

Facilitating Successful Transitions: Use of All About Me Books to Promote Preschool and
Kindergarten Transition

Pauline Chung

A thesis

submitted in partial fulfillment of the
requirements for the degree of

Master of Education

University of Washington

2014

Committee:

Susan Sandall

Kathleen Artman Meeker

Program Authorized to Offer Degree:

College of Education

© Copyright 2014

Pauline Chung

University of Washington

Abstract

Facilitating Successful Transitions: Use of All About Me Books to Promote Preschool and
Kindergarten Transition

Pauline Chung

Chair of the Supervisory Committee:

Dr. Susan Sandall

College of Education

Research shows a strong support to develop more effective transitions to ensure continuity between schools but little agreement on exactly what transition strategies to implement to promote success. The purpose of this study was to study the effectiveness of using All About Me Books as a high-intensity and person-centered strategy for children with and without special needs transitioning from preschool to kindergarten or kindergarten to first grade based on teacher and family input. The results of this small-scale mixed quantitative and qualitative study demonstrated that All About Me Books were effective in supporting the children, families, and teachers involved to have a successful transition process.

Facilitating Successful Transitions: Use of All About Me Books to Promote Preschool and Kindergarten Transition

Introduction

Transition can be defined as, “the continuity of experiences that children have between periods and between spheres of their lives” (Kagan & Neuman, 1998). Children and their families involved in the early childhood education system experience a series of transitions between program placements and service providers before they even begin formal schooling. The lack of continuity between social and information linkages throughout the transition process can potentially lead to high family stress levels, unprepared service providers, and a negative school adjustment experience for the child (Pianta & Kraft-Sayre, 2003).

A variety of low-intensity (large group) and high-intensity (individualized) transition activities and strategies have been implemented by administrators, teachers, and family members to help promote a successful transition process for children. Low-intensity transition strategies can include: hosting an open house, sending a flyer home, and visiting future classrooms with children (Early, Pianta & Cox, 1999; Gill, Winters & Friedman, 2006; La Paro, Kraft-Sayre & Pianta, 2003; Pianta, Cox, Taylor & Early, 1999; Pianta, Kraft-Sayre, Rimm-Kaufman, Gercke & Higgins, 2001). High-intensity transition activities include: conducting a home visit, visiting the child’s former classroom, and meeting with the child’s former teacher (Early, Pianta & Cox, 1999; LoCasale-Crouch, Mashburn, Downer & Pianta, 2008; Pianta, Cox, Taylor & Early, 1999; Pianta, Kraft-Sayre, Rimm-Kaufman, Gercke & Higgins, 2001). In general, high-intensity transition activities and strategies are more effective and beneficial for members in the transition process.

All About Me Books are one possible transition strategy that have not been studied in the research literature. All About Me Books are a high-intensity transitional strategy that can be individualized to the strengths and needs of the child. Additionally, All About Me Books can also promote family involvement because they are the creators of the All About Me Book and help to build positive teacher-child relationships by providing information to understand the child better. The effectiveness of using transition books as an intervention tool to promote successful transitions have not been widely researched. Therefore, the purpose of this project was to study the effectiveness of using All About Me Books as a transitional strategy for children, with and without special needs, transitioning from preschool to kindergarten and kindergarten to first grade based on input from teachers and families.

Statement of the Problem and Relevant Research

Successful transition is dependent on the perspective taken by each individual involved in the transition process. For a child, a successful transition could mean a well adjusted child who has positive rapport with both teachers and peers in the classroom and entering the classroom ready to learn the expectations of the new setting (Pianta and Kraft-Sayre, 1999). Indicators of a successful transition for families may include showing positive attitudes of satisfaction toward the school (Hamblin-Wilson & Thurman, 1990), feelings of empowerment as a parent (Malsch, Green & Kothari, 2011) and building collaborative relationships with the staff to create mutual respect (Skouteris, Watson and Lum, 2012). Teachers feel better prepared to serve the individual child in developmentally appropriate ways (Pianta & Kraft-Sayre, 1999) and establish mutually supportive and culturally responsive relationships with the families after a successful transition process (Pianta, Cox, Taylor & Early, 1999).

Research states that successful transition can be characterized by continual efforts to create ongoing linkages among all of the members in the child's environment including parents, teachers, and community agencies to provide a continuum of care and support (Emfinger, 2012). Similarly, Pianta and Kraft-Sayre (2003) established the developmental transition model that recognized the importance of the child, family, school, peer, and community influences being interconnected and interdependent with one another throughout the transition process. When parents and teachers work together to create an informed and active partnership and share ongoing information then it creates a seamless transition experience for the child (Baker, Kessler-Sklar, Piotrkowski & Parker, 1999). Historically the responsibility associated with the success or failure with the transition process rested solely on the student without any regard for other factors (Early, Pianta & Cox, 1999). Currently, the interactions and relationships built between the student, family, teachers, school, and community over time are all equally responsible for the success or the failure of the transition period as the child themselves (Early, Pianta & Cox, 1999). Consequently successful transitions are more likely fostered in environments that emphasize positive interactions among teachers, children, family, and community participants (Mantzicopoulos, 2005).

Accompanied by every transition are a set of barriers that relate to the planning, implementation, or effects of the transition process. Research indicates that the main transition issues include: stress, lack of information, skills needed by children, lack of collaboration, and lack of resources.

Stress. The process of transition has been identified as a stressful event not only for children but for all active members involved. Families of typically developing children report that transitions increases their stress level due to a disruption in family life, child behavior

problems, and separation from their child. (Pianta & Kraft-Syare, 1999; Wildenger & McIntyre, 2011). Families, particularly those who have children with special needs, may experience feelings associated with stress and helplessness as they prepare and adjust to a new system that typically differs from their accustomed model in relation to staff, educational philosophy, structure, curriculum, and support (Troup & Malone, 2002). The need to address the social, communication, and adaptive skills and concerns of children with special needs in addition to navigating the transition process are other potential stressors that families may face (Hanline & Halvorsen, 1989; Rous & Hallam, 2012). Similarly, children with special needs have also indicated their own worries, fears, and stress associated with transitioning into a new classroom (Malsch, Green & Kothari, 2011). Additionally transitions can be challenging for teachers who must use their professional judgment to match a child's current levels of performance with the differing demands, expectations, and uncertainties of the child's future classroom (Troup & Malone, 2002). As the child continues through the educational system, the transitions can progressively become more stressful for the child, family, and teachers involved (Zucker, 2010).

Lack of information. Feelings of uncertainty arise when members of the team including the teacher, family, and child have a lack of information regarding the transition process.

Teachers cannot be expected to deliver best practices if they have not had specific training or knowledge about transitions (Early, Pianta & Cox, 1999). Specifically many research strategies have emphasized the importance of individualized planning for children with special needs and their families, however the lack of specificity on how to tailor the information makes it difficult to implement (Rous & Hallam, 2012). Additionally, the lack of information available to teachers prior to the beginning of school makes family and school contacts challenging and decreases the number of transition strategies available to be implemented (Early, Pianta, Taylor & Cox, 2001;

Nelson, 2004). Families of both children with and without special needs, report feeling the lack of key logistical information shared to them about the kindergarten system such as: academic expectations, receiving program, receiving teacher(s), transition process, transition preparation, educational terminology, and their child's current skills (Fantuzzo, Tighe & Childs, 2000; Malsch, Green & Kothari, 2011; Wildenger & McIntyre, 2011).

Skills needed by children. The lack of agreement between teachers concerning the readiness skills to promote a positive transition experience of the child makes it problematic for families and teachers to adequately prepare the child for the next setting. Preschool and kindergarten teachers report differing levels of skill importance for children entering kindergarten relating to: social interaction, communication, instruction-following, conduct, and self-care (Hains, Fowler, Schwartz, Kottwitz & Rosenkoetter, 1989). Children's lack of readiness related to the child's socio-emotional development, academic readiness, behavior problems, and separation from families were concerning to both teachers and family members of typically developing children (Gill, Winters & Friedman, 2006; Wildenger & McIntyre, 2012). Families of children with special needs report more transition-related concerns with readiness skills than parents of children with typical development. Areas of concern include difficulties, such as the time to learn and generalize skills, given their potential deficits in: communication, problem-solving, self-regulation, social skills, adaptive behavior and academic concepts (Quintero & McIntyre, 2011; Troup & Malone, 2002). The differing standards of school readiness for performance and behavior can cause families and teachers additional stress with uncertainty of what skills to focus on (Pianta & Kraft-Sayre, 1999).

Lack of collaboration. Ongoing collaboration and communication between families, teachers, and programs help to promote successful transition experiences, but collaboration

opportunities may not always take place. General education and special education teachers report the lack of opportunities to share information due to busy schedules, lack of time to achieve continuity between programs, lack of effective communication skills on behalf of parents and teachers, and lack of motivation to share information with other transition team members (Baker, Kessler-Sklar, Piotrowski & Parker, 1999; Kagan & Neuman, 1998; Sink, Edwards & Weir, 2007; Stormont, Beckner, Mitchell & Richter, 2005). Families of children with severe special needs were involved with less parent involvement possibly as a result of emotional and financial resources that may prevent participation (Daley, Munk & Carlson, 2011). As a result of the lack of family involvement transition activities, families feel less involved and feel less competent to help their child (Stormont, Beckner, Mitchell & Richter, 2005). Additional barriers that may make teacher-family collaboration challenging include family work schedule interference, language and translation problems, personal situations, and caring for multiple children (Malsch, Green & Kothari, 2011). The lack of collaboration between members of the transition team creates discontinuity for the child, family, and teacher(s) involved.

Lack of resources. Teachers frequently report that the main barrier that prevents them from implementing transition practices is the lack of resources available to promote best practices. The majority of transition best practices, including conducting home visits, require planning or implementation during the summer that is not supported by their salaries (Early, Pianta, Taylor & Cox, 2001; La Paro, Kraft-Sayre & Pianta, 2003; Nelson, 2004; Pianta, Cox, Taylor & Early, 1999; Stormont, Beckner, Mitchell & Richter, 2005; Quintero & McIntyre, 2011). When schools do not provide the availability of substitutes for teachers to visit classrooms, especially for children with special needs, it makes it difficult to assess if the placement will be a good fit for the child or if the child is adjusting well to his/her new

environment (Quintero & McIntyre, 2011; Troup & Malone, 2002). At a district-wide level the lack of resources include: transition plans are reportedly not available in many districts, class lists are generated too late, large class caseloads, and funds are not permitted for use to implement transition practices. (La Paro, Kraft-Sayre & Pianta, 2003; Pianta, Cox, Taylor & Early, 1999; Stormont, Beckner, Mitchell & Richter, 2005). Supports need to be available for teachers to access in order to promote best transition practices.

Transition Strategies and Activities

Transition practices in the research literature have most commonly been categorized into two basic types: high-intensity practices (individualized) and low-intensity practices (large group) (Rous & Hallam, 2012). Different transition strategies and activities can be implemented by a variety of individuals involved in the transition process: families, teachers, and administrators.

Family. Families can also promote transition strategies in the home or at school to help their child with the transition process. To prepare for the upcoming transition, families have taught their child school-related skills, talked with other parents about the transition process, discussed behavior expectations with their child, discussed their child's development with the teacher, set-up play dates with their child's future classmates, and went on a tour of the school building with the child (La Paro, Kraft-Sayre & Pianta, 2003; Strandberg & Mallow, 2007). Only few parents reported reading transition related stories to their child (La Paro, Kraft-Sayre & Pianta, 2003).

Teachers. Transition practices implemented by teachers can occur before the start of the school year or after the school year has already begun. Teachers report the most commonly used transition practices are low-intensity practices that occurred after school started that included:

talking with the parent, sending a letter home, holding an open house, sending a flyer home, hosting orientation meetings, promoting school readiness skills, and visiting future classrooms with children (Early, Pianta & Cox, 1999; Gill, Winters & Friedman, 2006; La Paro, Kraft-Sayre & Pianta, 2003; Pianta, Cox, Taylor & Early, 1999; Pianta, Kraft-Sayre, Rimm-Kaufman, Gercke & Higgins, 2001). The least used practices included high-intensity practices before the start of school which included: conducting a home visit, calling the child, visiting the child's former classroom, and meeting with the former teacher to discuss curriculum (Early, Pianta & Cox, 1999; LoCasale-Crouch, Mashburn, Downer & Pianta, 2008; Pianta, Cox, Taylor & Early, 1999; Pianta, Kraft-Sayre, Rimm-Kaufman, Gercke & Higgins, 2001). Teachers have also reported having the children practice similar routines and expectations in preparation for transitioning to the new setting, exchanging information with current or receiving teachers, and devoting the first few weeks of the school year to build rapport with the child and family (Johnson, Chandler, Kerns & Fowler, 1986; Pianta, Cox, Taylor & Early, 1999; Steen, 2011). Special educators did report a higher exchange of information related to transition with teachers and family members including telephone conversations, written communications, and meetings when goals, strategies, and records were discussed (Jewett, Tertell, King-Taylor, Parker, Tertell & Orr, 1998; Johnson, Chandler, Kerns & Fowler, 1986).

Administrators. Administrators can advocate for a variety of transition practices at the school-wide level to involve teachers from different grade levels. Administrators can create transition plan templates, form a collaborative transition team, train staff with transition-related professional development opportunities, create systems for sharing information, and connect with outside agencies as resources ("Family engagement in,"; Patton & Wong, 2012). Administrators can also promote practices that help support families with the transition process

by assembling a transition panel of experts and family members equipped with a question-and-answer time, and hosting a registration drive (Meier & Schafran, 1999).

Effects of Transition Strategies and Activities

The effects of a successful or unsuccessful transition experiences have different results on various members of the transition team. A majority of the research studies that involve early childhood transitions use pre- and post-surveys or interview questionnaires to collect data from family members, teachers, and administrators. However, few studies are noted here that were interventions that also include outcome data.

Consequences of successful transition experiences. A successful transition experience can account for an: increase in positive perceptions of the child, increase in positive teacher-child relationship, increase in positive peer-interactions, increase in family satisfaction, increase in teacher involvement, and a decrease in negative behavior problems. On the contrary, there are also consequences related to unsuccessful transition experiences.

Increase in positive perceptions of child. Successful transition experiences can be positively associated with positive perceptions of the child's social and academic competence by the teacher (LoCosale-Crouch, Mashbum, Downer & Pianta, 2008).

Increase in positive teacher-child relationship. Transition practices that promote continuity between sending and receiving programs supports positive and close teacher-child relationships for typically developing children and children with special needs (Rous & Hallam, 2012). Teachers who participated in more transition activities reported lower levels of teacher-child conflict because it helped teachers understand the skills and backgrounds of the child and their families to ensure continuity from prior experiences (Mantzicopoulos, 2005).

Increase in positive peer-interactions. Developing connections with peers in a variety of settings can also promote later school adjustment (Ladd & Price, 1987). Additionally, children who maintained friendships from previous settings liked school better and made more friends throughout the course of the academic school year. Children who were liked by classmates were more cooperative, nonaggressive, and accepting (Belsky & MacKinnon, 1994).

Increase in family satisfaction. Studies have also shown that conducting home visits, particularly for children with special needs, helped ensure that families were comfortable and provided an opportunity to build a relationship with the family and the child. Similarly, transition strategies that taught families about the transition process, expectations of the new setting, and special education jargon reported feelings of relief (Hamblin-Wilson & Thurman, 1990; Rous, Myers & Stricklin, 2007).

Increase in teacher involvement. Teachers who experience successful transitions and who had training in transitions or received class lists earlier were more likely to use different types of transition practices, including high-intensity and low-intensity practices, because they saw value in approaching transitions from different angles (Early, Pianta, Taylor & Cox, 2001; Stormont, Beckner, Mitchell & Richter, 2005).

Decrease in negative behavior problems. Transition practices that promote contact between sending and receiving programs resulted in less negative behavior problems exhibited by the children that transitioned (LoCosale-Crouch, Mashbum, Downer & Pianta, 2008). Exposing the child to the new school and new expectations by visiting classrooms, playgrounds, and cafeteria helped decrease the levels of anxiety of children with special needs (Malsch, Green, Kothari, 2011).

Consequences of unsuccessful transition experiences. On the contrary, unsuccessful transition experiences can hinder a child's academic and social emotional progress, success in school, ability to befriend others, ability to combat mental health and adjustment challenges (Kagan & Neuman, 1998; Steen, 2011). Children who developed early peer rejection had less favorable school perceptions, greater school avoidance, poor performance, and more aggressive or disruptive behaviors (Belsky & MacKinnon, 1994).

Interventions. Two transition-related interventions were found in the research literature that did not include pre- and post-surveys or questionnaires. Both interventions involved children with special needs. Rule, Riechtl and Innocenti (1990) developed the Skills for School Success Curriculum to teach children with special needs the survival skills needed to negotiate the transition from a preschool to a kindergarten setting. The main instructional procedures used in the Skills for School Success Curriculum included prompting and praising through a variety of directions and cues across activities. The classroom expectations shifted from a preschool to kindergarten-like format and the difficulty levels and the number of activities increased over time. Children learned to: a) attend to different directions and cues related to engagement in those activities and b) to function independently without teacher attention and supervision (Rule, Riechtl & Innocenti, 1990). Conn-Powers, Ross-Allen, and Holburn (1990) developed transition plans and field-tested through Project TEEM (Transitioning into the Elementary Education Mainstream) for children with special needs transitioning from early childhood special education programs into mainstream kindergarten classrooms. The goals of Project TEEM were to: a) establish a planning team, b) develop goals and identify problems, c) develop written transition planning procedures, d) gain system-wide support and commitment, and e) evaluate the transition process. Overall, professionals and parents reported a high degree of satisfaction with the

school's procedures for implementing each best practice transition strategies. Professionals also felt that the best practices were important contributors to the successful transition experience. Both professionals and parents expressed high levels of satisfaction with the child's placement (Conn-Powers, Ross-Allen, & Holburn (1990).

All About Me Books

One transition activity that has not been studied is the effectiveness of using transition books to support children and families during the transition process. All About Me Books are one type of transition book. All About Me Books are a high-intensity early childhood transitional strategy implemented by families for children with and without special needs to develop a connection between the teacher, family, and children. It is often referred to as Introducing Me books because it provides teachers an introduction to who the child and family is. The contents of the All About Me Books include: introduction page, my family's dream, my family, my favorite people, my favorites, my typical day, things I like to do, communicate with me, help me understand, understand me, making friends, my feelings, how to help me, interesting facts about me, transitions, and important facts about me. The pages of the All About Me Books can be individualized according to the strengths and the needs of the child to help promote a successful transition experience. All About Me Books should be an effective tool because it is a high-intensity transitional strategy that can be individualized to the child. All About Me Books can also promote family involvement in creating the book and can help to establish a positive teacher-child relationship by providing information for teachers to understand the child. The research literature did not cite any studies that examined the effectiveness of transition books. However, a legislatively mandated transition program named WaKIDS (Washington Kindergarten Inventory of Developing Skills) was created to help ensure that children will have a

successful start to formal schooling and connect with the adults in the child's life ("Wakids,"). WaKIDS promotes the "Introducing Me!" booklet to help start the family connection conversation ("Wakids introducing me,"). No studies were identified that specifically looked at the effectiveness of using All About Me Books as an intervention to promote successful transitions. Therefore, the purpose of this project was to study the effectiveness of using All About Me Books as a transitional strategy for children with and without special needs transitioning from preschool to kindergarten and kindergarten to first grade based on input from teachers and families.

Method

Setting

This study was conducted at an integrated early childhood school in the Pacific Northwest region of the United States. The school offers inclusive programs that serve children with and without disabilities from birth through six-years-old. The study involved children in the preschool and kindergarten programs. The preschool program is a half-day blended program for children ages three to five-years-old. The preschool program focuses on embedding learning opportunities, teaching explicit social skills instruction, and providing a high quality early childhood learning environment. Preschool children on the autism spectrum have the option to receive extended-day services for additional intensive instruction. Upon graduation from the preschool program, children may transition to the kindergarten program within the same school or be designated to a different school in their school district. The kindergarten program is a full-day blended program that emphasizes academic, social, communication, and motor development to allow children to successfully transition to the least restrictive environment the following school year. The school offers a variety of support services for families including informal family

support groups, connecting families with other parents in the community, and individual transition coordination. The family support program gives information, resources and support to guide families experiencing transition such as communicating with the child's former teacher, visiting the previous and upcoming classroom setting, hosting a transition information night, and collaborating with families at specific transition meetings and at I.E.P. meetings.

Participants

Families of all children who were expected to transition from preschool or kindergarten were invited to participate.

Child Characteristics

A total of 110 participants, 80 preschoolers and 30 kindergarteners, were recruited for this study by contacting the school to identify children with and without disabilities who were either transitioning from a preschool to kindergarten setting or from a kindergarten to first grade environment. The original cohort consisted of twenty-eight children and their families that returned the interest forms that were distributed. Of those participants, nineteen were from preschool families and nine were from kindergarten families. Sixteen participants were male children and the remaining twelve children were females. Eleven children were reported by parents to be typically developing (defined as not receiving special education or related services). Seventeen children were identified as receiving special education services. All of the children met the requirements for special education services in the state. During the course of the study, 10 participants left the project due to moving out of the area, declining to participate in the study, or lack of time to implement the study. As a result, data were collected on 18 children and their families prior to the start of the academic school year. By the end, six children and their families

remained that had completed all components of the pre- and post-surveys for the research study. One student had a post-survey that was partially completed because the family did not give the book to the receiving teacher and therefore was not included in the study.

Teacher Characteristics

Based on family permission and input, 13 receiving teachers were contacted. A total of eight teachers returned the surveys to participate in the study. All eight teachers were female. No related service professionals (defined as speech-language pathologist, occupational therapist, or physical therapist) participated. Five of the participants were special education teachers, one was a special education assistant, and two were general education teachers. Of these, two teachers taught in a self-contained classroom, five taught in an inclusion classroom, and one taught in a general education classroom. Two participants taught in a kindergarten grade level, one taught in a kindergarten – 2nd grade level, four taught in a Kindergarten – 5th grade level, and one taught in a 1st – 2nd grade level. The level of teaching experienced ranged from one to twenty-six years with a mean experience of nine years. Two teachers were not included in the study because they indicated that they did not receive the book from the parent. As a result, data were collected on six teachers during the course of the study.

Social Validity Characteristics

Two types of social validity measures were conducted with different professionals. The first social validity measure included one preschool special education teacher. The second social validity measure was collected from 87 participants who attended an All About Me Book workshop and completed the optional survey. Participants included: fifty-seven teachers, nine service coordinators, six therapists, five

family support personnel, five administrators, four paraeducators, two day-care providers, two parents, two interns, and one transition coordinator.

Measures

Families and teachers were asked to rate the transition process using a survey to evaluate the effectiveness of the All About Me Book with regard to the child, teacher, and family perspective. Families were asked to complete a pre-survey in the spring prior to the transition in addition to filling out a post-survey in the fall/winter after the transition. Teachers were only asked to fill out one survey in the fall/winter after the transition. See Appendix A for copies of all measures.

Family Pre-Survey

This pre-survey contained seven items regarding the transition process and the All About Me Book and asked respondents to indicate child characteristics, school supports, use of All About Me Book, and parental feelings in relation to the child's upcoming transition process. Six items incorporated the same 5-point Likert rating scale pertaining to the characteristics of their child and school. The rating scale scores were as follows: 1 = strongly disagree, 2 = disagree, 3 = undecided/don't know, 4 = agree, and 5 = strongly agree. Child characteristics items included the child's ability to communicate his/her preferences, wants and needs with their peers and teachers and be able to be understood by others. School supports items included if the child's current school supported the family during the transition process in addition to the child's new receiving teachers having a good idea of who the child is and their abilities based on transition paperwork alone. All About Me Book use statements included if making and compiling the All About Me Book helped with the transition process and the families plan to share

the book with the children's new teachers. For the last statement relating to parental feelings about the upcoming transition, the rating scale scores were as follows: 1 = not at all positive (many concerns), 2 = not very positive, 3 = undecided/not sure, 4 = positive, 5 = very positive (no concerns). Families were provided space for optional comments at the end of every survey item.

Family Post-Survey

This post-survey contained seven items regarding the All About Me Book that asked respondents to indicate child characteristics, school supports, family supports, parental feelings, uses of the All About Me Book, and an optional set of open-ended questions. Six statements incorporated the same Likert-rating scale scores. The rating scale scores were as follows: 1 = strongly disagree, 2 = disagree, 3 = undecided/don't know, 4 = agree, and 5 = strongly agree. With child characteristics, items included if the All About Me Book helped the child with the transition. For school supports these included if the child's new school supported the family during the transition process, if the receiving teacher used the information suggested in the All About Me Book, and if the All About Me Book helped build and/or strengthen the parent-teacher relationship. Family support statements included if the All About Me Book helped the child's family with the transition process and if the family would recommend the All About Me Book to other friends or families as a transitional strategy. For the last statement relating to parental feelings, the rating scale scores were as follows: 1 = not at all positive (many concerns), 2 = not very positive, 3 = undecided/not sure, 4 = positive, 5 = very positive (no concerns). Space was provided for families to provide optional comments at the end of every statement. Families were asked to indicate how they used the All About Me

Book. The optional set of open-ended questions were collected for anecdotal data and included why families chose to participate in the All About Me Book study, if the study addressed their needs, three changes they would make about the All About Me Book or the process, three most useful aspects of the All About Me Book, and if families would be interested in learning more information about the results of the study for anecdotal data.

Teacher Survey

This post- survey contained eight items regarding the transition process and the All About Me Book that asked respondents to indicate student characteristics, school supports, family supports, teacher feelings, uses of the All About Me Book, and an optional set of open-ended questions. Seven statements incorporated the same Likert rating scales. The rating scale scores were as follows: 1 = strongly disagree, 2 = disagree, 3 = undecided/don't know, 4 = agree, and 5 = strongly agree. Student characteristics items included if the All About Me Book helped the student transition to the new school/program and if the All About Me Book helped the teacher get to know the student better than transition paperwork alone. For school supports these included if the school has supported the family with the transition process, if the teacher used the information suggested in the All About Me Book, and if the All About Me Book helped build and/or strengthen the parent-teacher relationship. Family support statements included if the All About Me Book helped the family with the transition process and if the teacher would recommend the All About Me Book to other friends and families as a transitional strategy. . For the last statement relating to teacher feelings the rating scale scores were as follows: 1 = not at all positive (many concerns), 2 = not very positive, 3 = undecided/not sure, 4 = positive, 5 = very positive (no concerns). At the end of every statement, space

was provided for teachers to provide optional comments. Teachers were asked to indicate how they used the All About Me Book. Table 2 presents the different ways the teacher used the All About Me Book. The optional set of open-ended questions were collected for anecdotal data and included what teachers learned about the student from the All About Me Book, if teachers made any changes for the student after reading the book and what were the changes, if the teachers had any conversations with the family regarding the book, changes they would make about the All About Me Book or the process, three most useful parts of the All About Me Book, and if teachers would be interested in learning more information about the results of the study.

Research Design

A mixed method design was used. Families completed surveys before and after the transition: in the spring prior to the transition and in late fall/early winter after the transition. Receiving teachers completed surveys in late fall/early winter after the child had transitioned into their classroom. All surveys yielded both quantitative and qualitative data. In addition social validity data were collected. This is described later.

Procedure

Participants were recruited for this study by contacting the school to identify children with and without special needs who were either transitioning from a preschool to kindergarten setting or from a kindergarten to first grade environment. Interest letters were sent home in the spring prior to the transition to inform prospective families that the purpose of the study was to study the effectiveness of using an All About Me Book as a transitional strategy and that they would be asked to complete the interest form, pre-survey, and post-survey. Interest forms allowed families to include their preferred method of contact, if their student was currently

receiving special education, type of diagnosis, program model their child would be enrolled in the following academic school year, and if families would be attending the All About Me Book making event. The number one method of contact for all families was e-mail. Sample All About Me Books and fliers were distributed across the school to advertise the study.

After initial letters were distributed, 28 interest forms were returned. Families had the opportunity to indicate on the interest survey if they would prefer to attend an All About Me Book-making event or receive the book materials through e-mail or mail correspondence. Families that indicated that they would attend the All About Me Book making event chose to attend either a day and/or evening program in late spring. At the All About Me Book making event the following materials were available for use: a sample All About Me Book, blank All About Me Book pages, art materials (including markers, colored pencils, crayons, pens, pencils, dot art, stickers, tape, and glue), tip sheet of different ways to use the All About Me Book, laptops with Microsoft Publisher © installed, digital cameras, and CD-ROMs. The CD-ROM contained: a sample All About Me Transition Book (saved in .pub, .pdf, and .doc) and a blank All About Me Book Template (saved in .pub, .pdf, and .doc). Pre-surveys were distributed to families that attended the All About Me Book making event. Families were asked to complete and return the pre-surveys prior to departure. For families that were not able to attend either All About Me Book- making event or preferred to complete the All About Me Book at home, an envelope was compiled with the blank All About Me Book pages, CD-ROM, tip sheet of different ways to use the All About Me Book, and the pre-survey was sent home. During the summer, families were contacted by e-mail to with reminders of the different ways to use the All About Me Book. Throughout the summer, families shared their completed All About Me Book with the researcher.

During late fall of the academic school year, families were contacted by e-mail to complete the post-survey. Attached to the post-survey were spaces available for families to indicate the child's school name and address, teacher name, and teacher position title. A follow-up email was sent to families who did not respond to the initial e-mail. A total of six families completed the survey. One post-survey was not included because it was partially completed since the family did not give the book to the receiving teacher.

After receiving the school and teacher contact information, 13 surveys were sent out by mail to the receiving teachers listed by the families in late fall. The surveys included a postage-paid envelope for returning the survey. A follow-up mail was sent to teachers who did not respond to the initial survey. A total of six teachers completed the survey. Two teachers were not included in the study because they did not receive the All About Me Book from the family.

Social Validity

In the current study, two forms of social validity measures were conducted. All preschool teachers who had children participating in the study were asked to share families' experience with making and using the All About Me Book. Preschool teachers were asked to "Share any conversations that took place between you and the family regarding the student(s) transition using the 'All About Me Book'. (Possible topics may include: worries/concerns of the family with the transition, effectiveness/ineffectiveness of the book, how the student transitioned into the new setting with the book, how the receiving teacher used the book, etc."

Additionally, social validity information was collected from participants who attended an All About Me Book workshop that was presented by the researcher at a state early childhood conference. An optional set of five questions were asked of the participants in the form of a short survey:

- On a scale of 1-5 (1 = not effective, 3 = unsure, 5 = very effective), how effective do you think All About Me Books will be? If yes, why? If not, why not?
- What information would you add to the All About Me Book?
- Have you used transition books before?
- Will you use All About Me Books in the future?
- Identify your role in the transition process: (family, teacher, administrator, other – please specify)

Results

Interest

During the spring quarter, paper versions of the interest forms paired with a letter explaining the All About Me Book were sent out to 115 families graduating from either the preschool or kindergarten program. Of the 115 families, 80 families had children who were preschoolers and 35 children that were kindergartners. After distribution of the interest surveys, a total of 28 families responded and indicated their interest in participating. Of the 28 families, nineteen families had preschool children and nine had kindergarten children. The response rate for returning the initial interest forms was 24%.

Sixteen families expressed interest in attending either the day or evening All About Me Book making event based on their input from the interest surveys. Of those sixteen families that responded, thirteen families attended the event. Thus, the response rate for attendance at the event was 81%. The remaining thirteen families indicated interest in assembling their books at home. As a result, the All About Me Book making materials were sent home. One family was unable to attend the All About Me Book making event due to a family emergency and inquired for the book materials to be sent home instead.

Family Pre-Survey

Pre-surveys were distributed to attendees at the All About Me Book making event or sent home to families that had the book materials sent home either through e-mail or mail

correspondence. Out of the 28 pre-surveys distributed, eighteen pre-surveys were returned. Of the eighteen pre-surveys, fourteen were returned by preschool families and the remaining four were returned by kindergarten families. The response rate was 64% for completion and return of the surveys.

Pre-surveys incorporated both quantitative and optional qualitative data input from participating families. The results of the family pre-survey rating scores are shown in Table 3, in which the mean values are rounded. Optional comments were quantified and grouped according to theme. The researcher first typed out then read all of the qualitative comments written by the participants onto a document. Next the researcher re-read the comments and wrote down a theme to group similar statements. Then the researcher highlighted similar comments based on themes according to color and calculated the number of total comments for each theme.

Pre-Survey Results			
Statement	Range	Mean	Theme
1. Your child will be able to communicate his/her preferences, wants, and needs to his/her new peers and teachers.	2-5	3.67	<ul style="list-style-type: none"> • Child can communicate basic preferences but not needs (3) • Child is learning a new language (1) • Child is non-verbal (1)
2. Your child will be able to be understood by his/her new peers and teachers	2-5	3.44	<ul style="list-style-type: none"> • Child is very articulate (1) • Child can express basic preferences (1) • Child can be understood over time (1)

3. Beside the All About Me Book, your child's current school has supported your family with this transition process.	1-5	3.94	<ul style="list-style-type: none"> • School staff has provided lots of advice and guidance (4) • School staff has not provided much effort (2) • School staff has taught my child skills to be more independent (1) • School district is supposed to provide transition support later on (1)
4. Based on the transition paperwork alone, your child's new receiving teacher(s) will have a good idea of who your child is and what he/she can do.	1-5	3.56	<ul style="list-style-type: none"> • Child is complex (1) • All About Me Book will be a nice supplement to IEP (1) • Transition paperwork not yet complete (1)
5. Making and compiling the information for your child's All About Me Book has helped me through the transition process.	3-5	3.88	<ul style="list-style-type: none"> • All About Me Book gives additional information helpful for a new school/classroom (2) • All About Me Book not

			<p>yet complete (2)</p> <ul style="list-style-type: none"> • All About Me Book does not contain information about child's new classroom (1) • All About Me Book was confusing to make (1) • All About Me Book helped me reflect on who my child is (1) • All About Me Book helped me feel more confident about transition (1) • All About Me Book helped me think about how the school can support my child's success (1)
<p>6. You plan on sharing this information from the All About Me Book to your child's receiving teachers and/or caretakers.</p>	<p>4-5</p>	<p>4.67</p>	<ul style="list-style-type: none"> • Will share All About Me Book with everyone (2) • Will use All About Me Book to help

			child advocate for themselves (1)
7. Please rate your feelings about the upcoming transition.	1-5	3.22	<ul style="list-style-type: none"> • Feelings of anxiety/worry/concern (4) • Feelings of hope (2) • Feelings of confidence (1)

Family Post-Survey

Post-surveys were distributed to families through e-mail correspondence. All families that participated in the study indicated e-mail to be their primary contact method for the project. Out of the eighteen post-surveys distributed, seven post-surveys were returned. Of the seven post-surveys, five were now current kindergartners and two were first-graders. A response rate of 39% completed and returned the post-surveys. One family filled out a partially completed survey because they did not give the book to the receiving teacher.

Post-surveys used both quantitative and optional qualitative data input from participating families. The results of the family post-survey rating scores are shown in Table 4, in which the mean values are rounded. Optional comments were quantified and grouped according to theme.

Families were asked to indicate how they used the All About Me Book given a series of seventeen optional ways. A handout titled, “Ways to Use the All About Me Book” was available for families, either at the All About Me Book making event or was sent home with the All About Me Book materials. The results of how the All About Me Books were used are shown in Table 5. Families were also asked four qualitative optional statements. All qualitative comments were quantified and categorized according to theme and available in Table 6.

Table 4			
Family Post-Survey			
Statement	Range	Mean	Theme
1. The All About Me Book helped your child with the recent transition to a new school and/or program.	1-5	3.57	N/A
2. Beside the All About Me Book, your child's new school has supported your family with the transition process.	4-5	3.14	<ul style="list-style-type: none"> Clarify key terms (1)
3. The receiving teacher used the information suggested in the All About Me Book.	1-4	2.71	N/A
4. The All About Me Book helped build and/or strengthen the parent-teacher relationship.	1-5	2.86	<ul style="list-style-type: none"> All About Me Book was irrelevant to teacher-parent relationship (1)
5. The All About Me Book helped your family with the transition process.	1-5	3.86	N/A
6. You would recommend the All About Me Book to other friends and families as a transitional strategy.	1-5	4.00	<ul style="list-style-type: none"> All About Me Book was not helpful for my child (1)
7. Please rate your feelings about your child's recent transition.	1-5	2.86	<ul style="list-style-type: none"> Transition process was harder than anticipated (1)

Table 5	
Please check below on how you used the All About Me Book (may check more than one)	
Strategy	Number of Responses
I did not give the book to the new receiving teacher.	1
I dropped off the book to the new receiving teacher before school started.	3
I dropped off the book to the new receiving teacher after school started.	1
I mailed the book to the new receiving teacher before school started.	1
I mailed the book to the new receiving teacher after school started.	0
I sent the book in my child's backpack to the new receiving school.	0
I donated the book to be used in the classroom library by children.	0
I read the book to the class.	0
I read the book and had a discussion with the class.	0
My child presented the book to the class.	0
My child presented the book and had a discussion with the class.	0
The new receiving teacher presented the book to the class.	0
The new receiving teacher presented the book and had a discussion with the class.	0
I contacted the receiving teacher to discuss the details of the book.	0
I met with the new receiving teacher to discuss the details of the book.	1
I met with the new receiving teacher, paraprofessionals/volunteers to discuss the details of the book.	2
Other (Please Describe)	1
<ul style="list-style-type: none"> I sent a copy of the book to the school psychologist but don't know if she received it and used it as a reference/resource. 	

Table 6	
Family Additional Questions (Optional)	
Questions	Theme
1. Why did you choose to participate in this All About Me Book study? Did it address your needs?	<ul style="list-style-type: none"> • Connect with teachers by sharing more information about my child and family (2) • Comfort with teachers knowledge of my child (2) • Concerns about transition (1) • Be an advocate for my child (1) • Help with transition process to a new school (1) • Help introduce leaving the school to my child (1) • Book was irrelevant for my child (1)
2. What were three changes that you would make about the All About Me Book and/or the All About Me Book process?	<ul style="list-style-type: none"> • No changes (1) • Software change (1) • Request opportunity to discuss All About Me Book with teacher (1) • Request opportunity for my child to present and discuss All About Me Book to class (1) • Orient All About Me Book to introduce the child to the new setting (1) • Focus less on child's weaknesses (1) • Focus less on how the teacher can adapt to the child (1)
3. What were the three most useful parts of the All About Me Book process?	<ul style="list-style-type: none"> • Reflection on who my child is (3) • Format of the prompts for information (1) • Feelings of reassurance (1) • Reflection of the progress my child has made (1) • Feelings of empowerment as a parent (1) • Knowledge teachers were prepared for my child (1) • Very time consuming (1) • Focus on a child's needs and weaknesses (1)
4. Would you be interested in learning more information about the results of the All About Me Book study?	<ul style="list-style-type: none"> • Yes (1) • Yes would love to see you present for parents in a transition meeting (1) • No but it was very useful and I will recommend it to others (1) • No (1)

Teacher Post-Survey

Post-surveys were sent to teachers through mail correspondence. Families consented by providing the school address and teacher contact information. Families provided up to three teachers to contact. One family did not share ways to contact the school or teacher. Of the thirteen post-surveys distributed, eight post-surveys were returned. A response rate of 62% returned the surveys. Two teachers indicated that they did not receive the book from another teacher or the family.

Post-surveys incorporated both quantitative and qualitative data input. The open-ended questions were optional. The results of the teacher post-survey rating scores are shown in Table 7, in which the mean values are rounded. Optional comments were grouped and counted according to theme.

Teachers were asked how they used the All About Me Book given a series of ten optional statements and are shown in Table 8. Teachers were also asked six qualitative optional statements. All qualitative comments were read and categorized according to theme and these results are shown in Table 9.

Statement	Range	Mean	Theme
1. The All About Me Book helped your student with the recent transition to your new school and/or program.	3-5	3.17	<ul style="list-style-type: none"> • Yes (1) • Unsure (1)
2. The All About Me Book helped you get to know your new student better than transition paperwork alone.	4-5	4.67	<ul style="list-style-type: none"> • Very rich tool in a variety of ways (1)
3. Beside the All About Me Book, your school has supported the family with the transition process.	2-5	3.83	N/A
4. You used the information suggested in the All About Me Book.	3-5	4.17	N/A
5. The All About Me Book helped build and/or strengthen the parent-teacher relationship.	2-5	4.00	N/A
6. The All About Me Book helped the family with the transition process.	3-5	3.50	<ul style="list-style-type: none"> • Gave families comfort sharing their knowledge of the child with teachers (1)
7. You would recommend the All About Me Book to other friends and families as a transitional strategy.	4-5	4.67	<ul style="list-style-type: none"> • Helpful tool (1)
8. Please rate your feelings about your student's recent transition.	3-5	4.17	<ul style="list-style-type: none"> • Student was ready to transition (1)

Table 8	
Please check below on how you used the All About Me Book (may check more than one)	
Strategy	Number of Responses
I did not receive the book from the family.	2
I did not read or use the book.	0
I read over the book. <ul style="list-style-type: none"> • Over and over and over again 	6
I shared the book with other paraprofessionals/volunteers that work in the classroom.	6
I read the book to the classroom.	0
I read the book and had a discussion with my children about the book.	0
I put the book in our classroom library to be used by the children.	0
I contacted the student's family to discuss the details of the book.	4
I met with the student's family to discuss the details of the book.	2
Other (Please Describe) <ul style="list-style-type: none"> • This book is an ongoing reference tool. • I did not know I could share the book with the classroom – But I will next time. 😊 The book is incredible! Fabulous! 	2

Teacher Additional Questions (Optional)	
Questions	Theme
1. What did you learn about your student from the All About Me Book?	<ul style="list-style-type: none"> • Learned about child's likes and dislikes (4) • Learned about child's personality (1) • Learned about child's family (1) • Learned about child's needs (1) • Learned about topics to discuss with families (1) • Learned to see more clearly from a child's perspective (1)
2. Did you make any changes for your student after reading the All About Me Book? If so, what did those changes include?	<ul style="list-style-type: none"> • Classroom environmental changes (3) • Positive behavior support changes (1) • Vocabulary changes when talking to child (1) • Not applicable (1)
3. What conversations did you have with the family regarding the book?	<ul style="list-style-type: none"> • Areas of concern (1) • Conversation starter to meet family (1) • Availability of reinforcers specified in book (1) • Not applicable (1)
4. List at least one aspect, but no more than three, that you would change about the All About Me Book and/or the All About Me Book process?	<ul style="list-style-type: none"> • More information on ways to use the All About Me Book (2) • No changes (1)
5. What were the three most useful parts of the All About Me Book process?	<ul style="list-style-type: none"> • Child's interests (4) • Behavior management strategies (2) • Using All About Me Book as a conversation starter (1) • Using All About Me Book as a resource (1) • Family's dreams for their child (1) • Child's strengths (1) • Child's personality (1) • Just having the book as a resource (1)
6. Would you be interested in learning more information about the results of the All About Me Book study?	<ul style="list-style-type: none"> • Yes (2) • No (1)

Social Validity

Only one preschool teacher returned the social validity survey. The preschool teacher shared her conversation with a family of a student who recently transitioned into a new classroom. The family reported to the preschool teacher that the All About Me transition book was easy-to-make and helpful to think about the transition process differently. The preschool teacher felt that studying early childhood transitions was a great topic to explore.

To gather additional social validity information as to the usefulness and feasibility of the books, participants at a workshop were given the opportunity to complete a short survey. At the All About Me Book workshop, a total of 87 participants responded to the optional survey. The results of the social validity rating scores are shown in Table 10, in which the mean values are rounded. Table 10 also includes optional comments which were read and grouped according to theme.

Question	Range	Mean	Theme
1. On a scale of 1-5 (1 = not effective, 3 = unsure, 5 = very effective) how effective do you think All About Me Books will be? If yes, why? If not, why not?	2-5	4.12	<ul style="list-style-type: none"> • All About Me Books are a helpful transition tool for teachers and families (30) • Too much information for teachers to read (17) • Too much information for families to complete (13) • All About Me Books helps to understand the whole child (8) • More effective with a simplified All About Me Book (4) • All About Me Books would be a great resource to teachers and families (4) • Too much information for teachers to remember or implement (2) • All About Me Book can serve as a conversation starter for teachers and families (2) • All About Me Books can help

			bridge the transition gap (2) <ul style="list-style-type: none"> • Effective mostly for children with special needs (2) • Gives families a voice in child's education (1)
2. What information would you add to the All About Me Book?	<ul style="list-style-type: none"> • No additions needed (28) • Reduce information (11) • More child-friendly information (6) • Add in a short summary sheet (2) • Add in information about teachers to give to families (2) • Add in information about new classroom to give to families (2) • More school information (1) • More specific modification/accommodations (1) • More information about feelings (1) • More information about child's dislikes (1) • More emphasis on birth to three transition (1) • More strategies on helping child de-escalate (1) • Add in child's feelings about transition and ways to help (1) • Add in ideas for how parents can prepare student for transition at home (1) • Add in examples of student work (1) • Add in former classroom contact information (1) • Add in a log for teacher and parents to mark progress (1) • Add in teacher-family communication guide sheet (1) • Add in ways to encourage parents to make All About Me Books (1) • Unsure yet (1) 		
3. Have you used transition books before?	<ul style="list-style-type: none"> • No, this is a new idea (49) • Yes, but different versions (24) • No, but have used transition sheets (4) • No, but making my own version (3) • No, but have used family books (1) • No, but have seen transition books used (1) 		
4. Will you use All About Me Books in the future?	<ul style="list-style-type: none"> • Yes, in its present version (47) • Maybe a modified version (10) • Possibly (9) • Yes, in some form (5) • Yes, will try with some families (5) • Unsure(5) 		

	<ul style="list-style-type: none"> • Thinking of ways to use it (2)
<p>5. Identify your role in the transition process: family, teacher, administrator, other – please specify.</p>	<ul style="list-style-type: none"> • Teacher (57) • Family resource coordinator (9) • Therapist (6) • Family support (5) • Administrator (5) • Paraeducator (4) • Day care provider (2) • Parent (2) • Intern (2) • Transition coordinator (1) • School Psychologist (1) • Clinician (1)

Summary

A variety of quantitative and qualitative data were reported by families and teachers involved in the study. The key results from the pre- and post-surveys are described below.

Families indicated on the pre-survey that there were feelings of apprehension as well as feelings of hope with regards to the upcoming transition process for the child. The results indicated mixed reviews with the amount of support that the current school provided in terms of transition support. The All About Me Books were made on behalf of the children who were able to communicate basic preferences but not yet able to express their needs. Overall, the families felt that they would recommend All About Me Books as an effective transition tool that helped provide additional information for the receiving teachers, reflect on who their child was, and was an effective supplement to the I.E.P. and transition paperwork.

The results of the post-survey indicated that the primary motivations for families to participate in the study were to connect with teachers by sharing information about the child and feeling a sense of comfort knowing that the teacher now has the newfound knowledge. However, some families did not feel that the All About Me Books helped build or strengthen the parent-teacher relationship. Families also reported that they were unsure if the All About Me Book

helped their family with the transition process. Families did indicate that the transition process was harder than they had originally anticipated. The All About Me Books helped families relay who their child is to others, reflect on the amount of progress the child has made, and feel empowered as a parent. As a result, the majority of families would recommend the use of All About Me Books to help with the transition process.

Receiving teachers commented that the All About Me Books was a very rich and helpful resource to foster a positive teacher-child dynamic. Teachers reported using the information suggested by families in the All About Me Book to make environmental changes, positive behavior support changes, and vocabulary use changes with the child. All About Me Books were also found to help teachers understand the child as a whole and learned about their child's likes, dislikes, personality, family, and needs. In particular, the teachers reported that the All About Me Book pages that included child interests, behavior management strategies, family dreams, child strengths, and child personality were useful. Unlike the family reviews, teachers felt that the All About Me Book helped build and strengthen the teacher-parent relationship by addressing any areas of concern and using the All About Me Book as a conversation starter to meet the family. The contrast in opinion regarding if the All About Me Book helped strengthen the relationship or not could be the result of different communication styles between the teacher and the parent. Family members may have initially spoken with the teacher about the All About Me Book but may not have conducted any follow-up dialogue with the teacher to assess if the All About Me Book suggestions were helpful. Teachers, on the other hand, may not have felt obligated to relay how helpful the All About Me Book information was to family members because the child was progressing well in the classroom. Similarly, families scored lower levels of how successfully the child transitioned compared to teachers. This difference in opinion could be attributed to

different perceptions of what a successful transition entails. Family members may have had higher expectations of what a successful transition represents, especially for families that are transitioning their child for the first time. For example families may think of a successful transition as a child adjusting well, including following directions, making friends, and following the expectations of his or her new environment after the first week of school. Compared to teachers who may be more flexible that a child needs ample time, taking weeks or even months, to successfully transition and adjust to his or her new expectations in a different environment. Despite the contrast in opinions, teachers and families indicated that they would recommend the All About Me Book to other friends and families as a transitional strategy.

Discussion

The results of this study demonstrated that All About Me Books are an effective transitional strategy for children with and without special needs transitioning from preschool to kindergarten and kindergarten to first grade based on input from teachers and families. As reported by families and teachers the All About Me Book helped the student with the transition process. Families and particularly teachers found the All About Me Book to be a helpful supplement with the required transition paperwork. Some families indicated that the teacher did not use the information provided in the All About Me Book, yet teachers reported that they did incorporate the information. Families indicated that assembling the book was helpful for them during the transition process and reported their plans to share the contents of the All About Me Book with others. Mixed results were found whether or not the All About Me Book helped build or strengthen the teacher-parent relationship with parents reporting lower scores than teachers. Both families and teachers indicated that the All About Me Book helped family with the transition process. High scores were reported by both families and teachers with regards to

recommending the All About Me Book to others. The results relating to feelings that families experienced about the transition process was slightly lower from pre-survey to post-survey.

However, teachers indicated a high score with how well the student transitioned.

Prior literature shows a strong support in research to develop more effective transitions to ensure continuity with school, but there is little agreement on exactly what transition strategies to implement (Baker, Kessler-Sklar, Piotrkowski & Parker, 1999). Baker, Kessler-Sklar, Piotrkowski and Parker (1999) reported that school transition is not a one size fits all program because the success of a transition program is dependent on the needs in the community. Therefore what works in one community may not be effective in another and must be individualized accordingly (Piotrkowski & Parker, 1999). The current study contributed to previous research suggesting that All About Me Books can be used as a high-intensity, person-centered transitional tool to help families, teachers, and the child in the transition process. Similar transition books have been recommended by statewide initiatives to promote kindergarten readiness skills (“Wakids family connection,”) but in-depth studies of transition books have not been studied in the research literature.

A second important contribution of the current study was that All About Me Books can be implemented by the family themselves. A majority of the research literature provides transition activities that must be planned and implemented by teachers or administrators for families to participate in. However, All About Me Books provide one tool for families to share their child’s expertise and lead the transition process. This is especially important in schools that may or may not have transition strategies in place to support families and children. All About Me Books allow families to be in control of what facts to relay and how much information to share with the new teachers. Additionally, All About Me Books allow families to act on different ways that they

will present the information to the teachers. All About Me Books allow families to stay involved in their child's early academic career by being an active participant in their child's educational success.

Another important contribution of the current study was the inclusion of social validity data. While many studies have proven to be effective in transitioning children with and without special needs, a majority of the transition strategies must be implemented first by teachers or administrators and difficult for families to implement. Social validity information gathered from the preschool teacher suggested that the All About Me Transition Books were easy to make for families and a helpful and effective tool for the child and family during the transition process. Social validity information gathered from the All About Me Transition Book workshop participants offered several suggestions. First many respondents felt that All About Me Transition Books would be a helpful tool for families and teachers throughout the transition process. Respondents reported that the All About Me Transition Books were very comprehensive and thorough, but some shared that All About Me Transition Books should be condensed. A majority of the respondents have never used transition books before and expressed interest in using it in its present form.

One important finding demonstrated in this current study was the relationship between family and teacher input. Families, overall, expressed lower rating scores in relation to statements that were asked of both families and teachers. Statements included if the school supported the family during the transition process, if teachers used the information, if the All About Me Book helped build or strengthen the teacher-parent relationship, if All About Me Book would be recommended to others, and feelings about the transition process. As researchers, we do not know if both parties were answering truthfully or if there were any misunderstandings or

miscommunication that took place between the teachers and the family members. However, this brings up important considerations for both teachers and families and the importance of communication and mutual understanding to address any questions or concerns. One teacher provided feedback that the All About Me Book served as an outlet to start a conversation with the family.

This study served as starting point for future research relating to the use of transition books. One future research option could be interviews with families and teachers to provide an in-depth analysis of the All About Me Book as an effective or ineffective tool during the transition process. Future research might also recruit a greater number of participants from a variety of settings and be rewarded for their participation. Additional research studies can incorporate the use of a shortened and condensed All About Me Book. Menu choices can also be provided to families and teachers that offer both parties transition strategies that can be implemented to promote successful transitions. Future studies might also incorporate rating scales or checklists filled out by teachers or families pertaining to the child's feelings and adjustment with the transition process to incorporate a more direct method of observation. Future research can also duplicate this study with the use of a control group, lack of All About Me Book, to indicate the differences in the transition group between both groups. Future studies can also assess the effectiveness of using an All About School Transition book that focuses on the future school routines, teachers, and expectations as an introductory tool for children during the transition process.

The small-scale All About Me Book study had its limitations. The lack of participants and responses by the end of the study prevents generalization of these results to occur. Also, there were no control groups to measure the effectiveness or ineffectiveness of the program. In

retrospect, incentives should be provided to families and teachers for completing the questionnaires in the form of a gift card or monetary compensation. More explicit directions should be given to families, particularly families that assembled the All About Me Book at home, about who is in charge of filling out the information, the main purpose of the books, and the option of using only pages that related to the child or the family. The software disc provided to families with the All About Me Book template was not easily accessible by everyone and simpler types of software programs should be used in the future. Teachers should also be given the “Ways to Use the All About Me Book” handout that were provided to families to incorporate a variety of methods to disseminate the contents of the book. Lastly, the All About Me Book study solely used feedback provided in the form of Likert rating scores that may result in bias.

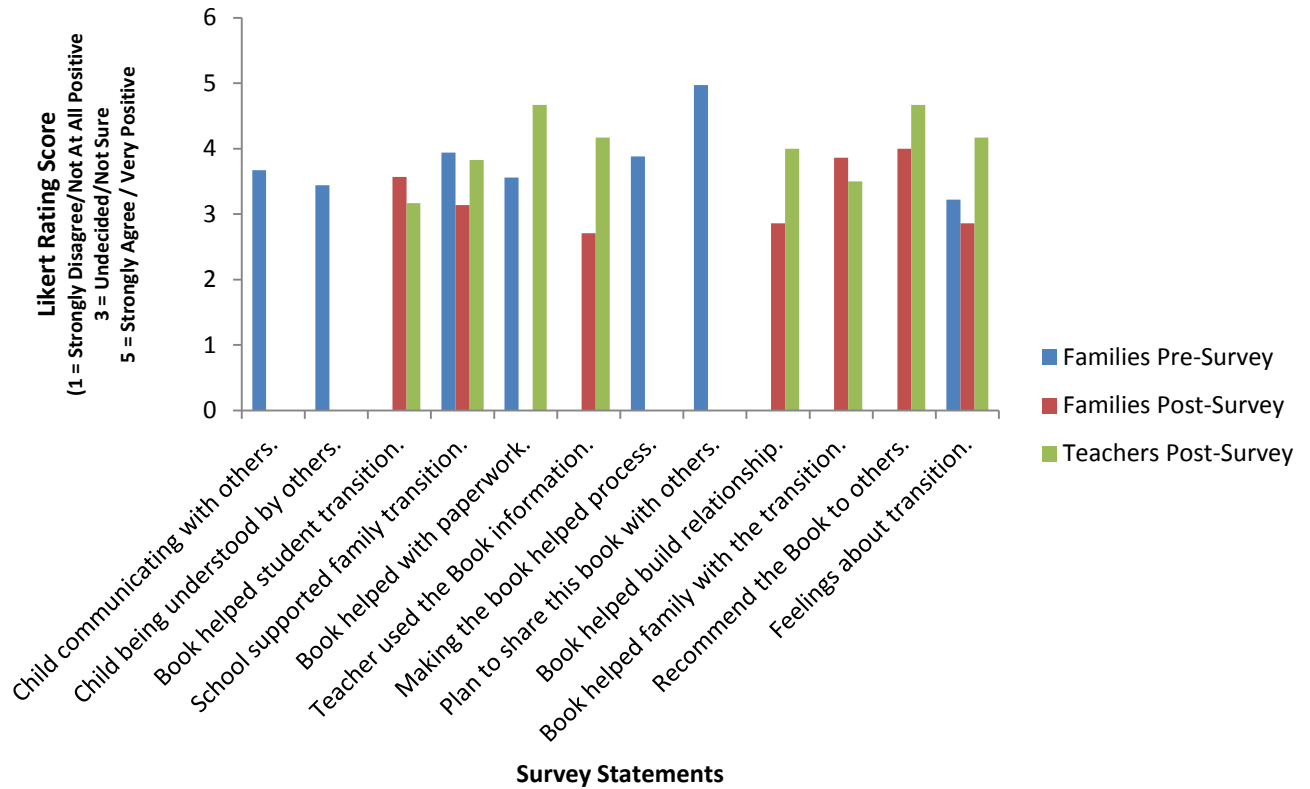
Although there were social validity data measures collected by teachers and participants at the All About Me Book workshop, there were no social validity measures collected by families. The additional set of optional family questions could be viewed as social validity data. However, due to the large amount of time that families were already expected to invest for participating in the study, the researcher did not explicitly incorporate social validity measures for families to complete. Additionally, qualitative data were categorized accordingly to themes which may also result in bias. The lack of inter-observer agreement data should also be addressed.

Despite the effectiveness of using high-intensity transition strategies in other research studies, the issue of low response rate deserves additional discussion. One of the barriers previously discussed in the research literature was lack of time being a valuable resource to both families and teachers. Families, particularly those that did not participate in the All About Me Book-making event, may not have had the time to compile all the information needed to make the All About Me Book. Similarly, the lack of time for families and teachers may have made it

difficult to complete the surveys. Additionally, the lack of incentives could have impacted families and teachers' motivation for completing the surveys. Few families did report moving away from their current address to another state or a different country but since the primary mode of communication was by e-mail that factor should not have been problematic to the study.

This All About Me Book study was effective for helping teachers and families with and without special needs transition from preschool to kindergarten or kindergarten to first grade setting. Future research might contribute to the field by conducting interviews with families and teachers to provide more in-depth analysis with the effective or ineffectiveness of the book, conducting more direction observation methods to assess the child's adjustment in the transition process, and lastly duplicate the study with the addition of a control that did not have access to the All About Me Books.

All About Me Transition Book Pre & Post Results By Families and Teachers



Appendix

<u>"ALL ABOUT ME TRANSITION BOOK"</u>	
Please check below on how you used the "All About Me Transition Book" (May Check More Than One)	
I did not give the book to the new receiving teacher.	
I dropped off the book to the new receiving teacher before school started.	
I dropped off the book to the new receiving teacher after school started.	
I mailed the book to the new receiving teacher before school started.	
I mailed the book to the new receiving teacher after school started.	
I sent the book in my child's backpack to the new receiving school.	
I donated the book to be used in the classroom library by students.	
I read the book to the class.	
I read the book and had a discussion with the class.	
My child presented the book to the class.	
My child presented the book and had a discussion with the class.	
The new receiving teacher presented the book to the class.	
The new receiving teacher presented the book and had a discussion with the class.	
I contacted the receiving teacher to discuss the details of the book.	
I met with the new receiving teacher to discuss the details of the book.	
I met with the new receiving teacher, paraprofessionals/volunteers to discuss the details of the book.	
Other (Please Describe)	

<u>"ALL ABOUT ME TRANSITION BOOK"</u>	
Please check below on how you used the "All About Me Transition Book" (May Check More Than One)	
I did not receive the book from the family.	
I did not read or use the book.	
I read over the book.	
I shared the book with other paraprofessionals/volunteers that work in the classroom.	
I read the book to the classroom.	
I read the book and had a discussion with my students about the book.	
I put the book in our classroom library to be used by the students.	
I contacted the student's family to discuss the details of the book.	
I met with the student's family to discuss the details of the book.	
Other (Please Describe):	

References

- Baker, A. J. L., Kessler-Sklar, S., Piotrkowski, C. S., & Parker, F. L. (1999). Kindergarten and first-grade teachers' reported knowledge of parents' involvement in their children's education. *The Elementary School Journal*, 99(4), 367-380. Retrieved from <http://www.jstor.org.offcampus.lib.washington.edu/stable/1002176>
- Belsky, J., & MacKinnon, C. (1994). Transition to school: Developmental trajectories and school experiences. *Early Education and Development*, 5(2), 106-119.
- Bohan-Baker, M., & Little, P. M. (2002). *The transition to kindergarten: A review of current research and promising practices to involve families* Harvard Family Research Project, 38 Concord Avenue, Cambridge, MA 02138. Tel: 617-495-1141; Fax: 617-495-8594; Web site: <http://www.gse.harvard.edu/hfrp>. For full text: <http://www.gse.harvard.edu/hfrp/content/projects/fine/resources/research/bohan.pdf>. Retrieved from <http://search.proquest.com/docview/62191141?accountid=14784>
- 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. Retrieved from <http://web.b.ebscohost.com.offcampus.lib.washington.edu/ehost/pdfviewer/pdfviewer?sid=f367c884-96d7-4943-ab57-5eefd705c175@sessionmgr110&vid=2&hid=123>
- Daley, T. C., Munk, T., & Carlson, E. (2011). A national study of kindergarten transition practices for children with disabilities. *Early Childhood Research Quarterly*, 26(4), 409-419. Retrieved from <http://www.sciencedirect.com.offcampus.lib.washington.edu/science/article/pii/S0885200610000761>

Denkyirah, A. M., & Agbeke, W. K. (2010). Strategies for transitioning preschoolers with autism spectrum disorders to kindergarten. *Early Childhood Education Journal*, 38(4), 265-270.

Retrieved from

<http://web.a.ebscohost.com.offcampus.lib.washington.edu/ehost/pdfviewer/pdfviewer?sid=0e226458-9cef-4458-8ab4-1336f78e390d@sessionmgr4005&vid=2&hid=4101>

Early, D. M., Pianta, R. C., & Cox, M. J. (1999). Kindergarten teachers and classrooms: A transition context. *Early Education and Development*, 10(1), 25-46.

Early, D. M., Pianta, R. C., Taylor, L. C., & Cox, M. J. (2001). Transition practices: Findings from a national survey of kindergarten teachers. *Early Childhood Education Journal*, 28(3), 199-206. Retrieved from

<http://web.b.ebscohost.com.offcampus.lib.washington.edu/ehost/pdfviewer/pdfviewer?sid=f5d025c4-f686-4a6d-b2c7-adfa369a43a0@sessionmgr115&vid=2&hid=123>

Emfinger, K. (2012). Literacy readiness: Transitional partnerships between preschool and kindergarten. *Childhood Education*, 88(4), 258. Retrieved from

<http://www.tandfonline.com.offcampus.lib.washington.edu/doi/pdf/10.1080/00094056.2012.699863>

Family engagement in transitions: Transition to kindergarten. (n.d.). Retrieved from

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/transitions-kindergarten.pdf>

Family support. (n.d.). Retrieved from <http://haringcenter.org/experimental->

[education/programs/family-support/](http://haringcenter.org/experimental-education/programs/family-support/)

Fantuzzo, J., Tighe, E., & Childs, S. (2000). Family involvement questionnaire: A multivariate assessment of family participation in early childhood education. *Journal of Educational Psychology*, 92(2), 367-376. Retrieved from

<http://web.a.ebscohost.com.offcampus.lib.washington.edu/ehost/pdfviewer/pdfviewer?sid=c7b54a0b-6a19-46a1-a6c8-f97916360b83@sessionmgr4001&vid=2&hid=4101>

Forest, E. J., Horner, R. H., Lewis-Palmer, T., & Todd, A. W. (2004). Transitions for young children with autism from preschool to kindergarten. *The Journal of Positive Behavior Interventions*, 6(2), 103-112. Retrieved from

<http://web.a.ebscohost.com.offcampus.lib.washington.edu/ehost/pdfviewer/pdfviewer?sid=3cecc8b3-fdcd-4999-978e-a1cd121c7e0f@sessionmgr4005&vid=2&hid=4101>

Gill, S., Winters, D., & Friedman, D. S. (2006). Educators' views of pre-kindergarten and kindergarten readiness and transition practices. *Contemporary Issues in Early Childhood*, 7(3), 213-227. Retrieved from

<http://www.wwords.co.uk/pdf/validate.asp?j=ciec&vol=7&issue=3&year=2006&article=4> Gill CIEC 7 3 web

Hains, A. H., Fowler, S. A., Schwartz, I. S., Kottwitz, E., & Rosenkoetter, S. (1989). A comparison of preschool and kindergarten teacher expectations for school readiness. *Early Childhood Research Quarterly*, 4(1), 75-88. Retrieved from

<http://www.sciencedirect.com.offcampus.lib.washington.edu/science/article/pii/S0885200689900902>

Hamblin-Wilson, C., & Thurman, S. K. (1990). The transition from early intervention to kindergarten: Parental satisfaction and involvement. *Journal of Early Intervention*, 14(1), 55-61.

Hanline, M. F., & Halvorsen, A. (1989). Parent perceptions of the integration transition process: Overcoming artificial barriers. *Exceptional Children*, 55(6), 487-492.

- Howes, C., Phillipsen, L. C., & Peisner-Feinberg, E. (2000). The consistency of perceived teacher-child relationships between preschool and kindergarten. *Journal of School Psychology, 38*(2), 113-132. Retrieved from <http://www.sciencedirect.com.offcampus.lib.washington.edu/science/article/pii/S0022440599000448>
- Jewett, J., Tertell, L., King-Taylor, M., Parker, D., Tertell, L., & Orr, M. (1998). Four early childhood teachers reflect on helping children with special needs make the transition to kindergarten. *The Elementary School Journal, 98*(4), 329-338. Retrieved from <http://www.jstor.org.offcampus.lib.washington.edu/stable/1002190>
- Johnson, T. E., Chandler, L. K., Kerns, G. M., & Fowler, S. A. (1986). What are parents saying about family involvement in schools transitions? A retrospective transition interview. *Journal of the Division for Early Childhood, 11*(1), 10-17.
- Kagan, S. L., & Neuman, M. J. (1998). Lessons from three decades of transition research. *The Elementary School Journal, 98*(4), 365-379. Retrieved from <http://www.jstor.org.offcampus.lib.washington.edu/stable/1002193>
- La Paro, K. M., Kraft-Sayre, M., & Pianta, R. C. (2003). Preschool to kindergarten transition activities: Involvement and satisfaction of families and teachers. *Journal of Research in Childhood Education, 17*(2), 147-158. Retrieved from <http://www.tandfonline.com.offcampus.lib.washington.edu/doi/pdf/10.1080/02568540309595006>
- La Paro, K. M., & Pianta, R. C. (2000). Predicting children's competence in the early school years: A meta-analytic review. *Review of Educational Research, 70*(4), 443-484. Retrieved from <http://www.jstor.org.offcampus.lib.washington.edu/stable/1170778>

- La Paro, K. M., Pianta, R., & Cox, M. (2000). Kindergarten teachers' reported use of kindergarten to first grade transition practices. *Elementary School Journal*, 101(1), 63-78. Retrieved from <http://www.jstor.org.offcampus.lib.washington.edu/stable/1002335>
- La Paro, K. M., Pianta, R. C., & Cox, M. J. (2000). Teachers' reported transition practices for children transitioning into kindergarten and first grade. *Exceptional Children*, 67(1), 7-20.
- Ladd, G. W., & Price, J. M. (1987). Predicting children's social and school adjustment following the transition from preschool to kindergarten. *Child Development*, 58(5), 1168-1189. Retrieved from <http://www.jstor.org.offcampus.lib.washington.edu/stable/1130613>
- LoCasale-Crouch, J., Mashburn, A. J., Downer, J. T., & Pianta, R. C. (2008). Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten. *Early Childhood Research Quarterly*, 23(1), 124-139. Retrieved from <http://www.sciencedirect.com.offcampus.lib.washington.edu/science/article/pii/S0885200607000403>
- Malsch, A. M., Green, B. L., & Kothari, B. H. (2011). Understanding parents' perspectives on the transition to kindergarten: What early childhood settings and schools can do for at-risk families. *Best Practices in Mental Health*, 7(1), 47-66. Retrieved from <http://www.pathwaysrtc.pdx.edu/pdf/pbBestPractices3.pdf>
- Mantzicopoulos, P. (2005). Conflictual relationships between kindergarten children and their teachers: Associations with child and classroom context variables. *Journal of School Psychology*, 43(5), 425-442. Retrieved from <http://www.sciencedirect.com.offcampus.lib.washington.edu/science/article/pii/S0022440505000749>

- McWayne, C., Hampton, V., Fantuzzo, J., Cohen, H. L., & Sekino, Y. (2004). A multivariate examination of parent involvement and the social and academic competencies of urban kindergarten children. *Psychology in the Schools, 41*(3), 363-377. Retrieved from <http://onlinelibrary.wiley.com.offcampus.lib.washington.edu/doi/10.1002/pits.10163/pdf>
- Meier, D., & Schafran, A. (1999). Strengthening the preschool-to-kindergarten transition: A community collaborates. *Young Children, 54*(3), 40-46.
- Nelson, R. F. (2004). The transition to kindergarten. *Early Childhood Education Journal, 32*(3), 187-190. Retrieved from <http://web.a.ebscohost.com.offcampus.lib.washington.edu/ehost/pdfviewer/pdfviewer?sid=ab5ce423-b2b6-4f72-8883-b208281636e3@sessionmgr4005&vid=2&hid=4101>
- Patton, C., & Wang, J. (2012). *Ready for success: Creating collaborative and thoughtful transitions into kindergarten.* Harvard Family Research Project. Harvard University, 3 Garden Street, Cambridge, MA 02138. Retrieved from <http://search.proquest.com/docview/1238187877?accountid=14784>
- Peisner-Feinburg, E. S., Burchinal, M. R., Clifford, R. M., Culkin, M. L., Howes, C., Kagan, S. L., & Yazejian, N. (2001). The relation of preschool child-care quality to children's cognitive and social developmental trajectories through second grade. *Child Development, 72*(5), 1534-1553. Retrieved from <http://www.jstor.org.offcampus.lib.washington.edu/stable/3654403>
- Pianta, R. C., Cox, M. J., Taylor, L., & Early, D. (1999). Kindergarten teachers' practices related to the transition to school: Results of a national survey. *The Elementary School Journal, 100*(1), 71-86. Retrieved from <http://www.jstor.org.offcampus.lib.washington.edu/stable/1002162>

Pianta, R. C., & Kraft-Sayre, M. (1999). Parents' observations about their children's transitions to kindergarten. *Young Children*, 54(3), 47-52.

Pianta, R. C., & Kraft-Sayre, M. (2003). *Successful kindergarten transition: your guide to connecting children, families & schools*. (pp. 1-116). Baltimore, MD: Paul H. Brookes Publishing Co.

Pianta, R. C., Kraft-Sayre, M., Rimm-Kaufman, S., Gercke, N., & Higgins, T. (2001).

Collaboration in building partnerships between families and schools: The national center for early development and learning's kindergarten transition intervention. *Early Childhood Research Quarterly*, 16(1), 117-132. Retrieved from

<http://www.sciencedirect.com.offcampus.lib.washington.edu/science/article/pii/S0885200601000898>

Programs. (n.d.). Retrieved from <http://haringcenter.org/experimental-education/programs/>

Quintero, N., & McIntyre, L. L. (2011). Kindergarten transition preparation: A comparison of teacher and parent practices for children with autism and other developmental disabilities. *Early Childhood Education Journal*, 38(6), 411-420. Retrieved from

<http://web.b.ebscohost.com.offcampus.lib.washington.edu/ehost/pdfviewer/pdfviewer?sid=3da22b66-0697-46f9-b90f-cfc254be6b4f@sessionmgr198&vid=2&hid=123>

Rimm-Kaufman, S. E., Pianta, R. C., & Cox, M. J. (2000). Teachers' judgments of problems in the transition to kindergarten. *Early Childhood Research Quarterly*, 15(2), 147-166.

Retrieved from

<http://www.sciencedirect.com.offcampus.lib.washington.edu/science/article/pii/S0885200600000491>

- Rous, B. S., & Hallam, R. A. (2012). Transition services for young children with disabilities: Research and future directions. *Topics in Early Childhood Special Education, 31*(4), 232-240. Retrieved from <http://tec.sagepub.com.offcampus.lib.washington.edu/content/31/4/232.full.pdf+html>
- Rous, B., Myers, C. T., & Stricklin, S. B. (2007). Strategies for supporting transitions of young children with special needs and their families. *Journal of Early Intervention, 30*(1), 1-18. Retrieved from <http://search.proquest.com.offcampus.lib.washington.edu/eric/docview/233251900/fulltextPDF/62441426F7D643ECPO/1?accountid=14784>
- Rule, S., Fiechtl, B. J., & Innocenti, M. S. (1990). Preparation for transition to mainstreamed post-preschool environments: Development of a social skills curriculum. *Topics in Early Childhood Special Education, 9*(4), 78-90. Retrieved from <http://web.b.ebscohost.com.offcampus.lib.washington.edu/ehost/pdfviewer/pdfviewer?sid=71215227-19eb-40ac-b831-c73118bbe8ef@sessionmgr111&vid=2&hid=123>
- Schulting, A. B., Malone, P. S., & Dodge, K. A. (2005). The effect of school-based kindergarten transition policies and practices on child academic outcomes. *Developmental Psychology, 41*(6), 860-871. Retrieved from <http://web.a.ebscohost.com.offcampus.lib.washington.edu/ehost/pdfviewer/pdfviewer?sid=49aab813-f2a4-4c43-b964-778c82e3fe4a@sessionmgr4001&vid=2&hid=4101>
- Silver, R. B., Measelle, J. R., Armstrong, J. M., & Essex, M. J. (2005). Trajectories of classroom externalizing behavior: Contributions of child characteristics, family characteristics, and the teacher-child relationship during the school transition. *Journal of School Psychology, 43*(1), 39-60. Retrieved from

<http://www.sciencedirect.com.offcampus.lib.washington.edu/science/article/pii/S0022440504001001>

Sink, C. A., Edwards, C. N., & Weir, S. J. (2007). Helping children transition from kindergarten to first grade. *Professional School Counseling, 10*(3), 233-237. Retrieved from

[http://web.b.ebscohost.com.offcampus.lib.washington.edu/ehost/detail?sid=af835c3c-d249-45ef-be52-](http://web.b.ebscohost.com.offcampus.lib.washington.edu/ehost/detail?sid=af835c3c-d249-45ef-be52-3c7df55df4a6@sessionmgr110&vid=2&hid=123&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ)

[3c7df55df4a6@sessionmgr110&vid=2&hid=123&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ](http://web.b.ebscohost.com.offcampus.lib.washington.edu/ehost/detail?sid=af835c3c-d249-45ef-be52-3c7df55df4a6@sessionmgr110&vid=2&hid=123&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ)

Skouteris, H., Watson, B., & Lum, J. (2012). Preschool children's transition to formal schooling:

The importance of collaboration between teachers, parents and children. *Australian Journal of Early Childhood, 37*(4), 78-85. Retrieved from

<http://web.b.ebscohost.com.offcampus.lib.washington.edu/ehost/pdfviewer/pdfviewer?sid=1235b853-a30d-41bb-8141-1423377208a6@sessionmgr115&vid=2&hid=123>

Steen, B. F. (2011). Promoting healthy transitions from preschool to kindergarten. *Young Children, 66*(2), 90-95. Retrieved from

<http://web.a.ebscohost.com.offcampus.lib.washington.edu/ehost/pdfviewer/pdfviewer?sid=236615b0-7e7c-4778-98c4-869d456fcc2e@sessionmgr4001&vid=2&hid=4101>

Stormont, M., Beckner, R., Mitchell, B., & Richter, M. (2005). Supporting successful transition to kindergarten: General challenges and specific implications for children with problem behavior. *Psychology in the Schools, 42*(8), 765-778. Retrieved from

<http://web.a.ebscohost.com.offcampus.lib.washington.edu/ehost/pdfviewer/pdfviewer?sid=7224e3cd-5fc9-44c0-a37e-eee04afb3f1c@sessionmgr4005&vid=2&hid=4101>

- Strandberg, S., & Malloy, H. (2007). *The transition from preschool to kindergarten: What parents can do to help children make a smooth transition*. Retrieved from http://earlychildhoodeducation.usu.edu/files/publications/newsletter/pub_1184060.pdf
- Sy, S. R. (2006). Rethinking parent involvement during the transition to first grade: A focus on asian american families. *The School Community Journal*, 16(1), 107-125. Retrieved from <http://www.adi.org/journal/ss06/SySpring2006.pdf>
- Troup, K. S., & Malone, M. (2002). Transitioning preschool children with developmental concerns into kindergarten: Ecological characteristics of inclusive kindergarten programs. *Journal of Developmental and Physical Disabilities*, 14(4), 339-352.
- Wakids family connection*. (n.d.). Retrieved from <http://www.k12.wa.us/WaKIDS/Family/default.aspx>
- Wakids introducing me*. (n.d.). Retrieved from <http://www.k12.wa.us/WaKIDS/pubdocs/IntroducingMe.pdf>
- Wakids*. (n.d.). Retrieved from <http://www.k12.wa.us/WaKIDS/default.aspx>
- Wildenger, L. K., & McIntyre, L. L. (2011). Family concerns and involvement during kindergarten transition. *Journal of Child and Family Studies*, 20(4), 387-396. Retrieved from <http://web.b.ebscohost.com.offcampus.lib.washington.edu/ehost/pdfviewer/pdfviewer?sid=9972024c-8c8b-43f7-90be-ff5e1c003818@sessionmgr115&vid=2&hid=123>
- Wildenger, L. K., & McIntyre, L. L. (2012). Investigating the relation between kindergarten preparation and child socio-behavioral school outcomes. *Early Childhood Education Journal*, 40(3), 169-176. Retrieved from

<http://web.b.ebscohost.com.offcampus.lib.washington.edu/ehost/pdfviewer/pdfviewer?sid=4bc54f17-13f0-487a-a02e-1c0896885cb0@sessionmgr113&vid=2&hid=123>

Zucker, G. H. (2010). Intervention strategies for pre-school children with special needs. *Forum on Public Policy Online*, 2010(5), 11. Retrieved from

<http://files.eric.ed.gov/fulltext/EJ912980.pdf>