



Easing parents' and children's transitions in early learning:

People for Education: Making Connections

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Research: Best Start and Full-Day K

- ✧ Ongoing study in Region of Peel 2008-present
- ✧ 5 Best Start schools (care & K + parent support)
- ✧ 5 control schools (half-day K, no care)
- ✧ In 2010-11 added 7 full-day K schools (3 with extended day care)
- ✧ Today: reporting on 2008-2010

Who was involved?

- ✧ Parents of JK/SK children at Best Start & control sites who completed surveys: N=204
- ✧ JK/SK children: N=497 (now 640)
- ✧ Key informants: N=26
- ✧ Staff members: N=83
- ✧ Parents of Grade 5 children at Best Start sites who completed surveys: N=137

Parents: Transitions to full-day early learning/Kindergarten

- ✧ Parent survey (all checklist, rating scales)
- ✧ Parenting Daily Hassles Questionnaire (38 items, all rating scale from *no hassle to big hassle, never to consistently*)

Parent involvement and support through full-day early learning & child-family programs



Parent family literacy workshop



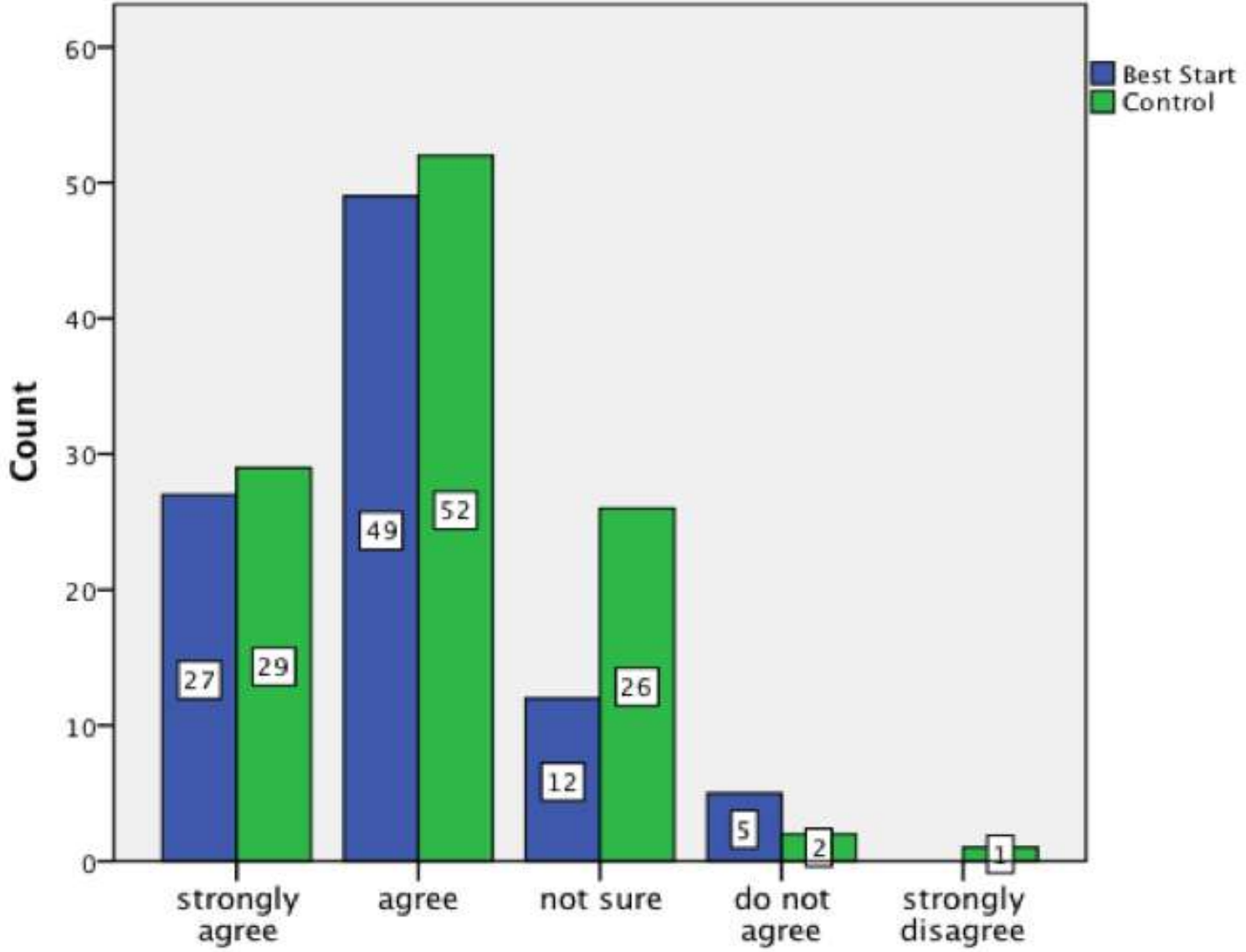
Parenting drop-in (support)

IMPORTANCE OF OUTREACH

Example of parent survey items

- ✧ My child has benefited from the program/services for children and families
- ✧ I am happy with the quality of the programs/services for children and families in my community
- ✧ My opinion is valued and teachers/staff ask my opinion about programs/services
- ✧ I do not feel like I am part of this community
- ✧ **When programs and services work together, they are better and easier to find out about**

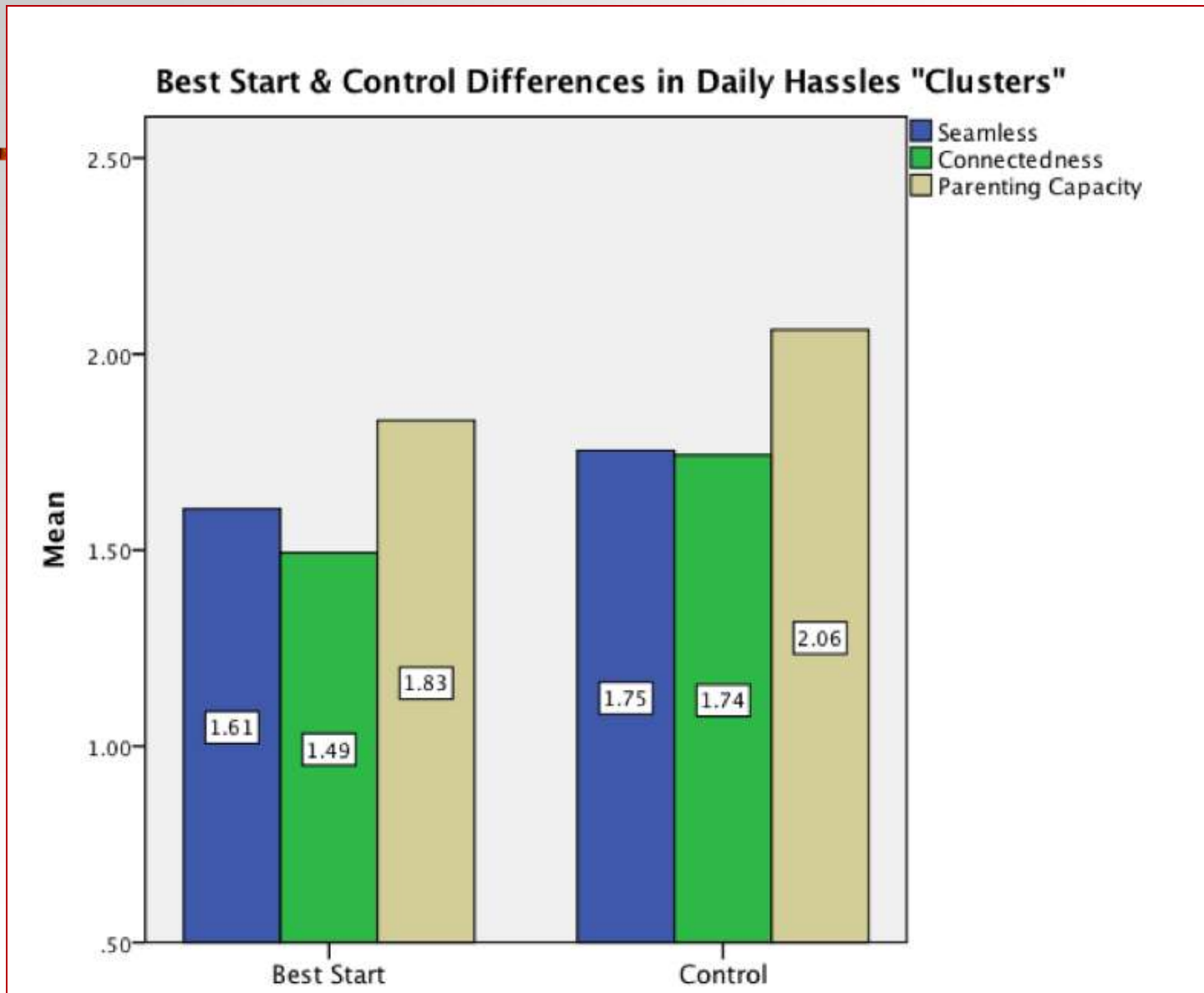
Parent Survey: When programs and services work together, they are better and easier to find out about



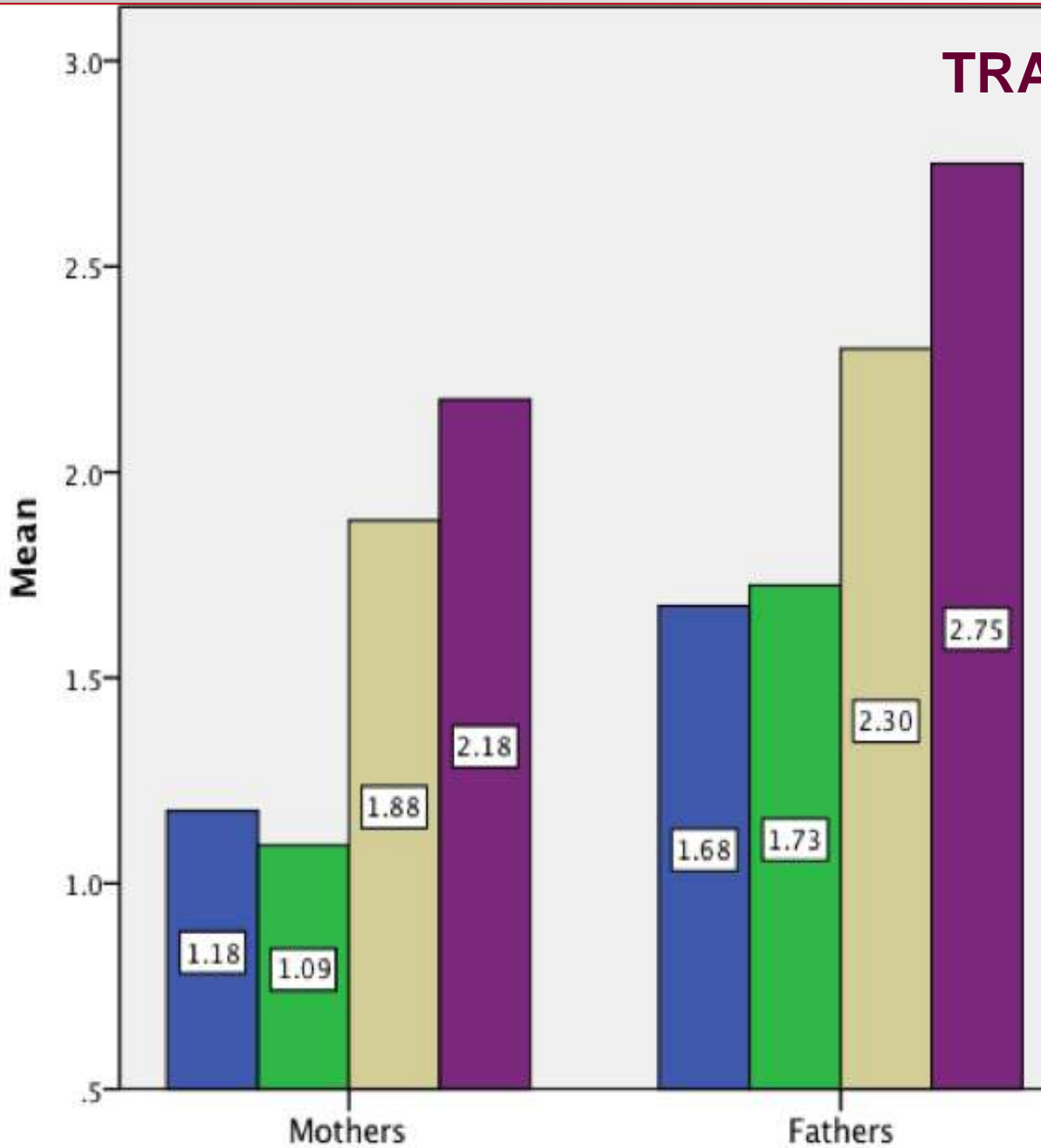
Examples of daily hassles items

- It's difficult to get my child ready in the morning
- It's difficult to find time to read with my child
- It's difficult to find time to play with my child
- It's difficult to know whether my child's behaviour is a problem...
- **It's difficult to transport my child to school and child care**

Differences in hassles subscales



TRANSITION HASSLES



- Get child from school to child care
- Safety: back and forth from child care and school
- Keep track of my child's schedule
- Time to play with child

54 fathers
146 mothers

Children's reports of transitions



- ✧ Child chooses a puppet for herself/himself and one for the researcher
- ✧ **“Tell me about your day from the time you leave home until you go back home”**
- ✧ Other questions on starting school

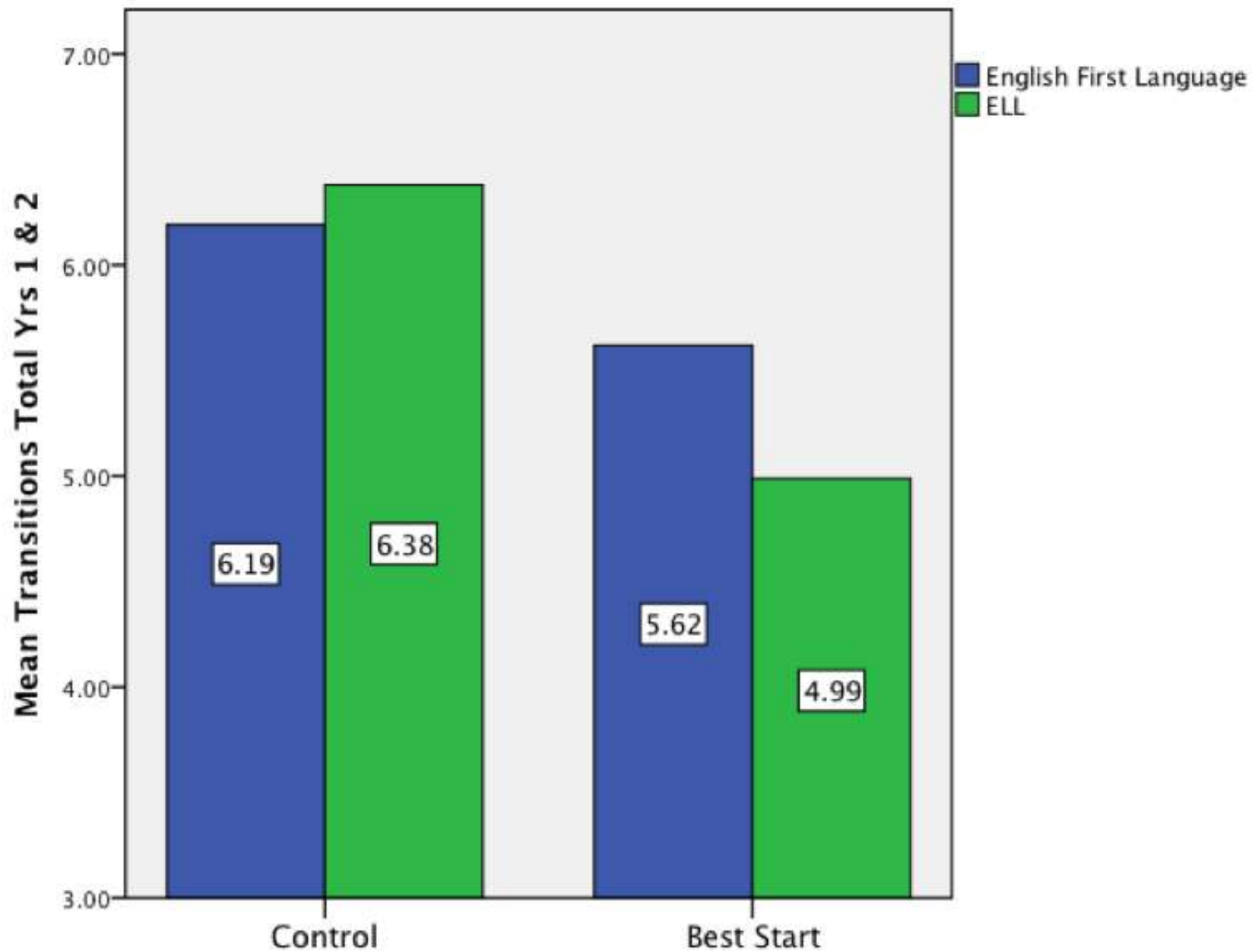
Full-day site

First welcome and have snack and then play lego, read, make something for your mom. Then clean up, play outside, come in, wash hands, and do message. And then we have large group and play something. Then after that we have small group and do something. Then we plan and then we play with our friends and after that it is clean-up time. Then we recall and tell the teacher what you did and then we have lunch. Then we play lego. Then we have JK. After JK, the PLASP people pick you up and after that we have snack and do anything you want. And then your mom and dad might pick you up soon and I get to stay long because Mommy picks me up late. Mommy is a teacher.

Control site: child travels to child care

I wait for Jacob and Noah to get out of Ms. [Kindergarten teacher's] class so we **can get into the car...**And then we **drive to [babysitter]'s house** and then we have snack...and then we go to the basement and play...and then **we come back upstairs to do some work and then we wait** for our mommy to come and **then we go**. Jacob stays at [the babysitter's]. **Me and Noah to a daycare.**

Number of Transitions Spontaneously Mentioned in Child Interviews



In sum...



- ❖ Parents feel stress about their child starting school and about the transitions their children have to make throughout the day
- ❖ Children can talk about what they like and don't like about starting school. They talk about transitions when they have to move from place to place.