

Vignette – Transition – Preschool to Kindergarten



Rashida, 5 Years Old

Rashida is a 5-year-old recently diagnosed with ADHD. She currently attends a Head Start community preschool. Her preschool teachers, along with her family, have developed goals and corresponding strategies to help Rashida be successful in the classroom. As she gets ready to transition to the local public elementary school kindergarten classroom, her teachers, Mrs. Carl and Ms. Tucker, along with Rashida's family, are concerned about her participation in the general education curriculum. Specifically, they are worried whether the kindergarten teachers in the school will be knowledgeable about the types of scaffolds and supports Rashida will need and whether the school environment will be willing to make the necessary accommodations and modifications. These include:

- Increased number of breaks during high-intensity instructional time,
- Allowances for increased movement (i.e., use of a balance ball, standing to write/draw)
- Giving instructions one or two steps at a time.

Question 1. As the sending program, or preschool, how would you engage in communication before, during, and after transition with the receiving program (kindergarten)?

Question 2. As the receiving program, or kindergarten, how would you ensure a successful adjustment for Rashida?