

Evolving Perspectives: A Repeated Cross-Sectional Analysis of Early Childhood Transition Practices

Study Context



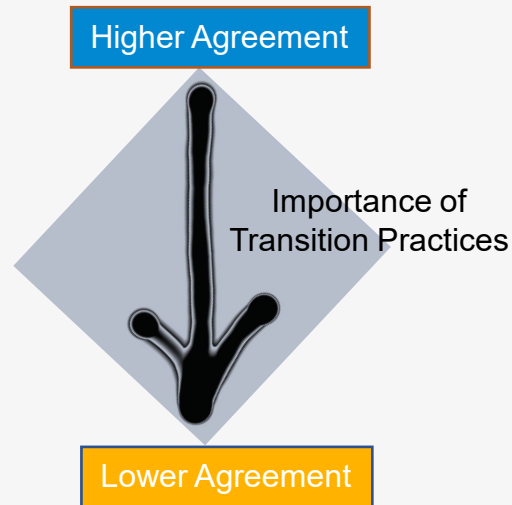
2008 (N = 343)
 Education: 54.5% Master's
 Gender: 74.1% Female
 Race: 88.3% White
 Role: 58.2% Teacher/Service Provider
 Agency: 38.8% Local Public School



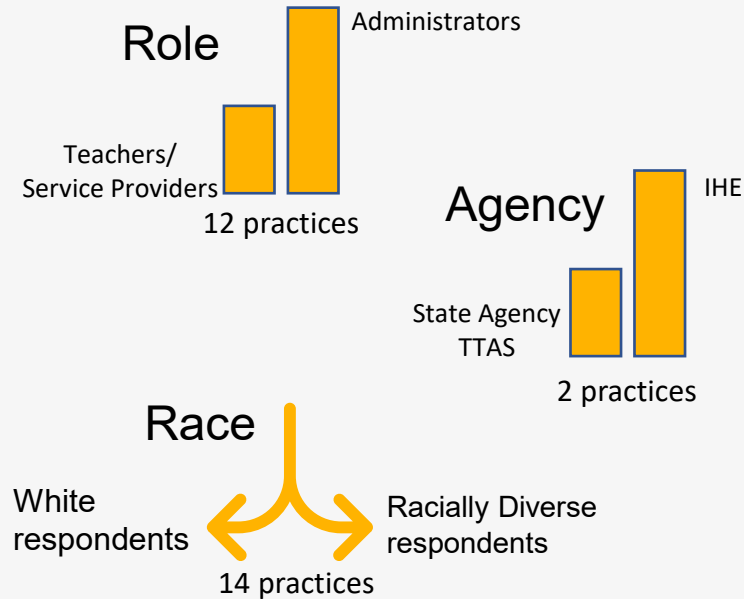
2016 (N = 697)
 Education: 54.4% Master's
 Gender: 89.2% Female
 Race: 82.4% White
 Role: 62.3% Teacher/Service Provider
 Agency: 55.1% Local Public School

An 85-item survey of cross sector early childhood professionals measuring importance of 21 transition practices.

Changes in Perception Over Time

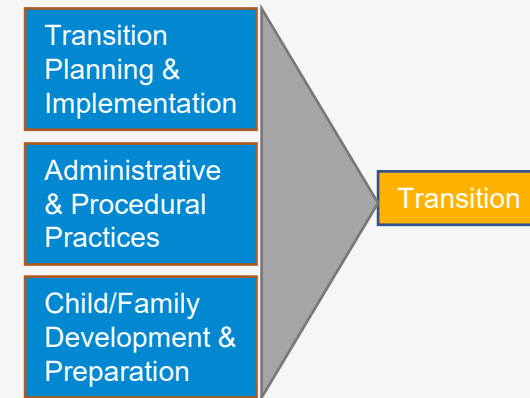


Rating Differences ^Δ 2016 Cohort Only



Displayed distinct perspectives on the compared to white respondents.

Changes in Factor Structure



Consolidation from three constructs to a singular construct by 2016 highlights a potential narrowing of focus in the field.

Conclusion: The longitudinal survey over eight years reveals a dynamic shift in the perception of transition practices in early childhood. A decline in consensus on several practices and the consolidation to a single construct in 2016 underscore a changing focus in the field. These shifts call for a reevaluation and realignment of existing frameworks to support modern, cohesive transition strategies, enhancing the transition experience for children and families.