

## Section 2: Research

Several research studies and documents support the transition approach that OCDEL is promoting. Pianta & Kraft-Sayre would say that a successful transition to Kindergarten is seen as a key component of school readiness (2003). Supporting research shows that children who experience continuity as they enter the formal world of elementary school are more likely to be successful in school. (Glicksman & Hills, 1981; Lombardi, 1992; Pianta & Cox, 1999) Early school adjustment has been shown to have a long-term impact on children's later school success. The following articles provide in-depth information about the research behind the practices that are suggested. These articles can be used to implement best practices within a community, to provide a springboard for new ideas or to provide a framework for policy decisions. The most intense research in this area began in 1996 with the National Center for Early Development and Learning National Kindergarten Survey.

The articles are presented in chronological order, providing a sample of the work that has been done in this area to current time.

- A. *Transition Practices*, NCEDL Spotlight, 1999
  - Provides a summary of transition practices commonly used by Kindergarten teachers based on a research study. Common barriers and facilitators to practice are also outlined
  - <http://www.fpg.unc.edu/~ncedl/PDFs/spot1a.pdf>
- B. *Starting School: Effective Transitions*, Dockett and Perry, 2002
  - Examples of effective strategies and transition programs based on 10 guidelines established through the Starting School Research Project
  - <http://ecrp.uiuc.edu/v3n2/dockett.html>
- C. *Transition to Kindergarten*, Early Childhood Research & Policy Briefs, NCEDL, 2002
  - A synthesis of the current issues facing US schools including suggested policy changes and areas for additional research
  - <http://www.fpg.unc.edu/~ncedl/PDFs/TranBrief.pdf>
- D. *The Transition to Kindergarten: A Review of Current Research and Promising Practices to Involve Families*, Bohan-Baker & Little, 2002
  - An examination of practices that focus on families including a framework for the development of transition teams that value family involvement
  - <http://www.hfrp.org/publications-resources/browse-our-publications/the-transition-to-kindergarten-a-review-of-current-research-and-promising-practices-to-involve-families>
- E. *Use of Transition Practices by Public Preschool Teachers*, Rous, McCormick and Hallam, 2006
  - Results of a national study of Kindergarten teachers practices including information focusing on the "Ready Schools" movement
  - <http://www.ihdi.uky.edu/NECTC/Documents/researchBriefs/researchBriefpreschool%20survey1.pdf>

- F. *Pre-kindergarten Teachers' Use of Transition Practices and Children's Adjustment to Kindergarten*, LoCasale-Crouch et al, 2008,
- This study describes pre-kindergarten teachers' use of kindergarten transition practices and the extent to which these practices are associated with Kindergarten teachers' judgments of children's social, self-regulatory and academic skills when entering Kindergarten.