

## Strategies for Early Learning Professionals

### Preparing Children for Transitioning into Formal School Settings

	Yes	No	Partially
We provide for a wider range of developmental interests and abilities than the chronological age suggests.			
We design experiences to stimulate learning in all areas: Physical, social, emotional, and intellectual.			
We plan activities that are responsive to individual differences in ability, interests, cultural backgrounds, and linguistic styles.			
We provide an environment in which children can learn through active exploration and interaction with concrete materials, adults and other children.			
We organize the environment to allow children to select their own activities from a variety of choices.			
We organize the day so that children work individually or in small informal groups most of the time.			
We provide many opportunities for children to see how spoken and written language is related.			
We schedule visits to the new school setting for the transitioning children.			
We discuss the new activities, schedules, rules, and bus routes to help the children feel comfortable and confident.			
We read books to the children about changes and moves.			
We provide opportunities for children to express their feelings through dramatic play.			
We invite kindergarteners or older siblings to visit and talk about the change.			
We encourage families to provide activities that allow their children to make a greater variety of friends than just those in their current school setting.			
We use both formal and informal times to allow children to talk to the children about formal school settings and express their feelings.			
We keep a portfolio of each child's progress throughout the year. At the year's end, we share the book with the child and the child's new teacher.			