

# ABCs of “Receiving Programs” (Kindergartens, Elementary Schools)

**A**ssign a mentor parent to assist families who are interested in such support during the transition.

**B**e flexible and remember transition is not a “one size fits all” process.

**C**onsider new classroom methods and/or modify existing ones to meet the children’s individual needs.

**D**evelop strategies for creating smooth transitions for children and families.

**E**mphasize similarities between the “sending program” and the “receiving program.”

(In Hawai’i, at many elementary schools, over 50% of the children come to kdgn. from home)

**F**amiliarize yourself with the family by inviting them into your classroom.

**G**ive a luncheon or open house for sending teachers, children and their families.

**H**elp families connect to their new school. Have welcoming activities and events.

**I**nvoke the child and family to visit kindergarten before the child starts school.

**J**uggle the enrollment schedule to give yourself a chance to get to know children and families, for example by staggering the start of school.

**K**now something about each child before school begins.

**L**earn about the the values and cultures of the communities in which you teach.

**M**ake home visits to get to know new children and their families.

**N**ote allergies, medications and menu modifications for new children.

**O**bserve for signs of how the child is adjusting.

**P**rovide families with information about your program and remember that many families need written information in their primary language.

**Q**uickly take lots of photos of the children in your classroom and share them with families.

**R**ead books to the children about changes and acknowledge their feelings during transition.

**S**upport the children’s development of a positive self concept.

**T**rainings on campus can include early education and care colleagues (joint training).

**U**nderstand and address separation anxiety ( the child’s and the family’s).

**V**isit the “sending” neighborhood early education and care programs yearly.

**W**ritten transition plans developed by a Transition Team are considered the best practice.

(the team includes elementary school staff, early education/care staff, parent, agencies).

**X**-amine your program-make sure you have done everything to be ready for new enrollees.

**Y**early evaluation of the transition process is important. Try to improve each year.

**Z**ip! Active listening! Remember to listen to the concerns of others.

*Adapted from: Kay Dixon, Partnerships for Inclusion,  
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