

## Section: 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 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.

- ★ [Pre-kindergarten Teachers' Use of Transition Practices and Children's Adjustment to Kindergarten](#) (*Early Childhood Research Quarterly*): 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.
- ★ [Parental recollections of school experiences and current kindergarten transition practices](#) (*Journal of Applied Developmental Psychology*): This study adopts an intergenerational approach to explore parental activities to facilitate children's transition to kindergarten. Findings support an intergenerational trend for the use of academic transition activities.
- ★ [Recommended Transition Practices for Young Children, National Validation Study, Technical Report No. 3](#) (*Natl. Early Childhood Transition Center*): This study presents the result from a national validation survey of early childhood and early childhood special education professionals of key practices that support the transition process as children leave early intervention and enter preschool and as they leave preschool and enter kindergarten.
- ★ [The Kindergarten Child What Teachers and Administrators Need to Know to Promote Academic Success in all Children](#) (*Early Childhood Education Journal, 2010*): This article describes kindergarten from the perspective of the whole child. Specifically, it reviews current research on best practices to improve children's math and language arts competencies, memory skills, and the role of kindergarten in beginning science. It also describes the social experiences children have in kindergarten with respect to their academic success.