



# Kindergarten Transition Intervention

## A new model to support the kindergarten transition through six connection points

The model is based on the framework developed by Rimm-Kaufmann and Pianta and elaborated on by Pianta & Kraft-Sayre (2003). Specific practices are suggested and were used by a kindergarten transition coordinator, but the model is intended to be flexible in order to allow for practices that best work for each family and school, with or without a transition coordinator.



### Child-Parent Connections

1. **Provide home learning materials** (i.e., books and activity kits) for parents to use with their children.
2. **Support families in their use of home learning materials** by discussing barriers and adaptations.
3. **Encourage family participation** in home learning activities.
4. **Provide families with information on the developmental level of children.**
5. **Establish strong connections within families.**



### Parent-Teacher Connections

1. **Conduct family needs assessment** during the first home visit.
2. **Ask parents about or encourage involvement in upcoming school and classroom events** at each home visit.
3. **Help parents develop a packet of information on their child** to share with the kindergarten teacher.
4. **Conduct an in-home parent orientation** after preschool and before kindergarten start to help parents understand kindergarten enrollment and engagement.
5. **Discuss transition issues with families** during the fall of kindergarten.



### Child-Peer Connections

1. **Discuss with parents the importance of peer connections** both within and outside of school.
2. **Provide learning materials** designed to support the discussion of peer relationships and potential issues.
3. **Provide parents with resources and information** to use if peer relationship issues arise.
4. **Establish peer connections within the preschool class.**
5. **Establish peer connections outside of school.**
6. **Establish connections with peers who will be in kindergarten.**
7. **Establish preschool peer connections with kindergarten peers.**
8. **Coordinate group-based peer connections.**



## Parent-Community Connections

1. **Share the kindergarten curriculum and expectations** with parents before the start of the year.
2. **Connect families to community resources** such as libraries and health centers.
3. **Spread awareness** of ways to develop community connections.
4. **Build useful policies** related to transition.
5. **Foster inter-school collaboration** about programs and classroom practices.
6. **Identify and communicate curriculum and community expectations** for children.
7. **Create inter-school connections** about a specific child.
8. **Establish policy coordination** through inter-agency connections.
9. **Establish inter-agency connections.**



## Teacher-Parent Connections

1. **Contact families during the first few days** of preschool and kindergarten.
2. **Maintain periodic contact** with the family.
3. **Conduct regular family meetings** at schools.
4. **Create newsletters and resource materials.**



## Child-Teacher Connections

1. **Talk to parents about the importance of teacher-child connections.**
2. **Provide parents with learning materials** designed to promote children's communication with adults.
3. **Establish a connection** between the preschool child and kindergarten teacher.
4. **Create a connection** between the child and the kindergarten using specific school functions.
5. **Have children practice kindergarten rituals** in preschool.
6. **Incorporate preschool activities** into the kindergarten year.
7. **Encourage preschool teachers to stay in touch with former students.**
8. **Encourage kindergarten support staff to visit preschool children.**