Getting started right:
Effective transition for children with disabilities in early childhood

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"I have come to accept that my daughter will not be quite like everybody else when she grows up, but then who of us is? We are all unique individuals, and we should appreciate our differences rather than scorn them. We all have our strengths and weaknesses, and how many of us, even without disabilities, ever realize our full human potential?"
Lora Jerugim (Cook et al., 2008, p. 3)

Abstract

Changes are common matters that everyone encounters as a part of life. Transition means changing from one stage to another. All of us experience transition because we move through these changes throughout life. Yet, not all of us can achieve successful transition, especially children who have disabilities. During transition, these children have difficulty crossing the boundaries from their comfort zone to the new strange zone. Examples could include moving to a new school, meeting new people, adjusting to new routines, learning to follow new rules, learning new academic skills, and other issues that involve any form of change in their environment or routine. Hence, the stress can be overwhelming when they must face these changes.

Transition planning has lacked attention; even though it is emphasized to support these children to become successful by adjusting to and managing the changes in their lives. This paper focuses on compiling various literature reviews and evidence-based practices related to transition preparation in early childhood education for children with disabilities. It is important to draw ourselves into the beginning stages of educational and developmental learning.

This paper is divided into seven main discussions for understanding: (1) What is transition?, (2) Why is transition important in early childhood?, (3) Children with disabilities and the five domains of development, (4) Challenge transition for children with disabilities, (5) Preparing children with disabilities and families for transition, (6) The benefits of transition planning, and (7) Summarized keys of transition. Transition planning is like building a strong bridge for children to cross towards

their future lives. Therefore, effective transition is a good start towards encouraging greater success in children's lives.

What is transition?

Transition refers to the process of change when children move from one experience or learning setting to another (Harper, 2016; Morrison, 2008). The transition is not just one day or only during the first day of school. It is a passage over time of changing activities, or events, to another that the role can be impacted by moving to a new environment (Harper, 2016; Kids Matter, 2012). Children experience many transitions during their lifetime. Transition is an important part of life for continuing the children's growth and their educational life within the social world such as hospital to home, home to preschool, to primary education, to secondary education, to post education, to career and to continuing experience (Ebbeck, et.al, 2013).

Rosenkoetter, Hains and Fowler (1994) highlighted primary attentions in transitions, and provided the following descriptions:

Lifelong Process

Transition is a lifelong process. Everyone encounters many changes throughout our life from place to place, from activity to activity, from education to work, from employment to retirement, and for the continuing change.

Inevitable

Transition is inevitable. One cannot escape or stay away from it when other changes happen through our life. However, transition can be supported by preparing for the coming changes.

A Continuous Process

Transition is a continuous process. The children enter childcare services, and then they leave to preschool and then to primary school. The process of receiving children and sending them on into the future continues, and the processes are developed and adapted to individuals changing needs as they continue to progress. Thus, during the transition process, one needs to be considerate of the effort it takes towards preparation for both sending and receiving children and to establish transition to cope and adapt with each new generation.

Significant Early Transition

Early transition is very important. Most children likely attach feelings onto a few environments and with people whom they come into contact. Changes can make children feel overwhelmed, cause anxiety, and become nervous. Successful early transition is to promote and encourage the children to become more confident and adapt to the changes they encounter.

Involve Change

Transition involves change, and as a result everything that a child experiences may be new or unfamiliar. New expectations and new status can be involved and the development of

transition may lead to accepting new educational service programs for children; especially children that are diagnosed with a disability.

Stress

Transition is usually a stressful period because so many aspects are changing at once. Children and families face psychological and emotional concerns during transition.

Therefore, during the transition period, it can be a difficult process for both children and families when they must leave usual environments and be around unfamiliar people. These changes are challenges for them to prepare and adjust into a new social environment, rules, polices, relationships with a new group of people, or with different backgrounds (Kids Matter, 2012). It is likely to draw in a change of culture and role. Truly, transition means leaving the comfort zone and encountering a strange zone (Ebbeck, Saidon, Rajalachime & Teo, 2013; Dunlop & Fabian, 2007).

Why is transition important in early childhood?

Early childhood is the period from prenatal stage up to eight years of age, and it is a dynamic development of healthy physical, emotional, and cognitive stages of children's lives (Phillips, 2012; Unicef, 2001). According to the World Bank, Early Childhood Development (ECD) refers to the growth of a child from before birth to age eight, including physical, linguistic, cognitive, and socio-emotional development (Garcia & Neuman, 2010). The statistic showed "85% of the human brain develops by age 5" and "50% of a child's cognitive capacity is influenced by his/her environment" (Garcia & Neuman, 2010, p. 1).

In addition, the World Bank (Garcia & Neuman, 2010) suggested the conception of quality ECD programs, including:

- Critical health and nutrition inputs
- Better access to primary school
- Higher retention in primary school
- Improved gender equity in education
- Lower repetition rates
- Higher achievement in education

Thus, beginning learning environment is a significant milestone in a child's development. A positive learning experience in early childhood has long-term beneficial influence for children's development. This development takes place in a variety of environmental settings such as childcare, homes, schools, health care facilities, or community-based centers, and they involve a large range of activities from childcare to school, or parent education to nutrition (Garcia & Neuman, 2010). Phillips (2012) mentioned that the early childhood supports an important opportunity to prepare and build strong foundations for children's life-long learning and participation within their social world.

Indeed, many transitions during early childhood often happen from changing relationships with close caregivers to new teachers that may have negative or positive influence on the child's development, especially trust, resilience, and sense of self (Ebbeck, Saidon, Rajalachime & Teo, 2013). Preparing a secure transition is meaningful support for increasing positive impact on children's wellbeing, emotional health, and social-academic success. Transition is a very important milestone in children's lives, and it is considered a "sensitive period" (Harper, 2016, p. 654). Transition regularly highlights a time of great excitement for families, and children to experience new environments. However, this period of time can be a critical challenge and stressful time for children and families to adjust mental and physical learning (Ebbeck, et.al, 2013; Kids Matter, 2012).

Harper (2016) discussed Kagan and Neuman's statement (1999), it noted that the children, who had challenging transitions, had a difficult time in school with adjustments like making new social relationships and friends, and showed additional health and emotional concerns. If children make productive transition to school, they are more likely to involve themselves in academic success throughout their primary education as well as achieve in their future life. On the other hand, some children can be quick learners and they can adjust quickly to school or new environmental settings while others can have difficulty with the adjustment. These children may take many months or longer to adapt their psychological health, physical learning, routines, rules, social status, and relationships (Kids Matter, 2012).

The research by The University of Melbourne (2008) shared the literature review of various perspectives on young children, families, and educators in transition to school as follows:

Children's Perspectives

From twenty-six journal documents spread across a wide range of countries, mainly European, the study summarized the concerns of children's transition experiences and perspectives, including:

- Following and learning school rules can be a hardship.
- Keeping friends, relationships can make easy transition to school.
- School's physical facilities can promote easy adjustment.
- Positive relationships with educators can associate their well-being and productive learning.
- Longer days and new responsibilities are hard to deal with and hard to keep up with when starting the school day.
- Free play program is more interesting than formal academic learning while being at school.

Families' Perspectives

From twenty-one journal documents spread across a wide range of countries, mainly the United States of America. The results showed the families' experiences and perspectives of transition to school, including:

• Most parents showed anxiety about their child's adjustment in the new school, especially towards their feeling and their safety.

• Many parents preferred to contact the school prior to their child's attendance to perceive how their child will fit-in and for updates on their well-being while in school.

• Some parents expected their child engage in formal academic instruction in the first school year.

• The parents believed that managing transition effected their child's attendance and engagement with school.

Educators' Perspectives

From twelve journal documents spread across a wide range of countries, mainly the United States of America. The results showed the educators' experiences and perspectives of transition to school, including:

• The educators believed that most children do not make difficult transitions to school.

• Making a smooth transition to school required children to have specific skills.

• The transition to school is related to the children's socio-emotional and interpersonal development and skills.

• The children's health and developmental screening record can assist children with transition to school.

• The parents' involvement and participation can assist children's transition to school.

• The children who had preschool or childcare experiences made the transition to the next educational level smoother than those who had no experience.

• Children with disabilities who have disadvantaged backgrounds could encounter particular difficulties during transition to school.

• Primary school educators suggested that children should have appropriate academic skills prior to attending school.

• The educators always support children's transition in various ways which depend on circumstances.

• The primary school educators were concerned that the communication with prior preschools could be problematic and confusing.

Ebbeck, et.al. (2013) discussed Brostrom's suggestion (2005), and mentioned that schools often focused on improving students' knowledge and skills for getting them to be 'ready' for school. Even though, these are important qualifications for students to become successful at school; accepting children and their particular needs should be considered along with school to prepare. In addition, Ebbeck, Saidon, Rajalachime and Teo (2013) noted Noel's comments (2010) that 'ready schools' are essentially schools ready to accept and meet the unique needs of children, knowledge, experiences, diverse cultural backgrounds, and diverse socio-economics (Margetts, 2007).

Consequently, transition has significant changes from the traditional views which focused on children and families who were responsible to prepare for transition to school. Recently, making smooth transitions has become a consideration for sharing responsibilities between the schools, the children, and the families when preparing a start together (Ebbeck, Saidon, Rajalachime & Teo, 2013). As discussed above, if the school is ready to accept and understand the children's particular needs, it will raise the opportunity of successful transition for children and their families (Ebbeck, Saidon, Rajalachime & Teo, 2013; Margetts, 2007). Additionally, Woodhead and Moss (2007) suggested Early Childhood Education and Care (ECEC) can establish a productive contribution to children's wellbeing; however, services have shown that they are uncoordinated with school systems. Finally, during the transition process it is important to emphasis to engage all stakeholders' involvement for working together, establishing partnerships and sharing accountability for successful transition, including with the child, their family, the child's caregiver, the preschool and the primary teachers (Margetts, 2007).

Children with disabilities

In early childhood education, the term of disabilities has several definitions, and can be confusing to define in early development. The children who experience a visible disability (physical impairments) can be diagnosed as newborns while invisible disabilities (developmental delay and learning disabilities) may not be rigidly apparent (Slentz, 2010).

According to the World Health Organization (WHO) and the World Bank (Phillips, 2012, p.8), it was reported the estimated number of persons who live with a disability was "more than a billion people live with some form of disability, which equates to approximately 15% of the world's population. Among these, between 110 million (2.2%) and 190 million (3.8%) adults have very significant difficulties in functioning" (Phillips, 2012, p.8). On the other hand, the limitation of surveys to gather childhood disability data found that "the absence of registries in most low and middle-income countries (LMICs), and poor access to culturally appropriate clinical and diagnostic services contributed to lower estimates" (Phillips, 2012, p.8). In consequence, many young children with disabilities "may neither be identified nor receive needed services" (Phillips, 2012, p.8).

What is disability?

International Classification of Functioning, Disability and Health: Children and Youth Version (ICF-CY) (2007) defined disability as neither biological nor social distinction, but instead a complex relationship between health conditions and contextual factors, including environmental and personal factors. In addition, the Convention on the Rights of Persons with Disabilities (2014) states individuals with disabilities include "those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers

may hinder their full and effective participation in society on an equal basis with others" (p.17). In other words, individuals with disabilities are classified with physical, cognitive, or sensory impairments that have experienced limited accessibility or barriers for full participation in society (Slentz, 2010).

In the United States of America, according to the Individuals with Disabilities Education Act 2004 (IDEA) Part B (Dragoo, 2017, p.3), it's mentioned that for a child to be considered "a child with disabilities" they must be considered at least one of several categories of disabilities:

- Autism Spectrum Disorder (ASD)
- Deaf-blindness
- Deafness
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment
- Furthermore, Macaulay Child Development Centre (2014) described the developmental delay when a child shows a significant delay in one or more domains of developmental milestones. The children have the difficulty in motor skills (gross motor and fine motor), speech/language, cognitive, social behaviors, or daily living (Poon, La Rosa & Pai, 2010). Developmental disorders can be found from mild to severe in cognitive or motor deficits. The risk factors are divided into two categories, including environmental and biological factors, and are often symbiotic (Ozkan et al., 2012).

What factors affect child development?

Phillips (2012) discussed a wide range of biological and environmental factors which can influence children's development. Children who live with disabilities early in life can be discovered under risk factors, including:

- Stigma and discrimination
- Socioeconomic poverty
- Poor caregiver interaction
- Institutionalization

- Neglect, abuse and violence
- Restricted access to proper programs and services

All these factors can bare significant effects on children's developmental milestones such poor mental and physical condition, low educational and social achievement, and their survival living.

What characteristics of children with disabilities relate to the Five Domains of Development?

Macaulay Child Development Centre (2014) stated that a Best Start Expert Panel on Early Learning in 2007 released the early learning framework, it called, Early Learning for Every Child Today (ELECT). The major component of this framework focuses on five domains and skills which are associated with the stages of a child's development and learning. The five domains of development include cognitive, social/emotional, adaptive, physical, and communication/language (Bowe, 2000).

Table 1 exhibits five domains of development, regarding the characteristics of children with disabilities.

1. Cognitive development	
Ordinary	Intellectual function and adaptation to environment, specifically in perceiving and organizing information, thought processing with logic.
Children with Disability	Intellectual function below the norm when compared with age group. They perform as slow learner, or have a shorter attention span. Language and fine motor skills might be delayed.
2. Social / emotional development	
Ordinary	Ability to understand their own feeling with range appropriate age, and interact well with others in appropriate behavior and communication.
Children with Disability	Lack conception of personal feeling. They may withdraw from social interaction, act aggressively, refuse group activities, and mood changes. They show difficulty focusing on a single task or instructions.

3. Adaptive development	
Ordinary	Ability to develop self-care and self-help, and adapt behavior to different circumstances within range of appropriate age.
Children with Disability	Lack ability of self-help and social skills. They may show difficulty following routines and simple directions. It is very difficult for these children to apply learned skills in new situations.
4. Physical development	
Ordinary	Ability to control fine motor and gross motor within ranges appropriate to age.
Children with Disability	Show difficulty using fine motor and gross motor control. They have trouble with coordination using motor skills or delays in developing that need additional support during play / activities (e.g., sitting, crawling, walking, grasping and holding objects, or drawing that require control of their hands and fingers).
5. Communication/language development	
Ordinary	Ability to express their thoughts, and feelings and to understand and communicate with others.
Children with Disability	Show spoken language (expressive disorders), trouble listening, interpreting and understanding (receptive disorders), and trouble reading (learning disabilities such as dyslexia).

This table listed categories of the five domains of development, and provided brief information for guiding educators and parents to understand the characteristic of children with disabilities in developmental delays. This contextual detail may not adequately define or diagnose specific individual needs. It is important for a child to receive a screening, formal diagnosis, a comprehensive observation and assessment by a medical professional during early childhood.

Challenge transition for children with disabilities

From birth to 5 years old, these young children are facing experiences of rapid changes and transition as a part of starting their life development of language, cognitive, emotional, social and physical learning (Ozkan et al., 2012; Slentz, 2010). Early childhood provides an essential opportunity to prepare children for life-long learning, and support their potential for development.

The children are learning and growing every minute day-to-day. Transition involves children's growing up and learning to confront and overcome new challenges. It has truly impacted regular activities for living such as changing routines, meeting new people, going to new places and encountering difficult situations. However, these simple activities can be easy for typical children; those simple tasks can be significant challenges for children with disabilities, especially children who have deficits in social communication and interaction along with repetitive patterns of behaviors in routines.

For children who have disabilities, it is an important time to prevent delay of learning and development. These children are required to access appropriate interventions and transitions to ensure that they can achieve their particular needs and fulfill their potential (Phillips, 2012). Therefore, these young children with disabilities cannot lose any time to receive the right special services which are associated with their outcomes' progress. It is necessary for caregivers and teachers to understand how to identify developmental delay and disabilities in early childhood (Slentz, 2010). Early childhood is the valuable time to ensure that all young children can develop and reach their full potential (Ozkan et al., 2012).

Rosenkoetter, Hains and Fowler (1994, p. 131) noted the children's concerns during the period of transition and came up with some common questions.

"Why do I have to go to a new school?"

"Will my old teacher come with me to my new school?"

"Will my new teacher be nice?"

"What if I need to go to the bathroom?"

"Will I be able to sleep at school?"

"Will I get to play with my friends again?"

"Do I get to play at school?"

"Can I bring my toys to school?"

"What if I don't like the food at lunch time?"

"What if my mom doesn't come to pick me up from school?"

"Can my mom stay with me at school for a while?"

During transition to a new environment, teachers also experience unpredictable situations while interacting with young children who have disabilities. Thus, it is very important for teachers to prepare and understand how to respond to these children in certain situations suitably. Kids Matter (2012) explained and provided relevant instances, and follows the five domains of development:

Cognitive concern

Children who have cognitive/intellectual disability may show severe difficulty adapting to functional well-being in a new environment. They are often struggle processing and organizing logical thoughts and information. Accomplishing tasks initially can be slow, and sometimes extra time is needed to complete tasks. This is related to their language and fine motor skill delay

and irregularities. The teachers should be considerate of children's cognitive development in transition by providing proper interventions which meet their particular needs.

Behavioral concern

The children who have emotional and social behavioral problems may act inappropriately and express pervasive mood of unhappiness, aggression, and/or anxiety. They may also avoid making new friends, avoid talking to teachers, avoid group activities, break the rules, and/or ignore social interaction. The teachers should be considerate of children's emotional and behavioral development during transition by providing a behavioral intervention plan.

Social skills concern

Children who have adaptive development delay of self-help, self-care, and other social behaviors may have difficulty adjusting in different circumstances. Children can have trouble performing appropriately in a new situation, following rules/instructions, and understanding social interactions. They are likely distracted by their surroundings and lack focus on tasks. The teachers should consider the children's adaptive development in transition by providing demonstration, peer-modeling, and group support.

Physical concern

Children who have physical disabilities include visual impairment (low vision or blindness), hearing impairment (deafness or hearing loss), cerebral palsy, chronic illnesses, and sensory disabilities. These are related to motor skills, and require adaptive and additional support during activities. Modified activities and facilities within the classroom environments are also required to engage children's participation. The teachers should be considerate of children's physical disabilities in transition by providing extra supports, accommodations, and facilities accessibility.

Communication concern

Children who have developmental delay of communication language and literacy can respond inappropriately in certain circumstances as a result of their individual disorder, including:

1. Expressive language disorders, children may show a difficulty for speaking and learning.

2. Receptive language disorders, children may have trouble understanding and interpreting complex language during conversation with another.

3. Learning disabilities, children may show a difficulty of reading such as dyslexia.

Children with communication and language delay can often impact their emotional and behavioral development, and social skills which are associated to language ineffectively. They have a difficulty to express their feelings and communicate with vocal responses effectively. Naturally, they are frustrated by their inability to express their needs. Aggressive behavior or withdrawal from social interactions may take place in this matter. The teachers should be considerate of the children's communication and language development in transition by referring them to a speech language pathologist or therapist for a formal assessment and effective planning.

Research by The University of Melbourne (2008) discussed literature review from sixteen journal articles of various perspectives on transition from prior place to school settings for children with disabilities. The results included:

1. The positive and productive transition experiences are very important for children's development.

2. Collaborative transition planning for leaving prior place and entering the new place are very significant supports for children's adjustment.

3. Being aware that the transition period can be complex and effect mental states such as being anxious, nervous, or stressed.

4. Negative experiences during transition can be long-term, if any issues are not addressed.

Preparing children with disabilities and families for transition

As discussed, transition timing holds significant influence towards children's development in learning and successful long-term wellbeing. The research found that not all children experience smooth transition to school. Schulting, Malone and Dodge, (2005) showed the national survey of problems identified during transition to kindergarten that are noted by Rimm-Kaufman, Pianta and Cox's (2000). This survey was collected from data by teachers' reports in the United States of America. The results of this survey found that 48% of children showed difficulty for adjustment to a new school. In addition, 32% of children were identified as having "some problems", and 16% showed "difficult or very difficult" and were noticed as serious concerns during transition (Schulting, Malone & Dodge, 2005, p. 860; Rimm-Kaufman et al., 2000, p. 154). Additionally, teachers reported the problem during transition that children's performances were having difficulty following directions, working independently, and lacked skills, especially in academic areas (Schulting, Malone & Dodge, 2005).

When building efficient transition, the educators and professionals are responsible and carry crucial roles to support children with disabilities to be prepared in successful transition. Another role is also to encourage families to establish strong collaborations for their children's successful transition. Hence, this section compiled three main subjects that consist of (1) understanding transition and the law, (2) promoting families' involvement, and (3) helping children for smooth transition. They are further described below as:

Understanding transition and laws in the U.S.A.

In the United States of America, the Individuals with Disabilities Education Act (IDEA) mandates the provision of educational and related services to children with disabilities. IDEA requires child's services to prepare young children ages birth to 3 years (ages 0-3) who are eligible under Part C of IDEA. The services are addressed in an Individualized Family Service Plan (IFSP) for

the child and family. Mainly, it focuses on training and helping families understand their child's developmental needs and learning (e.g., sitting, talking, walking, and eating), and provides services in a natural setting such as the child's home or child-care (Goldberg, 2010).

From ages 3 through 5, these children are eligible under Part B of IDEA. The Individualized Education Program (IEP) has taken the place of IFSP. The emphasized content helps families understand the transition from an Individual Family Service Plan (IFSP) to the Individualized Education Program (IEP) and towards other benefits for their children in special education services (Johnson, 2001). The preschool IEP encloses goals and objectives to specific instances of a child's unique needs, and prepares the skills in timelines for transition to meet future educational levels. The families are discussed by early intervention and early childhood professionals to agree on IEP's goals and objectives, and the barriers in transition process that needs to be solved (Goldberg, 2010).

Promoting families' involvement

Teachers may assume that families have prepared their children from previous educational responsibilities; however, confusion and miscommunication can have a negative effect between families and their next school's teachers. Families may feel that they have less involvement in their young children' opportunities, especially when it comes to improving their skills, strengths, interests, and talents (Quintero & McIntyre, 2011). The discontinuities and lack of effective collaboration between home and school may provoke serious challenges to families who are concerned with their child's future. Lack of effective collaboration makes transition become a more difficult and frustrating time for families. In this manner, preparing transition is not only children's involvement; the reality is that families are also involved and affected either positively or negatively by the outcomes (Lam, 2014).

Working with families is an essential part of successful transition. Families play a main role during the transition period and beyond, and they are responsible for decisions which are made for their children's futures. Thus, it is an important time to build strong collaboration, and develop positive relationships between home and school. In addition, families' roles are to influence the children's wellbeing and mental health. Children who have positive mental health are good capable learners and can have an easier time developing social relationships with others at school (Kids Matter, 2012).

Johnson (2001) provided productive techniques to develop friendly transition process for families that include:

1. Helping families to understand the laws and benefits for their child's services.

2. Think of transition as a long-term process, it does not happen only during certain periods or convenient times.

3. Maintain positive and effective communication. Schools should be a good listener and listen carefully to what families are trying to say.

4. Establish roles, expectations, and work together.

5. Continue home visits to maintain communication and relationships between home and school.

6. Help children to adapt to new environments by developing flexible programs and schedules to better start at school.

7. Use the communication plan to help families develop and support their child's communication needs.

8. Encourage a parent support group that parents can learn and share from experiences to bring about in-depth discussions and provide new ideas.

9. Provide an opportunity for families and their children to visit the school before beginning the school year.

Helping children for smooth transition

Early transition preparation and planning will help families and educators decrease stress, depression, and other emotions surrounding disorders. Children with disabilities are developing effectively in academic learning, social interaction, and problem solving in daily activities when they receive transition preparation in early stages of development. Transition preparation will increase confidence and positivity around emotional attitudes for families and educators towards supporting the children's goals and future success.

Rosenkoetter, Hains and Fowler (1994) recommended how the children can be prepared adjusting within future environments that included two main components:

Providing useful activities

To help children reduce anxiety, be ready for the next transition. Preparing with accurate information, actual experiences, shared commentary about new school, open opportunities for questions, and expression of reactions.

Teaching and encouraging coping skills and routines

To help the children understand and learn how to express feelings and act appropriately that will make them feel more comfortable in an unfamiliar place.

Other, transition strategies include visiting, anticipating, reading, changing the schedule, and encouraging separation. These strategies also are essential implements to support children to develop coping skills with changes (Rosenkoetter, Hains & Fowler, 1994). The following are the explanations:

Visiting

The children will benefit from visiting a new school and classroom, and meeting with new

teachers and other staff. This activity will help children to explore the actual new setting and that will help them become familiar and feel more comfortable with the new environment.

Anticipating

Teachers and families convey positive expectations, and they should be consider speaking with anticipation. It is important to avoid negative conversations, but encourage the children to become mature and independent. For instance, parents are should say to their children "you are getting to be a big boy" instead "the teacher will not like if you are not a good boy."

Reading

Teachers and families can create reading time with children. Reading books or telling stories about other children in a new school will help children reduce the stress of being in a strange place. The stories will help children easily follow and create imagination for adapting new situations and new environments.

Changing the schedule

The children will feel unenjoyable with a strict schedule, if they are forced to adjust too quickly at the first day of starting to a new school. It is important to introduce and remind children that the schedule changes prior to going to the new school. The parents can highlight the schedule or apply visual schedules of the new daily routine on a calendar for a friendly reminder.

Benefits of Transition Planning

During transition, there are larger perceptions than just sending children to a new place, and accepting them into a new routine for school activities. Ultimately, transition planning is a valuable bridge to support the children to walk across an unpredictable journey, and continue toward their intended destination. Building bridges for children and also connecting homes with schools and communities. Families and educators have an influential role and responsibility to support these young children crossing barriers safely by working together.

Johnson (2001) discussed that the United States Department of Health and Human Services (1987) provided the following report of the benefits of transition planning for children, parents, and teachers:

Children's benefits

1. Continuity of effective education services.
2. Increase self-confidence.
3. Increase motivation to explore new experiences.
4. Develop social relationships with other people.
5. Build a sense of trust between children and teachers.
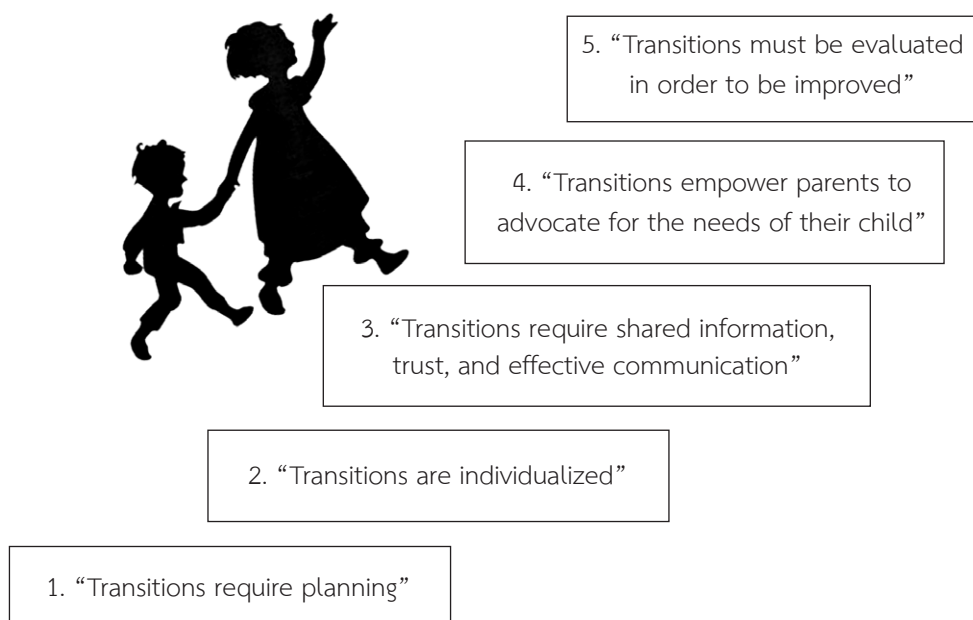
Parents' benefits

1. Develop confidence and high expectations to their children's ability to succeed in the new setting.

2. Develop self-confidence in their own ability to communicate and make relationships with teachers for learning a new educational system and policies.

3. Increase a parent's sense of pride in their ongoing involvement in their children's education.

4. Improve knowledge of early childhood program.

Teachers' benefits

1. Improve knowledge of children who have individual needs.

2. Build relations with parents and community support.

3. Develop network of professional support.

4. Promote awareness of early childhood program in the community.

5. Increase sense of pride in their effort to work with young children and their families as a professional.

Summarized keys to successful transition

Rosenkoetter, Hains and Fowler (1994, p. 6) suggested five principal components that should be considered to develop effective transition for young children and their families, including:

5. "Transitions must be evaluated in order to be improved"

4. "Transitions empower parents to advocate for the needs of their child"

3. "Transitions require shared information, trust, and effective communication"

2. "Transitions are individualized"

1. "Transitions require planning"

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