



Transitioning to  
**KINDERGARTEN**

# Training Guidelines

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- Training Guidelines PowerPoint Presentation



# National Center *for* Learning Disabilities

*The power to hope, to learn, and to succeed*

The **National Center for Learning Disabilities** (NCLD) improves the lives of all people with learning difficulties and disabilities by empowering parents, enabling young adults, transforming schools, and creating policy and advocacy impact.

**[www.nclld.org](http://www.nclld.org)**



*A Union of Professionals*

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## **OUR MISSION**

The **American Federation of Teachers** is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.

**[www.aft.org](http://www.aft.org)**

# Training Guidelines



This section of the Toolkit is for people who will be conducting workshops for early childhood educators on how to use this Toolkit. A training workshop takes about 90 minutes, and you can use the PowerPoint presentation that is included in this section.

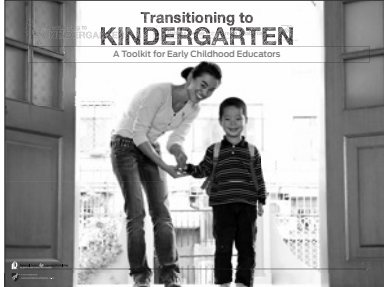
Before conducting a training workshop, make sure to become very familiar with both the Toolkit and the presentation. Feel free to customize this guide for your particular group.

## **To conduct a training workshop, you will need:**

- ✓ **The training PowerPoint presentation, either on disk or printed onto transparencies.**
- ✓ **A screen for viewing the presentation.**
- ✓ **Enough chairs and table space for all of the participants. This workshop can work well for small or large groups.**
- ✓ **A Transitioning to Kindergarten Toolkit, blank paper and pen for each participant.**
- ✓ **A Transitioning to Kindergarten Toolkit, blank paper and pen for each participant.**
- ✓ **A large pad of paper, preferably on an easel, and markers to write with.**

# Training Guidelines

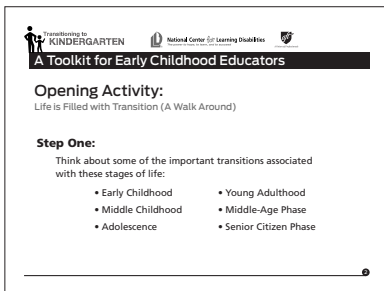
## Slide 1



### Title slide

Introduce yourself and the purpose of the workshop

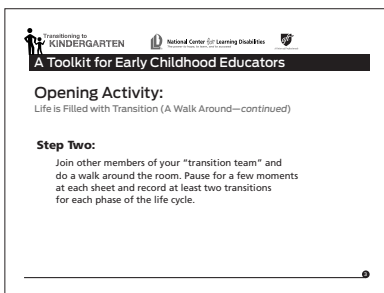
## Slide 2



### Opening activity, step one

You can use a “walk-around” format to introduce the general concept of transitions. Before the workshop begins, place six large sheets of paper around the room, reflecting the different phases of life. Divide the group into six “transition teams” as participants enter the room. Each team will be asked to stand in front of one of the sheets of paper and have two minutes to identify transitions associated with each phase.

## Slide 3



### Opening activity, step two



Ask participants to follow the instructions on the slide.





# Training Guidelines

## Slide 4

  **A Toolkit for Early Childhood Educators**

**Opening Activity:**  
Life is Filled with Transition (A Walk Around—continued)



**Step Three:**  
Select one “transition” and answer the following questions.

- What are some of the pleasant and/or negative feelings commonly associated with this transition?
- What types of internal and external factors impact this transition?
- What types of support can be offered to enhance this transition?

## Opening activity, step three

When each team has had an opportunity to visit each phase of life, have them select one transition identified on the piece of paper in front of them. Give participants 5-10 minutes to discuss the questions on the slide.

## Slide 5

  **A Toolkit for Early Childhood Educators**



**Introducing Transition Team Members**

- My name is ...
- What I remember most about transitioning to kindergarten is ...
- I wish someone had ...

## Introduction

This activity will offer participants an opportunity to focus on the transition to kindergarten. Within the same “teams” that were used for the opening activity, use a round-robin style and record memories on a large piece of paper. Information may then be used later to reinforce concepts. If the group is large, you can have individuals complete this information on forms and post somewhere in the room, so that you can integrate introductions throughout the session.

## Slide 6

  **A Toolkit for Early Childhood Educators**

**Agenda**

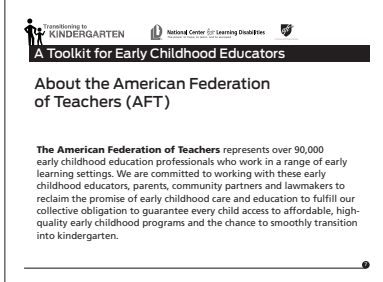
- Life is Just Filled with Transitions (Opening Activity)
- Introducing ... Transition Team Members
- Presenting ... The Agenda
- Introducing ... the AFT and NCLD
  - Why talk about the transition to kindergarten?
  - Who is involved in a child's transition to school?
- A guided tour of the toolkit and how to use it.

## Agenda

Introduce the training workshop. This should take about five minutes.

# Training Guidelines

## Slide 7



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**A Toolkit for Early Childhood Educators**

### About the American Federation of Teachers (AFT)

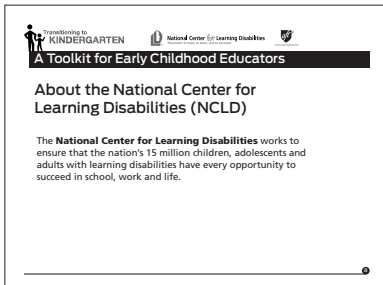
The American Federation of Teachers represents over 90,000 early childhood education professionals who work in a range of early learning settings. We are committed to working with these early childhood educators, parents, community partners and lawmakers to reclaim the promise of early childhood care and education to fulfill our collective obligation to guarantee every child access to affordable, high-quality early childhood programs and the chance to smoothly transition into kindergarten.

## About the AFT

Introduce the American Federation of Teachers (AFT) using the information on this slide. This should take about five minutes.

Allow 2-3 minutes for questions.

## Slide 8



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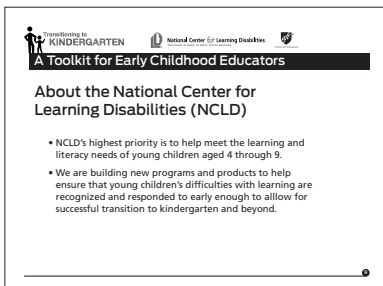
### About the National Center for Learning Disabilities (NCLD)

The National Center for Learning Disabilities works to ensure that the nation's 15 million children, adolescents and adults with learning disabilities have every opportunity to succeed in school, work and life.

## About NCLD

Introduce the National Center for Learning Disabilities (NCLD) using the information on this slide and the next. This should take about five minutes. Allow 2-3 minutes for questions.

## Slide 9



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### About the National Center for Learning Disabilities (NCLD)

- NCLD's highest priority is to help meet the learning and literacy needs of young children aged 4 through 9.
- We are building new programs and products to help ensure that young children's difficulties with learning are recognized and responded to early enough to allow for successful transition to kindergarten and beyond.



## About NCLD

Introduction to NCLD, continued.



# Training Guidelines

## Slide 10

  **A Toolkit for Early Childhood Educators**

**Why Talk About Transitioning to Kindergarten?**

- Children are prepared for school?
- Teachers and schools are prepared for the children they will receive?
- Parents are prepared to participate in the process?



## Why talk about the transition to kindergarten?

This can provide an opportunity to re-visit comments shared by participants during the opening activity of the workshop.

Transition to K is a year-long process.

- Do you know what is expected of children in the school districts your center feeds into?
- This is good for all children, but especially for children at risk.
- Ask if any of the participants are doing any type of collaboration with the school districts that their students feed into. What is being done make sure that the children have the skills that are expected of them?
- If there is a concern about a child, do participants currently have a way to communicate that to the school he or she will go to in the fall?

## Slide 11

  **A Toolkit for Early Childhood Educators**



**"If I could build a transition toolkit, I would include ..."**

Please take a few moments and think about items you would include in a **transition toolkit**.

## If I could build a transition toolkit...

This activity will give participants an opportunity to think about items that they would include in a transition toolkit.

## Slide 12

  **A Toolkit for Early Childhood Educators**

**Essential Information**  
Small Group Activity

**Imagine that you are a kindergarten teacher ...**  
... and you will be greeting a group of energetic kindergartners in a couple of months.

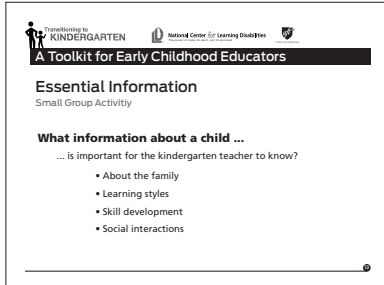
- What kind of information do you want from the parents?
- What kind of information do you want to receive from the preschool center/family child care provider?
- When do you want to receive the information?

## Essential information

This is a small group activity. It provides an opportunity for participants to think about transition from the perspective of the recipient of information.

# Training Guidelines

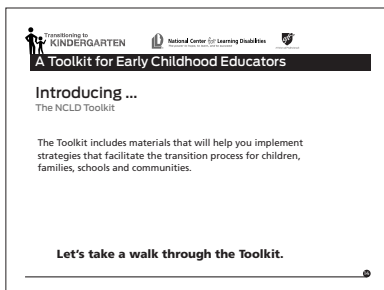
## Slide 13



### Essential information

- If participants are preschool teachers, ask them to think about how they currently relay important information to the kindergarten teacher.
- If participants are kindergarten teachers, ask them what kind of information they would like to receive, and how they would like to receive it.
- Remind participants to expect many different types of information. Children take different paths to kindergarten.

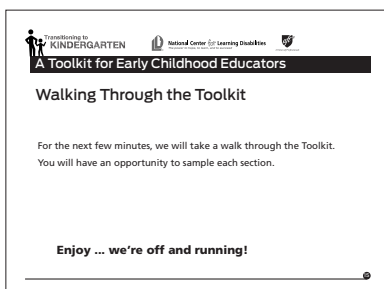
## Slide 14



### Introducing the Toolkit

Ask participants to take out the Toolkit and take a quick look through it.

## Slide 15



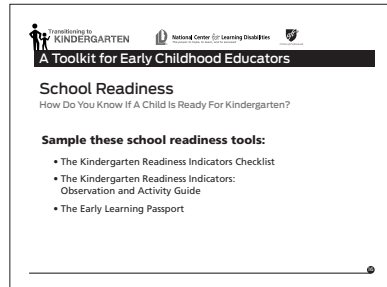
### Walking Through The Toolkit

Take a look through the table of contents with the participants, so that they can get a sense of what is in the Toolkit. Emphasize that the Toolkit has many components, and is very flexible. Some people may use some parts and not others. Tell them that you will discuss the Toolkit section by section.



# Training Guidelines

## Slide 16

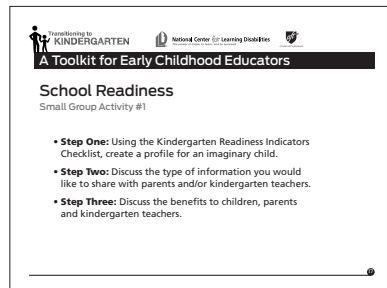


### School Readiness

Give participants approximately five minutes to look through the school readiness section. Emphasize that these are not tests, but useful tools.

- Discuss what is in this section. The checklist and readiness indicators are there for those that may not have a tool, or to supplement for those that already are using some type of school readiness indicator tool.
- Kindergarten Readiness Indicators Checklist: Discuss how the checklist is divided into the different categories: Expressive and Receptive Language, Approach to Learning and Cognition, Phonological Awareness and Print Knowledge, Mathematics, Social/Emotional, and Physical Development.
- Discuss how the checklist can be used in the three time periods (fall, winter, and spring).

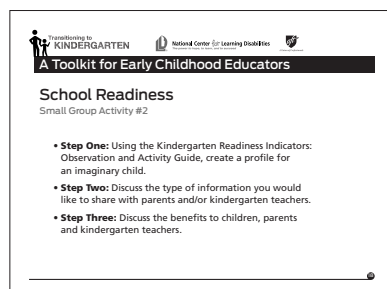
## Slide 17



### School Readiness Small Group Activity #1

Depending on time available, participants should choose one of the activities on this slide and the two that follow, or try each of them.

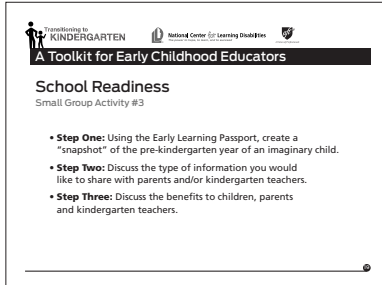
## Slide 18



### School Readiness Small Group Activity #2

# Training Guidelines

## Slide 19



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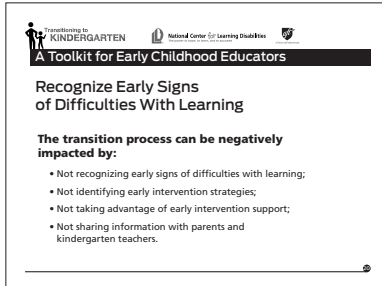
**A Toolkit for Early Childhood Educators**

**School Readiness**  
Small Group Activity #3

- **Step One:** Using the Early Learning Passport, create a "snapshot" of the pre-kindergarten year of an imaginary child.
- **Step Two:** Discuss the type of information you would like to share with parents and/or kindergarten teachers.
- **Step Three:** Discuss the benefits to children, parents and kindergarten teachers.

## School Readiness Small Group Activity #3

## Slide 20



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**A Toolkit for Early Childhood Educators**

**Recognize Early Signs of Difficulties With Learning**

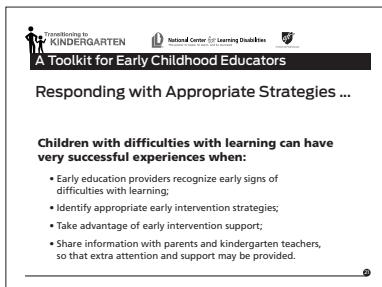
**The transition process can be negatively impacted by:**

- Not recognizing early signs of difficulties with learning;
- Not identifying early intervention strategies;
- Not taking advantage of early intervention support;
- Not sharing information with parents and kindergarten teachers.

## Recognizing Early Signs of Difficulties With Learning

We are not looking to diagnose young children with learning disabilities! By recognizing signs that young children are struggling with early skills, we can make sure that they get the help that they need to be successful in school.

## Slide 21



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**Responding with Appropriate Strategies ...**

**Children with difficulties with learning can have very successful experiences when:**

- Early education providers recognize early signs of difficulties with learning;
- Identify appropriate early intervention strategies;
- Take advantage of early intervention support;
- Share information with parents and kindergarten teachers, so that extra attention and support may be provided.



## Responding With Appropriate Strategies

Children who are struggling with learning have the best chances of success when they get the help that they need. Tell participants that they can help children by noticing what is difficult for them and using appropriate strategies to help them. They should share that information with parents and kindergarten teachers.



# Training Guidelines

## Slide 22

    
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**What Would You Do?**  
Using the Kindergarten Readiness Indicators—  
Observation and Activity Guide ...



... **consider and discuss the following.**

- What are some of the risk factors for learning disabilities?
- What kinds of early intervention strategies would you recommend?
- What type of information/support would you provide to parents?
- What type of information would you share with the kindergarten teacher?

## What Would You Do?

This activity will give participants an opportunity to think about how to notice children who are struggling, and what can be done in an early childhood setting to help.

## Slide 23

    
 **A Toolkit for Early Childhood Educators**



**Get Ready to Read!**  
Key Features of the Screening Tool

- Twenty easy-to-use items that sample print knowledge, emergent writing and linguistic awareness skills.
- Each item has four pictures and a question.
- Used by an adult working with an individual child in a quiet environment.
- Screening takes an average of 10 to 15 minutes.
- May be used two or three times in the year before kindergarten, as long as there are several months between administrations.

## Get Ready to Read!

- Ask who is familiar with the Get Ready to Read! screening tool.
- Mark up some sample Get Ready to Read! answer sheets to reflect various skill levels, ranging from areas of concern to strong skills in each domain.
- Explain that this workshop will give a quick overview about the Get Ready to Read! screening tool. There is more in-depth training about Get Ready to Read! if they are interested in the future.
- Explain that even if they have not attended a Get Ready to Read! training, the screening tool is still very easy to use.

## Slide 24

    
 **A Toolkit for Early Childhood Educators**

**Get Ready to Read!**  
Activity

You have just completed your spring *Get Ready to Read!* screenings. Using the completed screening form, please develop a "snapshot" of the child. The children will be going home for the summer in a couple of weeks. We need you to complete the following tasks:

- Select some *Get Ready to Read!* Activity Cards to share with parents.
- Prepare a profile that reflects the child's early literacy skills that parents can share with the kindergarten teacher.

## Get Ready To Read! Activity

This activity will help participants become familiar with Get Ready to Read! resources.



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**A Toolkit for Early Childhood Educators**

**Engaging Parents**  
Small Group Activity

We have a wonderful resource for parents of children transitioning to kindergarten. "Getting to Know My Child: A Guide for My Child's Kindergarten Teacher" is ready, but we have a problem. We don't know how to get it out, so ... we need you to develop creative strategies for:

- getting it into the hands of parents;
- helping parents fill in the blanks;
- getting the books into the hands of kindergarten teachers.

You have ten minutes to develop a plan. Get to work and get your creative juices flowing! **The clock's ticking!!!**

## Engaging Parents Small Group Activity

Read the information on the slide out loud to participants. This activity will help them think about their connections with parents, and how to use the resources in the toolkit with parents.

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**A Toolkit for Early Childhood Educators**

**Engaging Parents**  
Large Group Activity

Earlier today, I was walking down the hallway and heard some parents talking. They were saying, "There are just so many resources, where do I begin?"

**Now that you are Toolkit "experts," we need you to prepare a five-minute presentation for parents on the resources included in our toolkit.**

## Engaging Parents Large Group Activity

Read the information on the slide out loud to participants. This will help them plan how to present toolkit resources to parents.

## Slide 27

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**A Toolkit for Early Childhood Educators**

**The Transition Affirmation**  
Closing Activity

**Please stand and affirm the following.**

- My name is \_\_\_\_\_
- Today I learned that \_\_\_\_\_
- I am committed to creating successful transition experiences for every child by \_\_\_\_\_
- I will engage parents, schools and communities by \_\_\_\_\_

• Now, all together say:  
We're not just talking transition, we're walking transition.  
Won't you talk and walk with us?

## The Transition Affirmation Closing Activity

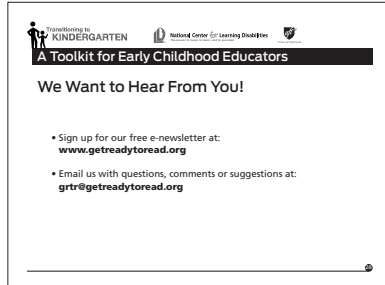
Thank participants for attending the workshop.





# Training Guidelines

## Slide 28



## Contact Us...

Encourage participants to go to the Get Ready to Read! Web site to sign up for the newsletter and use the free resources.