evaluate the Process</b>
& Early (1999)						
Pianta & Kraft-Sayre (1999)				X		
Ramey & Ramey (1994)						X
Ramey & Ramey (1998)	X					
Ramey & Ramey (1999)	X					
Repetto & Correa (1996)		X				
Rice & O'Brien (1990)			X		X	
Rimm-Kaufman & Pianta (1999)				X		
Rule, Fiechtl, & Innocenti (1990)		X				
Rosenkoetter, Hains, & Fowler (1994)			X			
Rous, Hemmeter & Schuster (1994)	X		X		X	X
Rous, Schuster, & Hemmeter (1999)			X		X	
Salisbury & Vincent (1990)		X				
Sameroff & McDonough (1994)	X					
SERVE (1997)			X			
Shotts & Rosenkoetter (1994)					X	
Smolkin (1999)		X				
Spiegel-McGill, Reed, Konig & McGowan (1990)		X		X		
Sullivan (1999)				X		
Swan & Morgan (1993)			X			
Waxler, Thompson, & Poblete (1990)		X	X	X		

**DELAWARE TRANSITION INITIATIVE**

<b>Author Name</b>	<b>Transition Overview</b>	<b>Program Design</b>	<b>Cross Program/ Agency Activities</b>	<b>Families</b>	<b>Policies &amp; Supports</b>	<b>Evaluate the Process</b>
Welsh (2000)		X				
Wheeler, Reetz & Wheeler (1993)			X	X		
Wolery (1999)	X					
Zill (1999)	X					