



SCHOOL READINESS AND KEY COMPETENCES OF CHILDREN AND PARENTS IN THE PERIOD OF TRANSITION TO PRIMARY SCHOOL

LITERATURE REVIEW



CARE2LEARN

Supporting the Transition from Early Childhood
Education and Care to Primary School

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1. INTRODUCTION

Early years experiences and interactions are undoubtedly essential for various developmental outcomes and children's adaptation to everyday functioning and later learning, including learning within the formal school environment (Sheridan et al., 2010). In this manner, the transition from early education and care (ECEC) programmes to primary school is considered one of childhood's critical periods, and adaptation to these changes can have long-term effects on a child's development (Besi & Sakellariou, 2019). Hence, it is essential to ensure that all children are adequately prepared for this transition, especially keeping in mind that the lack of specific skills and knowledge at school entry can be a risk factor for later academic and life success (Brown & Lan, 2018). Encouraging these skills within the ECEC institutions (if a child attends one), but primarily within the usual everyday home interactions and activities, can contribute to a better adjustment to the demands of school. The transition to formal schooling becomes even more important in the case of disadvantaged children and families and within the general context of the current Covid-19 pandemic that represents an additional source of stress for many parents, educators and children.

Preparation for the demands of formal schooling begins very early in life; hence, the concept of school readiness is in the literature, often discussed and explored in relation to various factors on both personal and contextual levels which are predictive of a child's school readiness. Therefore, and within the context of the Care2Learn project, the aim of this review is primarily focused on the construct of school readiness and related skills, but firstly, a brief overview of the wider context of school readiness will be presented.



2. SETTING THE SCENE: KEY COMPETENCES WITHIN THE BROADER EDUCATIONAL CONTEXT

Educational policy documents in different countries clearly emphasise certain competences associated with success in schooling and life in general. For example, the European Reference Framework for Lifelong Learning (European Commission, 2018) emphasises the need to develop skills and competences that lead to personal fulfilment, active citizenship, social inclusion and employability. Key competences for lifelong learning in primary and secondary schools were adopted by the EU Council and the European Parliament, whereby competence means the ability to apply knowledge, know-how and skills in a stable/recurring or changing situation. Two elements are crucial: applying what one knows and can do to a specific task or problem and being transferring this ability between different situations. According to the European Reference Framework for Lifelong Learning (European Commission, 2018), these key competences are developed from early childhood on in various learning environments, and they are Literacy competence, Multilingual Competence, Mathematical Competence and competence in science, technology and engineering, Digital competence, Personal, social and learning to learn competence, Civic competence, Entrepreneurship competence, and Cultural awareness and expression competence. The first group of these competences are clearly linked with traditional school subjects, and they are primarily cognitive and can be measured and compared at national and international levels. The second group of competences are cross-curricular in nature, and their development demands successful usage of transversal capabilities and skills such as critical thinking, creativity, sense of initiative, problem-solving, risk assessment, decision-making and constructive management of feelings.

The acquisition of these key competences is considered a decisive factor contributing to the well-being of individuals, social cohesion and to the development of the economy. Since most of the EU partners included competences in their preschool and school curricula, considering school readiness within this broader concept of competences is a reasonable point of view. However, from the perspective of this project, these competences are approached in a somewhat different way, i.e. in a way that more specifically relates to early learning experiences and the construct of school readiness, and as such, present the basis for the development of competences mentioned above as well.



It should also be mentioned that, depending on the country, the approach to competences within the broader educational context can differ, i.e., the perspective can be more or less related to the school curriculum and focused on a more specific or more general set of competences. Just for illustration, somewhat different and less subject-related competences can be observed in the case of New Zealand. Namely, New Zealand's Ministry of Education on their website (2022) indicates that, in order to adapt and function in the continuously changing world, children need to develop broader key competences such as thinking, using language, symbols and texts, self-management, relating to others, and participating and contributing.

Although there are certain differences in setting the competence framework in different countries (regarding the range and broadness of the perspective), generally more similarities than differences could be encountered in emphasising the crucial skills and knowledge, their importance in the process of adapting to the changing world, and the fact that their development begins early in life. Hence, the question that can be posed is which children's skills early in life contribute to the successful development of these competences and how can they be fostered. Having this in mind, firstly, it should be considered that, within the institutional context of formal learning environment, i.e., in school, certain skills and abilities are necessary to adapt successfully and function in such an environment. Secondly, it should also be taken into consideration that, depending on the country, the age of children enrolling in formal education can vary. Hence, it is not feasible to achieve worldwide consensus on defining what exactly means that the child is ready for school and to uniformly decide on the exact level of knowledge and skills that are required for a successful start of compulsory education on a global level, since starting point is not the same for all children (Sharp, 2002). For example, children in Ireland start school at the age of four. Children in England, Malta, Netherlands, Scotland, Wales start school at the age of five, while their peers in Austria, Belgium, Cyprus, Czech Republic, France, Germany, Greece, Hungary and Italy start their first grade at the age of six. Children in Bulgaria, Croatia, Estonia, Denmark, Finland, Latvia, Lithuania, Poland, Serbia and Sweden spend even one year longer in kindergarten and start school at the age of seven. The enrolment of children in ECEC institutions/kindergartens also varies between and within countries, and not all children attend ECEC institutions, which is also a factor that contributes to achievement gaps at the very beginning of schooling. According to Dobrotić, Matković, and Menger (2018), one of the issues that many EU countries face are substantial regional differences in enrolment of children in preschool programmes, as well as the differences in affordability and the quality of these programmes, while various initiatives in addressing these issues through the allocation of state-funding differ. Bingham and Whitebread (2018) also point to the significant cross-national differences regarding ECEC attendance and practices in Europe. Keeping in mind the unequal enrolment opportunities in ECEC institutions, the role of the family context in supporting a child's school readiness is even more emphasised and will also be addressed later in this overview.



3. THE CONCEPT OF SCHOOL READINESS

School readiness generally refers to the knowledge, skills, and abilities necessary for children's success within the context of formal schooling (Pan et al., 2019), or to the minimum developmental level that allows the child to adequately respond to the demands of school (Lemelin et al., 2007). Although there are some disagreements between scientists and practitioners regarding the exact meaning of this construct (Whitebread, 2013), there is an agreement in the literature that school readiness is a multidimensional construct encompassing different developmental aspects, and it is a result of the interaction of child and environment - family, educational institutions and the community (e.g., Čudina-Obradović, 2008; Sahin et al., 2013). The aforesaid view represents the shift from the maturational perspective that emphasised the child's maturity level (Pan et al., 2019). In addition, multidimensional perspective also departs from a narrow focus on academic skills solely (literacy and mathematics), and such narrow focus, according to Pretti-Frontczak (2014), undermines the potential of ECEC programmes. In addition, such narrow focus can be especially detrimental for children who come from various disadvantaged backgrounds or have special educational needs. Finally, the multidimensional perspective emphasises the importance of both child and context characteristics by recognising the importance of the interaction of the child and the environment. Accordingly, the recognition that school readiness goes much beyond early academic skills is present among practitioners, researchers, and educational policymakers as well (Blair & Raver, 2015).



3.1 Domains of school readiness

In describing *relevant domains (dimensions) of school readiness*, the literature suggests certain differences related to the broadness of the approach, whereby authors describe wider or more specific categories of skills and behaviours such as, for example, adaptation to the challenges of the educational setting (Ladd et al., 2006), the responsibility of goal-oriented learning, possibility to share the teacher's attention with many other children, and compliance with issues that are not just fun. Regarding child's characteristics, the number of broader developmental domains which are further explored within the construct of school readiness also varies. For example, according to the US studies (Pan et al., 2019), recent frameworks include six domains: Health and physical development, Emotional well-being and social competence, Approaches to learning, Communicative skills, Cognition and General knowledge, and Self-regulation, a dimension that has recently been more recognized as a significant aspect of the school readiness construct implying the importance of emotions, behaviours and attention regulation (Liew, 2012). In their study, Pan et al. (2019) similarly suggest six dimensions of school readiness: Health, Self-regulation, Social and Emotional development, Language and literacy development, Cognition and general knowledge, and Approaches to learning. On the other hand, Čudina-Obradović (2008) indicates the following domains of school readiness: Health, Physical, Cognitive, Social, Emotional, and Motivational. Regardless of the general framework, each of these broad dimensions is further described through specific (and similar) behaviours, skills and knowledge.

Katz (2007) describes a child who is ready for school as a child that is intellectually engaged and challenged, and uses different communication tools (conversation, discussion, exchange of opinions, argumentation) in his/her process of learning and applies early literacy and numeracy skills in everyday situations. Moreover, this child has a high level of self-esteem, displays initiative and responsibility for his/her actions, has good problem-solving skills and does not hesitate to ask for help when needed. He/She is capable of assessing his/her accomplishments and successfully collaborating with others. Assertiveness, empathy and understanding of other people's needs make him/her capable of developing and maintaining friendships. Sense of commitment and belonging is also an important feature of school readiness.



3.1.1 The importance of the socioemotional domain of school readiness

According to the mentioned above, it is clear that the child who is ready for school can be considered competent in several domains. Although the history of the school readiness construct development was related to maturation and (pre)academic skills, contemporary views, regardless of certain differences, unquestionably agree on the importance of other aspects, especially those related to the socioemotional aspect. In the same manner, practitioners, i.e. teachers in ECEC institutions and primary schools, often point out the importance of socioemotional readiness for school and emphasize it as more crucial for a successful transition to a primary school than pre-academic skills (Snow, 2006). For example, in a study by Heavyside and Farris (1993), teachers' description of the child that is ready for the school included physical dimension, ability to communicate wants and needs, ability to pay attention, follow directions, and not to be easily disrupted, enthusiasm and curiosity, and sensitivity to other children's feelings. At the same time, teachers who participated in the previous study pointed out the importance of self-regulation, and very few of them considered academic skills fundamental for school readiness. Similarly, in a study by Besi and Sakellariou (2019), teachers considered that social and communications skills, attitudes, values and feelings about school are more important for a successful transition to a school than academic knowledge. These results also support the previously mentioned general shift from a narrow to a more comprehensive approach to school readiness and imply the importance of socioemotional competence. Therefore, this competence will be further somewhat more elaborated. In addition, the literature suggests that the process of *schoolification*, i.e. school-oriented preschool practices in preparing children for the transition to school (Broström, 2017) should not be in the primary focus of ECEC practices.

Since contemporary models of school readiness include both academic and social-emotional competences, a more elaborated approach to the interaction of these two developmental aspects can be recognized in studies focused on the construct of executive functioning as a construct in which these two sets of competences are combined and interconnected. Executive functioning is a complex set of neurocognitive skills that guide our goal-directed problem-solving, particularly in novel/challenging contexts (Carlson, Zelazo, & Faja, 2013; Müller & Kerns, 2015), and some studies imply that executive functioning is the strongest predictor of school readiness (Blair, 2002; Blair & Razza, 2007).



These highly specialized skills are divided into two separate but complementary systems: “cool” and “hot” aspects of executive functioning (Zelazo & Carlson, 2013). Cognitive aspects of problem solving, such as working memory, attention shifting or flexibility, and inhibition that are usually measured by abstract, symbolic tasks are defined as “cool” executive functioning. These functions are, on a global level, related to (academic) school readiness (Duncan et al., 2007; Hund et al., 2017), and, on a specific level to the literacy, mathematics, and writing during preschool and kindergarten (Blair & Razza, 2007; Fuhs et al., 2014; McClelland et al., 2007). On the other hand, “hot” executive functioning implies problem-solving in situations that are emotionally and motivationally significant. In addition, delay of gratification, an important indicator of hot executive functioning, is also related to social aspects of school readiness (Razza & Raymond, 2013; Hund et al., 2017). However, studies imply that the differentiation of specific functions within the “cool” and “hot” functioning develops with age and experience, and it is plausible that at the age of transition to formal schooling, the specialization of executive functions is just starting to emerge (Zelazo & Carlson, 2013). Hence, providing learning opportunities and experiences that foster the development of executive functioning certainly has a significant role in school readiness.

The relevance of socioemotional competence for a successful transition to school is also evident from the studies indicating that cooperation, prosocial behaviour, following directions, and listening are school readiness indicators (Rimm-Kaufmann et al., 2000). Children with highly developed socioemotional competence are capable of developing and maintaining peer relationships (Denham et al., 2006), which makes them more likely to have more positive attitudes towards school and higher achievement (Ladd et al., 2006). Finally, the development of socioemotional competence can also contribute to academic self-efficacy, which is also a construct that can be associated with school readiness. It is defined as a belief in the effectiveness of regulating one's own learning and mastering difficult tasks, and many studies suggest the role of academic self-efficacy in self-esteem, self-criticism and academic success (Bandura et al., 1996; Wigfield & Eccles, 2000).



3.1.2 Assessment of school readiness

Assessing school readiness is closely intertwined with issues in defining the construct of school readiness itself. Accordingly, different educational systems greatly differ in methods and timing of assessing children's development and school readiness. For example, children in England are tested from the age of four with specialized tests, while children in Finland experience significantly less testing with much less specialized instruments than their peers in England. Besides different approaches that arise from different educational settings, one of the reasons for very different practices could be that assessing and testing of young children, even by the age of eight, can be very unreliable (Kim & Suen, 2003; Stevens & DeBord, 2001). Miller and Almon (2009) argued that young children might not be mature enough to comprehend highly toned tests. It is very important to include ECEC teachers in the assessment because of their systematic and holistic insight into children and family resources, which can be perceived only in long-term relationships developed in regular interactions with a child, rather than only during psychological observation and testing (Sindik et al., 2014). That is why parents should also be involved in the process of assessing their child's readiness for school. Although teachers and parents can be susceptible to subjective rather than objective assessment and interpretations, assessing children apart from their social context can limit their real achievement (Bradbury & Roberts-Holmes, 2017).

When interpreting testing and assessment results, different background characteristics of children should not be overlooked since these characteristics are, to a lesser or greater extent, associated with the results (Kim & Suen, 2003). These characteristics primarily refer to the child's family and home environment. Therefore, empowering preschool and school practices to respond to these differences properly can facilitate a successful transition to school and ensure (or at least try to ensure) a positive starting point for all children, whereby the cooperation of ECEC institutions and schools is undoubtedly relevant. For example, in contrast to families that share their values with the school system, children from families that do not have the same background in terms of culture and cultural legacy might experience problems during the transition period (Dockett & Perry, 2007). In addition, differences in parenting practices, home characteristics, and various risk factors are also relevant factors associated with the transition to school, and some of these factors are further discussed.



3.2 Family characteristics and school readiness

As already mentioned, school readiness is a result of the interaction of child-related and context-related factors. Thus, it is much more than “just” child characteristics, skills or knowledge, which leads to discussing school readiness within the context of the child’s family, educational institution and the broader community (Maxwell & Clifford, 2004). The environment in which children develop establish the base for later learning (Sheridan et al., 2010), and since school readiness is not a specific feature that can be developed apart from a child’s environment, expectations from a child are also dependent on the cultural context (Noblit, 2013). Graue (1992) points out that school, family and community form separate (and sometimes different) expectations from the child, making school readiness a concept influenced by social interpretations and beliefs. This cultural perspective includes child development, partnership with parents and the child’s level of maturity, relevant experiences and skills. The humanistic approach also points out that readiness for school should be considered from a holistic perspective, as a developmental process, which is also largely unpredictable, while expecting and valuing individual differences (Pretti-Frontczak et al., 2016). Hence, a deeper understanding of the family environment can be helpful in a twofold manner: on the one hand, it could provide a basis for supporting children and families, and on the other, for supporting schools to adequately respond to the needs of children and families throughout the transition process.

Among contextual influences on a child’s early experiences, school readiness and the process of transition to school, parental/caregivers influences are undoubtedly the most important ones, and the role of teachers in ECEC institutions (if a child attends one) is also highly important. Previous to learning within the formal school environment that, in many countries, refers to the age between five and seven, learning for most children takes place primarily within the family and ECEC institutions, i.e. kindergartens. Hence, studies on children’s school readiness are understandably interested in characteristics of families and kindergartens that foster or diminish the level of a child’s readiness to successfully adapt, learn and function within the school environment. According to Bronfenbrenner’s bioecological theory of human development (Bronfenbrenner, 2005), children’s experiences are shaped within multiple systems, whereby the microsystem presents the child’s immediate surroundings (such as family and kindergarten/school), which are interconnected at the level of mesosystem. The literature strongly supports the association between children’s developmental outcomes and the characteristics of the environment that can affect children’s successful transition to school. The quality of home and parent-teacher relationships also have an important role throughout the process of transition to school (Rimm-Kaufman & Pianta, 2000).



3.2.1 The role of parents in fostering school readiness

In fact, many studies exploring school readiness and family characteristics are focused on parental influences and home environment since these factors substantially contribute to a child's school readiness. Thus, numerous studies are focused on identifying how the children and families are or are not ready for the transition to school and which personal and sociocultural practices are associated with school readiness (Brown & Lan, 2018). Probably the most emphasised factors related to parental correlates of a child's school readiness are supportive, caring, and engaging relationships and involvement of parents in a child's life.

According to Sheridan et al. (2010), *parental engagement* can be defined through dimensions predictive of children's socioemotional and cognitive development, and these dimensions are *parental warmth and sensitivity*, *supporting child's autonomy*, and *active participation in learning*. Parental behaviours that reflect warmth, sensitivity and responsiveness are a base for establishing secure attachment, which is a predictor of positive outcomes in various developmental aspects, including the socioemotional aspect (Verschueren, 2020). Further, supporting a child's autonomy is associated with cognitive development and interactions with peers, while active participation of parents in a child's learning (through developing positive attitudes towards learning and education and through providing a stimulating home environment) is associated with the child's motivation and academic achievement. Similarly, Epstein (2002) describes parental involvement in early development and learning through *building a positive relationship with the child* and *initiating home-based learning activities*. Mashburn and Pianta (2006) also indicate the importance of *parental sensitivity and stimulation* through caregiving and providing various cognitive stimulating materials and predictable routines as factors that foster a child's socioemotional skills, self-regulation, motivation and language skills. According to previous, when it comes to parental behaviours, their capacity and practices to build stable and caring relationships with children should certainly be taken into consideration within the context of school readiness and successful transition to formal schooling. In addition, the relevance of home characteristics such as stability, stimulating materials that encourages curiosity, play and learning also points to the vital role of parents. Finally, besides building a quality parent-child relationship, parents are also important for building a quality relationship with kindergarten and school teachers, and these relationships can also have long-term effects on a child's academic and socioemotional development (Visković & Višnjić Jevtić, 2017). According to Rimm-Kaufman and Pianta (2000), these relationships should be characterized by focusing on supporting a child's development, frequent contacts and agreed-on goals.



Hence, developing the skills of parents to provide an optimal emotional and supportive environment is also essential for developing children's school readiness and a successful transition to school. Keeping in mind that children enter school at different starting points and that these differences can further expand, special attention should be paid to children and families facing various risk factors.

3.2.2 Risk factors and school readiness

Disparities among children regarding their school readiness represent a considerable concern due to cumulative effects of various risk factors (Sheridan et al., 2010), e.g., low parental education, poverty, minority status, health issues and the lack of stimulation. These (potentially numerous) risk factors contribute to deepening the achievement gap between children over time (Chatterji, 2007); hence, as already mentioned, it is necessary to provide support for a successful transition to formal schooling for all children coming from different backgrounds. In this manner, the ECEC institutions are often emphasised as the key to reducing later achievement differences associated with children's backgrounds due to the benefits for children coming from disadvantaged backgrounds (Pan et al., 2019). In addition, building families' capacities for supporting the development of children's school readiness skills through everyday playtime activities should also be one of the goals of various interventions aimed at decreasing starting differences at the beginning of formal schooling.

Generally, the literature suggests that children from socioeconomically disadvantaged families have less developed pre-academic and self-regulatory skills, which increases the risk of school failure and less professional opportunities later in life (Marti et al., 2018). The family's socioeconomic status is related to the possibilities of creating stimulating learning activities (e.g., through various learning materials and experiences), and the lack of a stimulating environment is a risk factor for school readiness. In addition, if such an unstimulating environment (in terms of learning opportunities) is combined with impoverished family emotional relationships, the risk for poor development of pre-academic and socio-emotional skills increases (Luster et al., 2004).



The lack of parental capacities to build quality relationships can also reflect on the parent-teacher relationship. According to Rimm-Kaufman and Pianta (2000), negative or disengaging home-school relationships are not likely to support the child in the period of transition, and as such, they represent an additional risk factor. Parents' level of education is also associated with school readiness, primarily through the affluence of verbal stimulation, family communication quality and exposure to basic knowledge (Forget-Dubois et al., 2009). Minority status can also be a risk factor if the child is not well acquainted with the language of formal schooling at the school enrolment and has less developed language and communication skills. Finally, children exposed to violence in their community or home, with inadequate or dysfunctional socialization, different health problems such as developmental delays, disabilities, injuries or chronic illness may be especially vulnerable during their transition to school.

Various risk factors and their cumulative effects should be recognized and addressed through raised enrolment of children in ECEC institutions and the enrichment of their programmes. Namely, quality preschool education as a very important factor of school readiness, in general, can be of special importance for children at risk. In addition, the literature generally indicates positive and beneficial effects of preschool programmes attendance on academic and non-academic skills, school readiness and later academic success (e.g. Aboud & Hossain, 2011; Erkan & Kirca, 2010), whereby the attendance and the quality of ECEC programmes are key factors that can buffer effects of various risk factors. In addition, various targeted intervention programmes that can be developed for ECEC institutions and for the parents could help reduce the detrimental effects of some risk factors.

4. PRACTITIONERS' PERSPECTIVES ON SCHOOL READINESS

The report on practitioners' views on certain aspects of school readiness generally revealed that socioemotional competences are also considered as key competences for successful transition to school, especially emotional self-regulation and social interactions skills. This is in line with the expectations based on the literature, as well as other broader domains of competences also mentioned by the practitioners (physical maturity, cognitive skills, independence and ability to adapt to new situations).

Regarding improvements in the ECEC system that would help children and parents during the process of transition to school, certain differences are observed due to some differences in educational systems in different countries. In general, practitioners mentioned the need for a better coordination and cooperation between kindergartens and schools and the issues regarding potential schoolification of ECEC.



As the most important parental characteristics that contribute to the development of various skills and competences important for successful transition to school, practitioners emphasise communication and spending quality time with the child.

Full report with detailed results of the interviews with 20 ECEC experts is available in a separate document on the Admin platform (this document also includes results of the interviews conducted with 20 parents).



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6. APPENDICES

6.1 Appendix 1 – Domains of school readiness within the C2L project

Children's characteristics – domains

- *Overall health/Physical well-being*
- *Psychomotor* (gross and fine motor skills)
- *Language and literacy*
- *Cognitive/Pre-academic skills and general knowledge* (mathematical knowledge: early numeracy skills, sorting, ordering, classifying,..., early life science concepts, self-care)
- *Socioemotional* (interpersonal skills, communication, relating and interacting with others, self-regulation: emotions, attention, focus, self-control, following instructions)
- *Motivation and learning* (willingness to learn, curiosity, persistence, attentiveness)

Parental characteristics - domains

Parental engagement through:

- Building quality relationship with the child
- Spending quality time with the child
- Stimulating curiosity, motivation and learning
- Supporting autonomy

On a more specific level:

- Supportiveness
- Responsiveness
- Emotional warmth and tenderness
- Play
- Communication
- Explaining (rules, causes, consequences,...)
- Answering questions
- Reading
- Providing various experiences (neighbourhood, local community,...)
- Providing opportunities for interactions with peers



6.2 Appendix 2 – Rating scales for practitioners and parents

Rating scale for practitioners and parents regarding the importance of specific skills of children for successful transition to school

Overall health/Physical well-being	1	2	3	4	5
Psychomotor skills					
Gross psychomotor skills (e.g. running, jumping, climbing)	1	2	3	4	5
Fine psychomotor skills (e.g. writing, drawing, cutting)	1	2	3	4	5
Language and literacy skills					
Fluent communication	1	2	3	4	5
Vocabulary	1	2	3	4	5
Storytelling	1	2	3	4	5
Awareness of the written text	1	2	3	4	5
Knowing letters	1	2	3	4	5
Reading	1	2	3	4	5
Cognitive/ Pre-academic skills and general knowledge					
Pre-mathematical knowledge	1	2	3	4	5
Early numeracy skills	1	2	3	4	5
Sorting, ordering, classifying	1	2	3	4	5
Early life science concepts and general knowledge of the world that surrounds us	1	2	3	4	5
Self-care (e.g. brushing teeth, going to the bathroom, dressing up, eating)	1	2	3	4	5
Socioemotional skills					
Interpersonal skills	1	2	3	4	5
Communication	1	2	3	4	5
Relating and interacting with others	1	2	3	4	5
Self-regulation of emotions	1	2	3	4	5



Self-regulation of attention	1	2	3	4	5
Keeping focus	1	2	3	4	5
Behavioural self-control	1	2	3	4	5
Ability to follow instructions	1	2	3	4	5
Motivation and Learning					
Willingness to learn	1	2	3	4	5
Curiosity	1	2	3	4	5
Persistence	1	2	3	4	5
Attentiveness	1	2	3	4	5

Rating scale for practitioners and parents regarding the importance of specific skills of parents for successful transition to school

Building quality relationship with the child	1	2	3	4	5
Spending quality time with the child	1	2	3	4	5
Stimulating curiosity, motivation and learning	1	2	3	4	5
Supporting child's autonomy	1	2	3	4	5
Supportiveness	1	2	3	4	5
Responsiveness	1	2	3	4	5
Emotional warmth and tenderness.	1	2	3	4	5
Play	1	2	3	4	5
Communication	1	2	3	4	5
Explaining (rules, causes, consequences etc.)	1	2	3	4	5
Answering questions	1	2	3	4	5
Reading	1	2	3	4	5
Providing various experiences (neighborhood, local community, etc.)	1	2	3	4	5
Providing opportunities for interactions with peers	1	2	3	4	5