

Data Extraction Table

<u>Details</u> *Author/Year *Title *Country *Paper type (grading) *Assigned grade *keywords	<u>Purpose/Aims</u> *Purpose of the research * What is the research aiming to learn, inform, or challenge	<u>Sample/Methods</u> *Who is being researched? *Sample size *Methods used	<u>Frameworks</u> *Conceptual or theoretical frameworks informing the research	<u>Instruments</u> *Instruments or measurement tools employed	<u>Key Findings</u> *Key findings according to author(s) *Key findings for the systematic review *Calls for further research	<u>Critical Analysis</u> *Strengths and weaknesses of the paper *Underlying assumptions/positions employed by author(s) *Discrepancies within and in relation to the literature
*Ben-Arieh (2012) * <i>How do we measure and monitor the "state of our children"? Revisiting the topic in honour of Sheila B. Kamerman</i> *Israel *Quantitative study (B) *Keywords: child development, child health, wellbeing, social indicators	*The purpose of the study was to re-examine the field of child indicators and "state of the child" reports around the globe during the first decade of the 21st century. *The study aims to investigate how this developing field of child well-being indicators and status reports has fared over the last decade	*Sample: 249 reports published between 2000 and 2010 that met the study criteria *Method – empirical exploration of the data collected through a systematic search including title screens, content screens, data coding, and the isolation of descriptive (2) and characteristic (9) variables.	*atheoretical	*no instruments used	*The number of reports has increased significantly * findings show that the quantity of "state of the child" reports has continued to increase in recent years, and the current trend leads us to believe that the field is still growing, although it might be close to reaching its peak at least in some regions	*Strengths: extensive search of the literature, documents a growing interest childhood wellbeing *Weaknesses: some possible weighting issues with how reports were included *An example of how social indicator research seems to be largely divorced from theory
*Giallo, Kienhuis, et al. (2008) * <i>A psychometric Evaluation of the Parent Self-efficacy in Managing the Transition to School Scale</i> *Australia (VIC) *Quantitative study (B) *Keywords: 'transition to school', parents, evaluation, self-efficacy, parent wellbeing	* The purpose of the study was to test the psychometric properties of a new measure, The Parent Self-efficacy in Managing the Transition to School Scale (PSMTSS) in a large scale sample. *4 identified aims in relation to construct validity and internal consistency and the investigation of relationship between parental efficacy and children's reported outcomes to school adjustment	*Sample: mothers participating in a school-based program to support their child transitioning to primary school (922 completed the questionnaire) *Methods: sample was assessed for representativeness using the ABS. Items rated on a 6-point Likert scale *exploratory methods of analysis used.	*The PSMTSS scale was created by drawing upon the parental self-efficacy theories and literature	*Parent Self-efficacy in Managing the Transition to School Scale (PSMTSS) – (9 item scale) * Parenting Sense of Competence Scale (PSOC) *Likert Scale * Children's Adjustment to School Scale – Parent Report * School Entrant Health Questionnaire	*Findings revealed that parents who were more efficacious about their ability to manage the transition period reported fewer worries or concerns about their ability to cope and their children's adjustment than parents who were less efficacious.	*Strengths: used a variety of measure to test for validity * Weaknesses – there may be some parental reliability concerns. *Limited to a parents view without taking into account how the child efficacy in relation to the reported outcomes. An example of the lack of research about children's experiences in transition.

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<p><u>*Hymel, Lemare, et al.(2011)</u> * <i>The Early Development Instrument: An Examination of Convergent and Discriminant Validity</i> *Canada *Quantitative study (A) *Keywords: *EDI, early childhood</p>	<p>*The purpose was to further the investigation of validity and applicability of the EDI in Canada and internationally. * The aim was to examine the convergent and discriminant validity of the EDI, with interest in associations with direct, child-based assessments.</p>	<p>*Sample: 267 kindergarten children evaluated on the EDI by 27 teachers in 16 schools (3 districts) in British Columbia, Canada *Methods: the results of the EDI were compared with the results of 4 other comparison measures of readiness. Analysis included correlational comparisons, between overall scores and domain and subscale scores. *multiple regression analysis was conducted, predicting EDI overall scores from the four comparison measure total scores</p>	<p>*atheoretical</p>	<p>*EDI * Early Screening Instrument-Kindergarten—Revised (ESI-K) * School Readiness Composite (SRC) of the Bracken Basic Concepts Scale-Revised * Comprehensive Test of Phonological Processing (CTOPP) * Group for the Study of Interpersonal Development (GSID) Relationship Questionnaire</p>	<p>*Taken together, results of the present study provide correlational evidence that supports the convergent validity of the overall EDI. However, the correlational evidence for the convergent and discriminant validity of the EDI domain scores, when related to corresponding domains of direct, child-based school readiness assessments, is less compelling. *Mixed evidence for the convergent validity of the EDI in the Physical Health/Well-being domain score</p>	<p>*Strengths: well-structured study which used a variety of comparisons to test EDI reliability *Weaknesses: validity was sought by comparing individual reliability of the child being assessed, despite the fact that the EDI is a population measure, not an individual one, begging the question, how applicable is individual reliability of the EDI? *claims to view school readiness as a broader issue, however, reverts to traditional views of measuring a child’s ability to be ‘ready for school’, such as academic measures.</p>
<p><u>*Rous, B., Myers, C. T (2007)</u> * <i>Strategies for Supporting Transitions of Young Children with Special Needs and Their Families</i> *USA *Quantitative study (B) *Keywords: *special ed, parents, families, ‘transition to school’</p>	<p>*the purpose was to identify transition practices that have been implemented effectively for children, families, staff, administrators, and communities. *the aim was to use focus group methods to identify strategies believed to be effective in supporting children’s and families’ transitions from early intervention to preschool, and preschool to kindergarten</p>	<p>*Sample: 43 participants. 33 were practitioners, administrators, trainers, or facilitators and 10 were family members of a child with a disability *Methods: Focus groups were run with 2-10 participants. Data analyzed using QSRNVivo. *inductive approach used for analysis</p>	<p>*largely atheoretical, references some transition models and strategies generically, but does not name or give specific reference to models or theories of transition, or any other theoretical models.</p>	<p>*no instruments used</p>	<p>*study provides support for transition activities, specifically ones, ones that support an integration of services and care providers in the transition process and for the creation of a conceptual framework on transition *the majority of the participants (OTs, PT, speech paths) reported that they had never received any specialized training regarding early childhood transition</p>	<p>*Strengths: engaged a variety of respondents *Weaknesses: data that came from transcripts was ignored unless it referred specifically to one of the questions (for coding purposes) this may have lost fruitful and interesting data pertinent to the discussion of transition</p>

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<p><u>*Early, Pianta, et al (2001)</u> * <i>Transition Practices: Findings from a national Survey of Kindergarten Teachers</i> *USA *Quantitative study (B) *keywords: 'transition to school', teachers, transition practices</p>	<p>*The purpose was to further explore the school, teacher, and classroom characteristics that are linked to optimal transition practices *aims to builds on and expand from an earlier cited study by Pianta (1999) in making between-group comparisons regarding the timing and intensity of successful transition practices.</p>	<p>*Sample: 3,945 kindergarten teachers (first year of school) who responded to a mailed survey request (random sample of teachers from a national database) *Method: Questionnaie developed from earlier work on the National Transition Study. Response rate was analysed for representativeness. Transition practices were aggregated, and t test correlations were conducted testing the relations between practice use, types of practices, and teacher characteristics.</p>	<p>*atheoretical</p>	<p>*no instruments used</p>	<p>*most transition practices occur after the beginning of the school year, which, as preschool has been identified as an important components of school transition indicated that on average transition practices are far from optimal. *the present data helps us understand some specific reasons for the heavy reliance on non-optimal practices, such as those aimed at the entire group or that that occur after the beginning of school.</p>	<p>*Strengths: *a large sample of teachers, focuses on an expanded view of 'school readiness' *Weaknesses: closed answer questionnaires are limited in the data they can retrieve, no mention of school demographics, representativeness of the sample *study works on the assumption that communication and co-construction of transition practices between schools and families it inherently beneficial</p>
<p><u>*La Paro et al. (2003)</u> * <i>Preschool to kindergarten transition activities: Involvement and satisfaction of families and teachers</i> *USA *Quantitative study (B) *Keywords: 'transition to school', families, teachers,</p>	<p>*The purpose was to report the findings of a two year intervention project aimed at supporting an fostering a successful transition to school for children and families *The aim of the study was to investigate the barriers reported by families and teachers in regards to transition, and which practices were most successful in supporting the transition to school</p>	<p>*Sample: 86 children from 2 preschool programs, their families, and their new teachers, 10 preschool teachers in 10 different classrooms, and 8 family workers who were assigned to work with the 86 families Methods: Data collection from parent interviews and teacher questionnaires and interviews by the family workers *risk indexes were calculated for variable such as low income, single parents, and parental mental health</p>	<p>*the study claims that the intervention was based on theoretical models of transition (mentions Bronfenbrenner) but not made explicit. *the study outlined in the paper is atheoretical</p>	<p>*Center of Epidemiological Studies Depression Scale (CES-D) (results reported on mother's only)</p>	<p>When families and teachers participate in these types of transition activities, they report that they are helpful. Overall, these results suggest that transition activities can be fostered and can attract widespread participation. These findings provide support for the work of schools and communities to continue their efforts to build effective transition mechanisms</p>	<p>*Strengths: engages multiple stakeholders in their views on transition, good sample size *Weaknesses: little mention of how data was analysed, unclear whether the information from the focus group was analysed and synthesised using qualitative or quantitative measures</p>

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<p><u>*Wildenger & McIntyre(2012)</u> * <i>Investigating the Relation between Kindergarten Preparation and Child Socio-Behavioural School Outcomes</i> *USA *Quantitative study (A) *Keywords: 'transition to school', socio-behavioural outcomes, school</p>	<p>*The purpose was to investigate the relation between kindergarten preparation variables and children's socio-behavioural outcomes in kindergarten *The aim was to investigate the relation between kindergarten preparation (encompassing pre-kindergarten programming and caregiver involvement in transition practices) and socio-behavioural child outcomes for typically developing children entering kindergarten in the US.</p>	<p>*Sample: 86 general education students, their parents, and teachers (15). *Methods: a within-subjects correlational design with data collection occurring at two time points during the school year. SPSS was used to conduct all analyses. Descriptive and inferential statistics were used to analyse demographic variables. Bivariate correlations were used to analyse relations between kindergarten preparation variables and child outcome variables. Hierarchical regression analyses were used to predict kindergarten socio-behavioural outcomes</p>	<p>* largely atheoretical – some mention of theoretical concepts such as ecological model and dynamic linkages</p>	<p>*revised FEIT (72 items, 5 domains) *Problem Behaviour Scale of the Social Skills Rating System—Elementary Parent version (17-item scale) *Social Skills Rating System—Elementary Teacher version (30 item scale) *Student-Teacher Relationship Scale (28 item scale)</p>	<p>* Notably, kindergarten preparation variables significantly explained unique variance above and beyond the contributions of previously entered variables *Conversely, parent involvement in transition activities was not uniquely predictive of socio-behavioural kindergarten outcomes *Results of this study indicated that pre-kindergarten teachers' greater use of transition practices uniquely predicted positive child socio-behavioural outcomes in kindergarten.</p>	<p>* Strengths: used a variety of different instruments, gave examples of the transition practices that the questions were in response to, took into account a wider understanding of readiness and transition *Weaknesses: data was collected on students, not from students, parent's reported on the transition activities in which they were involved, but the study did not include questions about ones that they did not, or chose not to participate in.</p>
<p><u>*Wildenger et. Al (2008)</u> * <i>Children's Daily Routines During Kindergarten Transition</i> *USA *Quantitative study (A) *Keywords: *children, routines, 'transition to school', families</p>	<p>*The purpose was to investigate the routines of families entering transition to school to help support ECE and families in 'seamless' transitions *The study has two aims,* to explore whether children transitioning to kindergarten had regular routines, and explore the extent to which children's routines would change upon transitioning to kindergarten, indicating a disruption in family routines</p>	<p>*Sample: 132 parents or caregivers of children previously enrolled in early childhood education programs and transitioning to kindergarten Methods: Families completed the survey approximately 2 weeks prior to the beginning of the child's school year. Paired sample t-tests and Chi-square analyses were used to explore whether the timing of children's routines differed by select demographic variables</p>	<p>* atheoretical – focused on practice, and what educators can learn from the routines and transition on families and children</p>	<p>*no instruments used</p>	<p>*Children's routines are likely to change considerably upon entering kindergarten. Without exception, parents reported that children's daily routines will occur significantly earlier during transition *Results suggested that although most children transitioning to kindergarten have regular routines, a significant portion of children may lack predictable, organized schedules during transition</p>	<p>*Strengths: the study considers variables outside the 'usual' definition of 'school readiness' and suggests ways in which schools can become more 'ready' for students families during transition *Weaknesses: accuracy of parent reporting may be an issue *Are consistent home routines a valid measure of transition success?</p>

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<p><u>*Janus et al. (2011)</u> * <i>Validity and Psychometric Properties of the Early Development Instrument in Canada, Australia, United States, and Jamaica</i> *Canada/International *Quantitative study (A) *Keywords: EDI, child development</p>	<p>*the purpose is to examine the validity of the EDI through examining the EDI's psychometric properties in four English-speaking countries (Canada, Australia, United States and Jamaica) * The study aims to extend the above studies in further exploration of the psychometric properties of the EDI and thus progresses the steps towards validating the EDI as a tool to measure children's developmental health at school entry.</p>	<p>*Sample: Data collected from the EDI in four English-speaking countries: Canada (175,000) Australia (30,000) the US (1,200) and Jamaica (156) *Methods: confirmatory factor analyses were run within the structural equation modelling (SEM) framework. To take into account the categorical indicator items in each of the domains, Mplus was used which includes a robust weighted least squares estimator</p>	<p>*largely atheoretical, some inclusion of theory in regards to child development the theoretical underpinnings of approaches to cross-cultural adaptations</p>	<p>*EDI *Peabody Picture Vocabulary Test (PPVT)</p>	<p>*The results of this paper indicate that the EDI demonstrates similar psychometric properties in a number of countries, thus building the evidence for the instrument to be added to the limited array of internationally comparable child social indicators * It is argued that future studies would also benefit from including more detailed background information on the students, so that the EDI domain scores could be investigated against potential predictors</p>	<p>*Strengths: international comparisons *Weaknesses: sample sizes are vastly different and not at all indicative of overall country population *data from the US was not analysed using the second instrument (PPVT) so why it was included is somewhat questionable *Makes an interesting point about the utility of making the EDI a more individual rather than community level instrument, which is contrary to other studies in the literature</p>
<p><u>*Janus & Duku (2010)</u> * <i>The School entry Gap: Socioeconomic, Family, and Health Factors Associated with Children's School Readiness to Learn</i> *Canada *Quantitative study (B) *Keywords: SES status, health, 'school readiness'</p>	<p>*The purpose is to explore factors of literacy development in 5 areas of risk: socioeconomic status, family structure, child health, parent health, and parent involvement *Aims to identify the factors contributing to children's vulnerability in readiness for school learning as measured with the EDI</p>	<p>*The data was collected from the Community Component of the National Longitudinal Survey of Children and Youth *The final sample for the study was selected by choosing only those children who had valid data for all analyses. This comprised 2,196 children (50.4% girls, mean age 5.76 years). *Methods: comparisons were made by gender and age at completion using cross tabulations (Pearson chi squares) and analyses of variance (ANOVAs), respectively. Multivariate analysis of variance (MANOVA) was also used</p>	<p>*largely atheoretical – some mention of developmental science basis</p>	<p>*EDI</p>	<p>* Child's suboptimal health, male gender, and coming from a family with low income contribute most strongly to the vulnerability at school entry *the results of the study provide additional and much-needed evidence on the instrument's sensitivity at the individual level, thus paving the way for its use in interpreting children's school readiness in the context of their lives and the communities in which they live</p>	<p>*Strengths: large sample size, compares to different measures of school readiness with a health and wellbeing component *Weaknesses: still a narrowly focused on a version of readiness, not an overly representative sample in terms of SES status of Canadian children</p>

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<p><u>*McIntyre & Eckert (2007)</u> <i>*Transition to Kindergarten: Family Experiences and Involvement</i> *USA *Quantitative study (A) *Keywords: 'transition to school', families</p>	<p>*The purpose is to investigate the degree to which parents are involved in kindergarten preparation in exploration of the implications of growing parental involvement during transition to school *3 specific aims: describe transition-related activities from the perspective of families, describe family concerns and issues pertaining to their children's transition to kindergarten, and explore environmental variables that may be related to family involvement in transition planning and services</p>	<p>*Participants were 132 parents/caregivers of children previously enrolled in early childhood education programs and transitioning to kindergarten in an urban school district (17% response rate), the majority were mothers (89.9%) *Methods: a 57 item survey (FEITT) was sent to potential participants. Returned surveys were analysed to determine the results of the survey which is expressed through percentages of parent's answers to survey questions</p>	<p>*atheoretical – speaks to the work of the study as addressing a gap in empirical studies of families experiences in transition</p>	<p>*Family Experiences and Involvement in Transition (FEIT)</p>	<p>*Findings suggest that parents would like more information about their child's transition, including information about kindergarten academic and behavioural expectations, as well as the future kindergarten placement and teacher.</p>	<p>*Strengths: focuses on parents understanding and experiences with transition, offers a potentially useful instrument *Weaknesses: does not describe the transition practices currently in use that parents would have experienced, small amount of respondents from initial invitation *argues that an integrated transition team may best facilitate successful transition, but gives no evidence for this claim</p>
<p><u>*Rimm-Kauffman & Pianta (2010)</u> <i>*Family-School Communication in preschool and Kindergarten in the Context of a Relationship-Enhancing Intervention</i> *USA *Quantitative study (B) *Keywords: family-school communication, relationships, 'transition to school'</p>	<p>* The purpose is to describe and examine family-school communication in early childhood settings *the aim was to investigate how family factors and families experiences family-school communication predict and impact the frequency of family-school communication in preschool and kindergarten</p>	<p>*Seventy-five child participants (32 female and 43 male) were included in the present study aged 48 to 59 months *Methods: data is from 3 sources 1) family-school communication logs, 2) interviews of the families, and 3) a teacher questionnaire of problem behaviours. Paired t-tests and Hartley FMax tests were used. Three ordinary least square regression analyses were also computed on the data</p>	<p>*The study cited literature which referenced the conceptual framework of the importance of relationships (e.g., teachers and children, children and their peers) in supporting children's experience as they make the transition from preschool to kindergarten</p>	<p>No instruments used</p>	<p>*Study reported counter intuitive findings: contrary to expectations, few family factors and experiences predicted frequency of family-school communication *Families experience a great decrease in communication between preschool and kindergarten, an interventions designed to ease the transition to kindergarten needs to either ameliorate the decrease or acknowledge its existence to prepare families.</p>	<p>*Strengths: conducted alongside an intervention aimed at improving transition – targeted focus *Weaknesses: unsure of the weight family-school contact should have on understanding children's transition to school experience, teacher questionnaire was based on 'problem behaviour' (not a holistic view of transition) *frequency of family-school contact isn't necessarily an indicator of supportive or helpful communication.</p>

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<p><u>*Giallo, et al. (2010)</u> * <i>Making the transition to primary schools: an evaluation of a transition program for parents</i> *Australia *Quantitative study (B) *Keywords: 'transition to school, parents, parenting program</p>	<p>*The purpose is to provide information and resources about how to best help children prepare for and manage the transition to school *the study aims to assess the effectiveness of a parenting program to support children's transition to school and evaluate the program's ability to improve children's academic and social adjustment to school</p>	<p>*Sample: 576 parents from 21 Victorian primary schools (11 public/10 catholic) *Methods: Randomized control study where parents complete 3 surveys during the course of transition. Missing values option in SPSS and K.S Lilliefors' tests of normality used to control data and check possible skewing of variables. Single-factor, between-subjects multivariate analyses of covariance (MANCOVA) were conducted to compare the intervention and control conditions. Descriptive statistics used</p>	<p>*The study itself is atheoretical, however the parenting program which was being evaluated was guided by two frameworks: the Ecological Dynamic Model of Transition and the CONSORT framework.</p>	<p>*The Australian Bureau of Statistics, Socio-economic Indexes for Areas * The Index of Relative Socioeconomic Disadvantage * Parent Self-efficacy in Managing the Transition to School Scale PSMTSS) * Parenting Sense of Competence Scale PSOCS * Parents' Involvement in Home-based and School-based Activities * Children's Adjustment to School Scale – Parent and Teacher Report * Social, emotional, behavioural functioning items from the School Entrant Health Questionnaire SEHQ</p>	<p>*The results demonstrated that participation in the transition to school parent program had a positive effect on parental self-efficacy to help their children make the transition to school * There were no significant differences between the intervention and control conditions on parent and teacher ratings of children's happiness to go to school, academic adjustment, social adjustment and school readiness * Call for future research to identify specific parent characteristics and factors associated with transition outcomes for children</p>	<p>*Strengths: randomised control study with controls for school size, participant numbers, and SES status *Weaknesses: the current study did not account for the contribution that existing school transition practices made to children's adjustment, data was collected from teachers but not reported in the paper.</p>
<p><u>*Brinkman, S (2012)</u> * <i>The validation and use of a population measure of early childhood development in Australia: The Australian Early Development Index</i> *Australia *Mixed Methods study (A) *Keywords: EDI, AEDI, early childhood</p>	<p>*The purpose was an investigation into the validity and use of the AEDI to inform childhood development policy *Study outlined 2 aims: to investigate the construct, concurrent and predictive validity of the AEDI, and to investigate the applicability of population wide AEDI data to policy</p>	<p>*Sample: data compiled from 4 separate data collections: 3700 children in WA, subsample of 270 children from a national cohort study, multiregional study of 35,530 children across Aus., and the first national census of Aus. children (264,203). *Methods: mixed methods-variety of analytic approaches used: correlational, sensitivity and specificity analysis logistical regression, and descriptive analysis.</p>	<p>*no specific frameworks are listed</p>	<p>*AEDI</p>	<p>*The AEDI was found to have good construct validity and performed better than other popular/traditional measures of child development *AEDI a good predictor of standardised tests in years 3, 5 & 7 *suggests that the AEDI will provide a valid evidence base for early childhood policies to understand and support child wellbeing</p>	<p>*Strengths: extremely comprehensive study of the AEDI (use and validity) *Weaknesses: while its findings suggest the utility of the AEDI for identifying measures that identify resilience, it is unclear how the data collected from the AEDI can support childhood wellbeing in meaningful ways. *Narrow definition of childhood wellbeing</p>

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<p>*Janus et al. (2008)</p> <p>* <i>In transition: Experiences of Parents of Children with Special Needs at School Entry</i></p> <p>*Canada</p> <p>*Mixed Methods study (B)</p> <p>*Keywords: special ed, 'transition to school', parents</p>	<p>*The purpose is to further understand the experience of parents of children with special needs during transition to school, and how services supporting children with special needs work (or don't work) together to support transition.</p> <p>*The aim of the study was twofold, to assess differences in parental perception of the quality of care and the impact of disability on their lives and identify the links in services experienced by parents during the transition to school</p>	<p>*Sample: 38 families with a child with a diagnosed disability were included, 20 with a school aged child, and 20 with a pre-school aged child (boys outnumbered girls 4:1)</p> <p>*Methods: descriptive statistics and mean comparisons were calculated for the scale scores of VABS, IOF and MPOC-20 for post-transition and pre-transition groups. In addition, the effect sizes for differences between groups were computed for the IOF and MPOC scales</p> <p>*Interviews were conducted with parents to collect qualitative data on the child's current or anticipated transition to school</p>	<p>atheoretical – study attempts to address the lack (as suggested by the authors) of empirical evidence on parental involvement and advocacy</p>	<p>* The Impact on Family (IOF) scale</p> <p>* Measure of Processes of Care (MPOC-20)</p> <p>* The Vineland Adaptive Behaviour Scales</p>	<p>*The study expected to find that parents would consider the transition to school a stressful process. Only some of our expectations were confirmed. As hypothesised, parents of children already in school reported less positive processes of care than those whose children were in the pre-transition stage. However, parents of children in the pre-transition stage consistently reported higher disability impact on the family, in particular in the personal strain area and social/family life</p>	<p>*Strengths: the mixed method approach used offers diverse data, investigation into how the linking or lack thereof of services affects parents during transition</p> <p>Weaknesses:</p> <p>*the title is misleading; data is collected from different children at different points in their transition process.</p> <p>*The study is really more of a comparative study of the feelings and experiences of families with children with special needs before and after transition</p>
<p>* Sayers, Coutts, et al. (2007)</p> <p>* <i>Building Better Communities for Children: Community Implementation and Evaluation of the Australian Early Development Index</i></p> <p>*Australia</p> <p>*Mixed Methods study (A)</p> <p>*Keywords: EDI, AEDI, evaluation</p>	<p>*The purpose is to describe the processes used to adapt the EDI for Australia and the subsequent evaluation of the AEDI</p> <p>*The aim is to outline the community implementation of the AEDI in Australia and the results of the ensuing three-year process and impact evaluation of the instrument</p>	<p>*Sample: evaluation reports completed by local AEDI Coordinators, teachers who completed the AEDI, and school principals – 1,558 total respondents.</p> <p>*Methods: A combination of qualitative and quantitative methods was used including surveys and interviews. AEDI data was cleaned, analysed, mapped, and validated for consistency.</p>	<p>*atheoretical</p>	<p>*AEDI</p>	<p>*The key findings from the evaluation are that communities can successfully implement the AEDI, understand and disseminate the results. In communities that implemented the AEDI, the implementation process and results promoted community mobilisation around early childhood and facilitated strategic planning and action</p>	<p>*Strengths: detailed description of implementation</p> <p>*Weaknesses: reasons stated for the need of adaptation from EDI to AEDI not logical</p> <p>* focus on measurement of current practices rather than if what is being measured is appropriate</p> <p>*Suggests that the AEDI gives an accurate description of child-wellbeing from a community level</p>

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<p>*<u>Kaehne. &. Catheral (2013)</u> * <i>User involvement in service integration and carers' views of co-locating children's services</i> *UK (Wales) *Mixed methods study (A) *Keywords: service integration, co-location, children, families</p>	<p>*The purpose was to investigate whether carers of children with learning disabilities had any knowledge of organisational changes that occurred as a result of co-locating services *The aim is to report the findings of a study of two learning disabilities services in Wales that undertook co-location in a children development centre</p>	<p>Sample: 49 respondents for the survey, 3 for the in-depth interviews. Methods: Qualitative – for the interviews descriptive analysis was used. Findings are evidenced by verbatim quotes. Quantitative - survey returns were inputted into a survey capture application and a simple descriptive analysis of the returns was carried out. We conducted some minor univariate and bi-variate response analysis.</p>	<p>*atheoretical - however, it was stated that authors were working against the widely held or assumed assumption that integration in of its self is an inherently positive thing.</p>	<p>*No instruments used</p>	<p>*Carer responses mainly reflected national debates, such as service cuts, rather than the local context. Whilst there was significant support for co-location in general, parental views differed considerably on the merits of service changes depending on the needs of their own child. Carers in both locations were mainly unaware of any changes, unless they were personally involved.</p>	<p>*Strengths: overall – a good sample size was achieved, detailed background and current research information about colocated and integrated services *Weaknesses: though labelled mixed methods, and equal amount of space is dedicated to both methods in the article, only 3 participants were included in the qualitative data collection, making it very difficult to generalise or compare to the quant data * Overall, the study provides evidence against the widely held belief that integration is inherently positive.</p>
<p>*<u>Cortier, Patel, et al. (2008)</u> * <i>The Early Development Instrument as an Evaluation and Improvement Tool for School-Based, Integrated Services for Young Children and Parents: The Toronto First Duty Project</i> *Canada *Mixed Methods study (A) *Keywords: EDI, evaluation, integrated, child development</p>	<p>*The purpose is to describes how the EDI was used in the evaluation and improvement of this innovative and complex program across a Toronto school district and focuses on the potential utility of the EDI as both a formative and a summative evaluation tool * the aim is to evaluate the intervention using EDI scores at the beginning of implementation and during full implementation of the program and in comparison to matched community sites</p>	<p>*Sample: for the quasi-experimental study, 122 intervention receiving schools were compared against 182 comparison schools. For the case study, information was collected across 5 intervention sites. *Methods: Quasi-experimental - variable matching was used to identify percentile scores used to create an index to predict school performance. Case study - Mixed methods used, site notes and observations were analysed.</p>	<p>*not explicitly theoretical – but states that there is a strong conceptual argument for integrated services in the literature on the basis of a social-ecological analysis of how complex social context affects child development and parenting.</p>	<p>*EDI * Early Childhood Environment Rating Scale–Revised (ECERS-R)</p>	<p>This study provides summative evidence linking the introduction of an innovative program of integrated early childhood services at school sites to improved EDI scores in social and emotional domains several years later. The evidence also supports a complementary methodological point about the EDI as an evaluation tool</p>	<p>*Strengths: an example of a rigorous study done on integrated centres, a variety of methodological approaches used *Weaknesses: unclear about the amount of sites used in the first two data collection methods *no full description of what their version of an integrated site entails *Significant changes were not seen in Physical health and well-being Physical development though authors note that this is not a target in programming at the intervention sites.</p>

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<p><u>*Irvine & Farrell (2013)</u> <i>*Are We There Yet? Early Years Reform in Queensland: Stakeholder Perspectives on the Introduction of Funded Preschool Programs in Long Day Care Services</i> *Australia *Qualitative study (C) *Keywords: early years, reform, public policy</p>	<p>*The purpose is to report on the research undertaken to generate sector feedback on one element of the reform agenda, the implementation of universal preschool in Queensland. * The study aimed to determine the efficacy of the new policy in supporting the provision of 'approved preschool programs' within long day care services</p>	<p>*Sample: Online survey set to 128 centres. Interview conducted with 14 stakeholders from 7 peak ECEC organizations. Two teleconferences with operators, directors and teachers (24) and OECEC staff (32). *Methods: Situated case study design. Data analysis generated descriptive statistics and emerging themes.</p>	<p>*atheoretical</p>	<p>*No instruments used</p>	<p>*The study provides evidence of the efficacy of a collaborative approach to policy implementation that includes early and ongoing information sharing between government and the sector, two-way communication and a commitment to early review enabling stakeholders to get on with the job of implementation</p>	<p>*Strengths: detailed review of early childhood policies and reform in Australia *Weaknesses: within the findings, does not specify who the respondents are (i.e. educators, directors, others in the field)</p>
<p><u>*Stephenson, E. (2012)</u> <i>*An investigation into young children's perspectives of their wellbeing during transition from preschool to school</i> *Australia *Qualitative study (A) *Keywords: wellbeing, children, child perspective, 'transition to school'</p>	<p>*The purpose was to give voice to the children's experiences of wellbeing during transition to school *The aim of the study was to gain a better understanding of the wellbeing of children during their transition from preschool to school through the jigsaw method</p>	<p>*Sample – 9 children transition from early childhood education and care to school. *Methods: jigsaw method (designed by author) an arts based method that involved the creation of 3 puzzle piece made by the child at three different times during transition to school. The child then reflects on their work, and data from this reflection is then analysed by the researcher</p>	<p>*social constructivist frameworks *phenomenology</p>	<p>*No instruments used</p>	<p>*The findings of this study showed that each child had a unique 'wellbeing profile' which was not static but responsive to change *The main findings that came from the study dealt with how individual children responded to the same context in different ways. It highlighted 3 areas that were significant to the transition process and children's wellbeing at this time, these were: the individuality of the child; the context into which transition was occurring; and the interaction between these two.</p>	<p>*Strengths: investigated children's perspectives of wellbeing (which is almost non-existent in the literature) *Weaknesses: all children were from the same preschool/school – so possibly a low level of generalizability *The jigsaw method holds potential for addressing the evident lack of child voice in child wellbeing research.</p>

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<p>*<u>Desimone et al. (2004)</u> * <i>Comprehensive school reform: an implementation study of preschool programs in elementary schools</i> *USA *Qualitative study (A) *Keywords: integration, 'transition to school', co-location</p>	<p>*The purpose is to address the gap in research on preschool programs in elementary schools. *The study aims to address this gap by examining the implementation of one type of school based preschool program from the perspective of preschool and kindergarten teachers, as well as parents of transitioning children</p>	<p>*Sample: 10 schools in 5 states, 20 preschool teachers, 22 kindergarten teachers, and 53 parents. *Methods: a 3 year multi-site study with data collected through focus groups. All participants were asked the same set of questions, transcripts were analysed and coded for significant themes.</p>	<p>*the program implemented was based on the 21st century school reform model. Theoretical underpinnings for this model are not given</p>	<p>*No instruments used</p>	<p>*Despite the challenges found, the schools in the study have all successfully integrated preschool programs with elementary schools. Findings suggest that support from the school principal and school districts were fundamental to the success of the program *Outlines some key areas of contention during integration: 1)boundaries and integration 2)space shortages and 3)salary inequities</p>	<p>*Strengths: data collected from three different 'groups', significant themes are well explained using quotes from the data *Weaknesses: no child's perspective given, overly focused on a narrow view of school readiness. *Some key issues highlighted in regards to integration echo other studies included in review.</p>
<p>*<u>Nichols & Zannettino(2008)</u> * <i>Making interpretive knowledge focal: developing an inter-disciplinary dialogue on research into integrated early childhood services</i> *Australia *Qualitative study (C) *Keywords: integration, co-location, interagency</p>	<p>*The purpose is to present a close look at the early stages of collaboration between two members of an inter-disciplinary in integrated early childhood services. It investigates the inter-disciplinary research, and seeks to add to the discussion of what interdisciplinary research might/can offer *The aim was to prompt discussion about the ways in which our fields of practice and theoretical resources impacted on interdisciplinary research.</p>	<p>*Sample: the two researchers are the two participants in the study from two different adult education classes on early childhood education *Methods: Data includes field notes and interview transcripts of participants in the early childhood courses. Both researchers used different methods for analysing the data relative to their discipline backgrounds</p>	<p>*Petrie's work of 'cognitive maps' (1976) was applied as a framework at some point in the research process (while not at the beginning, the authors show that there original strategies were very closely in line with this framework).</p>	<p>*No instrument used</p>	<p>*Integrated early childhood services can benefit from an interdisciplinary research approach for two reasons. First, such services are a complex phenomenon which cannot be understood from a single disciplinary perspective</p>	<p>*Strengths: highlights the challenges of working in interdisciplinary teams which is extremely salient for integrated services, the sole research study found on Integrated Centres in South Australia *Weaknesses: little methodological detail (such as how the researcher/participants analysed their data, little use of the data in the paper *Despite the title, the study had little to do with integrated services, focusing mainly on interdisciplinary research *highlights the lack of research done on integration in early childhood</p>

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<p><u>*Dockett & Perry, (2004)</u> * <i>Starting School: Perspectives of Australia Children, Parents and Educators</i> *Australia *Qualitative study (B) *Keywords: 'transition to school', parents, families, teachers</p>	<p>*The purpose is to describe to describe the most important issues for children, parents and educators as children start school in New South Wales, Australia *The study aims to investigate the perceptions, expectations and experiences of adults and children in the transition to school</p>	<p>*Sample: approximately 300 parents, 300 educators, and 300 children during the children's transition to school in 15 locations across NSW *Methods: a questionnaire was distributed through the use of stratified purposeful sampling (578 completed) Focus group interviews were conducted with parents, teachers and children. Grounded theory was used to analyse data and the 8 response categories were created to reflect important issues raised by respondents</p>	<p>*Bronfenbrenner's ecological approach to describe - ways children influence the contexts in which they live, and the ways those contexts also impact on experiences</p>	<p>*No instruments used</p>	<p>*By far the majority of responses for children under the category of disposition related to friends, and the importance of having or making friends at school. The main response categories for parents were adjustment and educational environment. For teachers, the main response categories were adjustment and disposition. These findings are consistent with the earlier pilot study results</p>	<p>*Strengths: Large sample size, data collected from different groups (children, parents, and teachers), child voice is included. *Weaknesses: while the study touches on aspects which other reviewed studies included under the term 'wellbeing' there is no recognition of wellbeing or its importance in this study.</p>
<p><u>*Wong et al. (2012)</u> *Early Childhood professionals and inter-profession work in integrated early childhood services in Australia *Australia *Qualitative study (B) *Keywords: integrated, interagency, early years</p>	<p>*The purpose is to uncover early childhood professionals (ECPs) experiences in working in integrated settings (IS), and their perspectives on the factors that contribute to success in highly integrated settings *The aim is to investigate the ideas about factors that ECPs considered to enhance and inhibit successful integrated provision in IS</p>	<p>*Sample: attempted to survey all ECPs working in IS in Australia (111 services) *response rate was 22% *of the 25 respondents, 19 were directors and 16 had a diploma or above in ECE *Methods: Case study design (10 in total). Questionnaire developed which included open-ended items. Data was analysed to identify themes</p>	<p>*uses theories of relational agency and distributed expertise for investigating interagency. *challenges the assumption that integration is inherently better *calls attention to what they call 'silenced pedagogy' in early childhood</p>	<p>*No instruments used</p>	<p>*There was considerable congruence this study's participants in regards to factors contributing to successful interprofessional working and integrated service provision and those factors reported in the existing literature. Particularly noticeable in the current study, however, was the early childhood practitioners' optimism about their place in integrated services *Nevertheless, the potential for marginalisation of early childhood professionals within inter-professional teams was raised</p>	<p>*Strengths: challenges the assumption that integrated centres are inherently positive *Weaknesses: very low response rate, possible bias – as those that opted to respond may have done so because they were successful examples of IS, no mention of how data was analysed * offers evidence of an emerging critique of the arguably uncritical support for integrated services.</p>

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<p><u>*Goldfeld et al. (2009)</u> * <i>The Process and Policy Challenges of Adapting and Implementing the Early Development Instrument in Australia. Early Education and Development</i> *Australia *Review/synthesis – general literature review (C) *Keywords: EDI, ‘Rasch model’, policy</p>	<p>*The purpose is to identify the processes that resulted in gaining community, policy, and political acceptance for implementing a measure of EDI. *Its aim is to outline some of the process and policy challenges associated with the implementation of the EDI in Australia</p>	<p>*Sample: Reports, meetings, literature, and data in regards to the use of the EDI between 2002 – 2009 are reviewed. *Methods: No specific methods are mentioned other than those used in the studies being reviewed, such as the Rasch model</p>	<p>*atheoretical – a review of discussion, planning, and research</p>	<p>*No instruments used</p>	<p>*The current interest in early childhood in Australia presents an opportunity for academics and advocates for children to consider the programs and policies needed for government investment over the long term *The AEDI is also proving its worth as more than merely a measure; it is a process that appears to be adding significant value and assistance to communities trying to improve outcomes for children</p>	<p>*Strengths: comprehensive overview of the challenges posed to the implementation of the AEDI *Weaknesses: no mention of methods used for the compilation of the review, or the process in which the authors analysed the data included</p>
<p><u>*Denham, S. A. (2006)</u> * <i>Social-Emotional Competence as Support for School Readiness: What Is It and How Do We Assess It?</i> *USA (VA) * Review/synthesis – overview (C) *Keywords: socio-emotional, school readiness, ‘transition to school’</p>	<p>*The purpose is to identify and present a battery of preschool social–emotional outcome measures, which meet aforementioned “assessment best practice” criteria. *the aim is to assess the included instruments and spur further study of these measures, including piloting current versions of selected assessment tools, large-scale administration and revision of each, psychometric evaluation, initial norming, and examination of the measures’ abilities to demonstrate program effectiveness</p>	<p>*Not clearly explained - reviews and studies about social-emotional competence</p>	<p>*Rose-Krasnor (1997) prism model for social and emotional competence theory</p>	<p><u>*Instruments reviewed:</u> *Denham’s Affective Knowledge Test * Minnesota Preschool Affect Checklist (MPAC) * Denham’s Puppet Causes Task * Ambivalent Emotions Task Emotion Matters II Direct Assessment (EMII-DA) * Emotion Matters II Assessor’s Report (EMII-AR)</p>	<p>*in sum we have found one or more assessment measures for each aspect of social–emotional competence in relation to school readiness. The authors encourage teachers, parents, and others to view these measures together and decide what combination can best be tailored for the needs of the children in their care and the programs they are implementing to maximizing child emotional and social competence</p>	<p>*Strengths: investigates the strengths, weakness, and important considerations for a variety of socio-emotional measurement instruments *Weaknesses: states in the conclusion that these measures can help students ‘maximise their social-emotional competence’ yet makes no mention of how the learning from these assessment measures can actually do this – where is the link between indicators and practice? How is what is measured able to be used? And by who? And for what end?</p>

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<p>* <u>Elliot, A. (2006)</u> * <i>Early Childhood Education: Pathways to quality and equity for all children</i> * Australia * Review/synthesis –state of the art review (C)</p>	<p>*The purpose is to highlight the strong impact of the historic care–education divide on current policy and practice, and the importance of early childhood experiences on later outcomes. *It aims to raise new issues and questions – ones for which there may be no clear position or answers</p>	<p>*Sample: current policies , as well as data from the Longitudinal study of Australian children, the ABS, and other Australian research on young children *Methods: methods are not clearly outlined</p>	<p>*atheoretical</p>	<p>*no instruments used</p>	<p>*the review urges an end to the care–education distinctions enshrined in funding and policy frameworks. It argues that while developing holistic early childhood services will be expensive and difficult, care and education are inseparable and bringing them together will afford long-term social and economic benefits for Australia and its children</p>	<p>*Strengths: covers a large breadth of research, policies, and data on young children *Weaknesses: concerned only with birth - 5 (despite birth -8 being internationally recognised as early childhood), speaks to the need of unsegregated education and care, yet divides early childhood in half (causing segregation) *Highlights the lack of a national data set on early childhood education in Australia (similar to other included studies)</p>
<p>* <u>Janus et al. (2007)</u> * <i>Starting Kindergarten: Transition Issues for Children with Special Needs</i> * Canada * Review/synthesis –mixed methods review (B) *Keywords: special ed, parents, interagency, ‘transition to school’</p>	<p>*The purpose is to present the investigation of the major issues in transition to kindergarten for children with special needs *The aim focuses on the following questions: What are the major issues in transition to kindergarten for children with special needs, as identified in the literature? What is the perception of Canadian parents and professionals on transition?</p>	<p>*peer-reviewed literature (1997-2007), government websites, parent surveys, and interviews with professionals (collected by Statistics Canada) *Methods: in three parts - 1)systematic review of the literature 2)quantitative study of parents of children with special needs satisfaction with transition 3)qualitative study of the perceptions of professionals on the barriers of transition for special needs children</p>	<p>*atheoretical</p>	<p>*no instruments used</p>	<p>*Findings indicate that Canadian parents of children with special needs did not appear to encounter as many challenges as may have been expected. Moreover, it was found that although the issue of the education of children with special needs made up a large proportion of literature published in relevant journals, the transition to kindergarten of children with special needs was not a very frequent subject of research.</p>	<p>*Strengths: the three pronged approach to the review gave a very good overview of the state of transition for children with special needs *Weaknesses: an uncritical stance employed in their call for the further integrated services.</p>

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<p><u>*Wong & Press (2012)</u> <i>*Integrated services in Australian early childhood education and care: What can we learn from the past</i> *Australia * Review/synthesis – historical review (B) *Keywords: ‘service integration’, policy, integration, early childhood</p>	<p>*The purpose is to highlight the historical iterations of Integrated Services in Australia due to contemporary interest *The aim is to outline the value of historical research into early childhood services and its ‘moments of discontinuity’</p>	<p>*literature and archival records detailing three points in the 20th century where integrated services were introduced *Methods – uses a historical research methodology, the identification and description of ‘moments’ in the past where ‘something new emerges’</p>	<p>*outlines the value of historical research and finding ‘moments of discontinuity’</p>	<p>*no instruments used</p>	<p>*The authors argue that attention to the history of integrated services is essential as current initiatives echo those of the past, which were not sustained. It is hoped that reflecting on the history of integrated services will inform the creation of sustainable, supported, and continued integrated services use.</p>	<p>*Strengths: a novel investigation of integrated, offers a holistic definition of integrated services *one of the few studies that takes a critical stance towards calls for service integration, and offers evidence for this critique</p>
<p><u>*Curtis & Simons (2008)</u> <i>* Pathways to Ready Schools</i> *USA *Review/synthesis -mixed methods review (C) *Keywords: *families, school, education, care, early years</p>	<p>*the purpose was to develop a definition of, and pathways towards ready schools as part of the SPARK initiative. *The aim is to describe how the team defined ready schools through the development of the pathways to ready schools and ends with specific recommendations as to how social workers can support and implement the learning described in the pathways</p>	<p>*Sample: existing educational models from the professional literature in the fields of early care and education and elementary education were identified in order to develop a protocol *Methods: preliminary criteria for a ‘ready school’ was developed. A 20-question interview based on the preliminary ready schools criteria. An interview was conducted via telephone with school principals for the purpose of selecting four schools for onsite learning. The resulting scores were used as a guide for selecting the schools for visiting</p>	<p>*three models to support the concept of a ‘ready school’ were selected: 1) Bogard and Takanishi (2005), a research-based approach for pre-K through grade 3 alignment of learning experiences 2) Pianta and Kraft-Sayre (2003), an approach to transitions from early care and education to public schools guided by five principles 3) The School Development Program, developed by Comer (2004)</p>	<p>*The High/Scope Educational Research Foundation’s Ready School Assessment (RSA)</p>	<p>*The study asserts that evidence is good, if not always spectacular, that ‘ready schools’ are successful schools. All four either outperformed the average school in their states or produced comparable numbers in terms of reading and math proficiency *The authors argue the following assumption: a ready school is where children succeed. Any local, culturally relevant, holistic definition of success begins with children progressing in school and achieving the knowledge and skills that are necessary and valuable to the functioning of a modern economy.</p>	<p>*Strengths: uses theoretical models to support calls for practice *Weaknesses: no methodology on how the lit review was structured (no defined scope) *narrowly defined view of readiness *focuses on ready schools, yet still talks about children having to be ready for schools to make the work of educators and other professionals easier – conflicting viewpoint and conceptualisations through the paper</p>

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<p><u>Schmeid & Donovan (2011)</u> * <i>Commonalities and challenges: A review of Australian state and territory maternity and child health policies</i> * Australia * Review/synthesis – overview (C) * Keywords: ‘child health’, policy, maternal health</p>	<p>*The purpose of this study therefore, was to review and synthesize current Australian service policy frameworks for maternity and child health services to identify the degree of commonality across jurisdictions *Specifically, the review aimed to: 1)determine the values and principles that underpin contemporary frameworks, 2)identify the commonalities in health service programs and interventions, 3) describe (if available) the role of each of the universal service providers within the policy frameworks</p>	<p>*Sample: key jurisdictional maternity and child health service policy documents were sourced through websites, informal consultation via email with relevant government policy makers and a formal request for policy documents *Methods: This descriptive study used content analysis to identify the commonalities and differences in the policy goals, principles, priorities, services and roles of universal health service providers in maternity and child health services in each jurisdiction</p>	<p>*a range of theoretical perspectives including child development and attachment theories; social determinants of health and socio-ecological models of health and well-being where stated to inform the policies, however the review did not state a framework or theoretical underpinning other than the one used in the methodology</p>	<p>*no instruments used</p>	<p>*The findings indicate that current Australian state and territory policies are in line with international research and policy directions. The congruence of the policies across the country suggests the time is right to consider the introduction of a national framework for universal maternal and child health services</p>	<p>*Strengths: a strong review of the various policy similarities and difference across Australia, and their implications on maternal and child health *Weaknesses: focused on intervention and deficit models of health – no discussion of other ways of understanding health from a policy standpoint, many terms used interchangeably without explanation as to why</p>
<p>*<u>Bonhan-Baker & Little (2004)</u> * <i>The Transition to Kindergarten: A Review of Current Research and Promising Practices to Involve Families</i> * USA * Review/synthesis –general literature review (C) * Keywords: ‘transition to school’, families, parents</p>	<p>*The purpose is to give an overview of the concept of transition and its importance to school success. It then examines transition practices that focus on families, considering both practices and key players in implementation. *It’s aim is to highlight examples of promising transition practices that involve families and present a framework for the development of school and program transition teams that value family involvement.</p>	<p>*Sample: no defined sample *Methods: no methods outlined</p>	<p>*ecological and dynamic model of transition cited</p>	<p>*no instruments used</p>	<p>*From our review of promising transition practices, we conclude that family involvement should be an integral part of transition policies and programs that are developed. The research on the benefits of involving families in their children’s education indicates that families are a critical partner in providing continuity as children move between systems of care and education</p>	<p>*Strengths: gives examples of specific programs doing transition well *Weaknesses: no methodology given for the review. Unclear of the scope and breadth of the literature analysed</p>

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<p><u>*Nichols & Jurvansuu (2008)</u> <i>* Partnership in Integrated Early Childhood Services: an analysis of policy framings in education and human services</i> *Australia * Review/synthesis – policy analysis /mixed methods review (A) *Keywords: ‘service integration’, health, education, parents</p>	<p>*the purpose is to conduct a policy analysis on the first year of integrated children’s centres operation in South Australia in two domains: education and human services (incorporating health) *The aim is to argue that the terms within which policies frame partnership, families and services should be the subject of debate and also dialogue involving those practitioners whose role it is to make integration work on the ground</p>	<p>*Sample: 15 policy texts, 7 in education, and 8 in Human services(4 of which were health) in the form of government documents that aim to direct the action taken in services *Methods: policy texts were read with regards to specific research questions chosen by the researchers. As each policy was analysed, a grid was cumulatively constructed in which responses to each of these questions were recorded. Once the grid was complete, certain patterns of difference became visible</p>	<p>* policy theories: 1) notion of a policy landscape which is multilayered 2) concept of policies as discursive texts</p>	<p>*no instruments used</p>	<p>*This analysis found different policy framings of partnership operating in the two domains. Additionally, the policy landscape is layered with old and new constructions of the relationship between families and services *This suggests that workers from the education sector on the one hand, and the human services sector on the other, develop professional practices informed by different policy framings of partnership making service integration challenging.</p>	<p>*Strengths: very detailed outlined of what was studied and why, socially critical lens *Weaknesses: somewhat outdated now, as the policy analysis was from 1996-2004 *an example of a critical stance to integrated services</p>
<p><u>*Wong & Sumsion (2013)</u> <i>* Integrated early years services: a thematic literature review.</i> *Australia * Review/synthesis – thematic review (B) *Keywords: integrated services, early years, co-location, interagency</p>	<p>*The purpose is to take stock of what is known about IEYS. With the intent of informing such endeavours, this paper reports findings from a thematic review of research literature about IEYS *A specific aim of the review is to identify whether there is a need for further research, and if so, to identify useful foci for future studies</p>	<p>*Sample: literature on integrated services in early years spanning from the years 1995–2012 (197 papers) *Methods: Literature for inclusion in the review was identified through a combination of Wilson’s five search strategies with keywords. Papers were screened for relevance. Selected papers were read in full and thematically analysed</p>	<p>*largely atheoretical, however, makes reference to a socially critical stance.</p>	<p>*no instruments used</p>	<p>*It is clear that IEYS are complex. We would argue, therefore, for the need for sustained, theoretically rich and robust investigations. Areas for further research are: 1) the capacity of IEYS to meet the needs of the most disadvantaged families. 2)the ways in which power relationships play out between professionals, and between families, children and professionals, in IEYS. 3)the cost benefits of IEYS. 4)The most effective way to prepare professionals to work in IEYS</p>	<p>*Strengths: a detailed analysis of the included papers, socially critical stance *Weaknesses: there were a number of documents found pertaining to integrated services in this current review that the authors did not find/did not include which, arguably, should have been included</p>

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<p>* <u>Edmunds et al. (2002)</u> * <i>Assessing Emotional and Social Competence in Primary School and Early Years Settings: A Review of Approaches, Issues and Instruments</i> * UK (England) * Review/synthesis – systematic review (C) * Keywords: social, emotional-competence, instrument, measurement, early years</p>	<p>*the purpose is to identify literature relating to emotional competence assessment and to identify instruments in three different but related contexts:- early identification, profiling and monitoring and undertake a qualitative study, to identify current concerns relating to the assessment and measurement of these concepts *Additionally the study aimed to identify views relating to emotional competence assessment among those working in this context in England</p>	<p>* Sample: published literature in electronic databases from 1990 to 2002 and networks were searched to locate all published, unpublished and under development instruments relating to social and emotional competence in children ages 3-11 *Methods: instruments identified were evaluated on the basis of their content, method of application and evidence relating to their reliability and validity and appropriateness for early identification, profiling and monitoring of emotional or social competence *a questionnaire was also mailed to anyone who replied to the authors call for information on measurement tools</p>	<p>*two theoretical frameworks mentioned: emotional literacy and social competence</p>	<p>*<u>58 instruments in total published instruments:</u> * Group A: CBCL; HCSBS; SSBS; CTRS-28; SSRS *Group B: ITSEA; PIPPS; PBCL; FOCAL; ICS; SDQ; SAT; BERS; EIPBAS *Group C: Bully-Victim Scales; DISCO; Social Ability Measure PSWQ-C; SPIA-C; CBRS; Dominic-R *Group D: Child development project <u>unpublished instruments</u> *Group E: ASBI; EBD; EBS; DECA; Boxall Profile; Fast Track Program; *Group F: Early Years Profile; STEPS; LIC-YC; EBDS; PASS; EDI; CISS; Reintegration Readiness Scale; Enable Project *Group G: Record of Assessment for Emotional Literacy Checklist; 'Taking Care Project; EQ-i:-YV(S); POMS *Group H: Cogs; Optimistic Child Scale; *Group I: SCoT; AcE Project; Feelings and Empathy Questionnaire; ELLI; JELLI; ELA; 'What I think about my school' scale; Sefton Council instrument; Pre-School Transfer Form</p>	<p>*Much activity and interest in the assessment of emotional and social Competence was found. Most of the instruments included in the review focused on social competence, but several were identified which assess aspects of emotional competence and are potentially suitable for use in the three contexts: screening, profiling and monitoring. *The instruments most relevant to emotional competence assessment were applicable to school settings rather than early years.</p>	<p>*Strengths: a detailed and systematic review of instruments for measuring emotional competence *Weaknesses: there is no clear reason stated for why such a review was conducted, or for whom the intended audience would be *raises an interesting question which is the extent to which children or school settings should be the focus of emotional competence assessment</p>

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<p>*Atkinson et al. (2005)</p> <p>* Multi-agency working: Models, challenges, and key factors for success</p> <p>*UK</p> <p>*Report (C)</p> <p>*Keywords: education, health, interagency, joint working, social services</p>	<p>*This purpose is to investigate models of multi-agency activity and examine the challenges and the key factors for their success</p> <p>*The aim is to relay the findings from a study of multi-agency working involving professionals from the Education, Social Services and Health sectors of local authorities</p>	<p>*Sample: The data was drawn from a sample of 30 multi-agency initiatives investigated in two studies which were chosen to reflect a range of target group focuses and different agency involvement in differing contexts</p> <p>*Method: the following is a report on the findings of two previous studies which looked at 30 multi-agency initiatives</p>	<p>*lists 4 models of multi-agency work identified in the literature and then contrasts this with the 5 models identified by the study being reported: decision making groups, consultation and training, centre-based delivery, coordinated delivery, and operational-team delivery</p>	<p>*no instruments used</p>	<p>*The study highlighted once again the complexity and also potential of 'joining up' services. New models of joint working, rarely evident in the literature, were identified and issues relating to the inhibiting and facilitating factors were extended beyond previous discussion.</p> <p>*8 key challenge areas and 7 key factors for success are identified.</p>	<p>*Strengths: discusses previous and new models for multi-agency working in depth</p> <p>*Weaknesses: no background information about the study included, very few references to the literature or how these findings are situated</p> <p>*identifies that successful interagency working is not just about resources, but also requires attitudinal shifts for all parties - something not often addressed in other papers calling for multi-agency/integrated working</p>
<p>*<u>The Centre for Community Child Health (2008)</u></p> <p>* <i>Rethinking the transition to school: Linking schools and early years' service Policy Brief - Translating early childhood research evidence to inform policy and practice</i></p> <p>*Australia (VIC)</p> <p>*Report (C)</p> <p>*Keywords: 'transition to school', integration, early years</p>	<p>*the purpose of this Policy Briefs is to stimulate informed debate about issues that affect children's health and wellbeing by drawing on current research and international best practice</p> <p>*This brief aims to summarise the research evidence regarding transition to school, including strategies which aim to make it a smooth and successful process for children and their families</p>	<p>*Sample: not applicable</p> <p>*Methods: not applicable</p>	<p>*atheoretical –gives examples of studies which have investigated alternate models to transition</p>	<p>*no instruments used</p>	<p>*findings suggest the need for: the development and evaluation of comprehensive child and family service systems that integrate early years programs and schools and ways of ensuring greater alignment between early childhood and school curricula.</p>	<p>*Strengths: synthesizes transition research and current initiatives in Australia</p> <p>*Weaknesses: doesn't delve into the reasons children may struggle with transition outside of 'school' factors, or what successful transition looks like</p> <p>*takes a deficit approach to school, focusing on what is not happening, rather than a strengths based approach</p>

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<p>*Eldridge et al. (2011) *<i>Headline indicators for children's health, development and wellbeing 2011</i> *Australia *Report (B) *Keywords: health, wellbeing, social indicators, children, families, care, education</p>	<p>*the purpose is to provide the latest available information on how Australia's children, aged 0–12 years, are faring according to 19 priority areas *it aims to report data for the priority areas in which it is available and highlight areas that have yet to be assessed or are unsuitable for assessment</p>	<p>*Sample: data collected from - AIHW and collaborating units data sources, Child Dental Health Survey, ABS data sources, Australian Childhood Immunisation Register, Australian Early Development Index, National Assessment Program—Literacy and Numeracy Report, National Report on Schooling in Australia—Attendance at primary school, Early Childhood Education and Care National Minimum Data Set *Methods: data was analysed through statistical comparisons such as crude rates, rate ratios, and confidence intervals</p>	<p>*advocates for the use of Children's Headline Indicators to address wider social and environmental factors that are consistent with a theoretical framework grounded in an ecological model of human development developed by Bronfenbrenner (1979; 1995)</p>	<p>*no instruments used</p>	<p>Australian children are generally faring well according to the 12 Children's Headline Indicators that have available data. There is, however, considerable variation in results between states and territories, and between certain population groups, such as Aboriginal and Torres Strait Islander children, and those living in remote or socioeconomically disadvantaged areas. It is clear, therefore, that there is scope for further gains across these indicators.</p>	<p>*Strengths: provides an excellent synthesis of measuring wellbeing in Australia, holistic definition of wellbeing *Weaknesses: the report is overly optimistic in places, for example, stating that Australia is in the bottom third for infant mortality, yet "this suggests there are room for improvements" is what is stated underneath – which would certainly be an understatement considering Australia's OECD ranking in several aspects *highlights the need for a national data sources (echoed in the literature)</p>
<p>* AMA Task Force on Indigenous Health *2013 * The Healthy Early Years - Getting The Right Start in Life Aboriginal and Torres Strait Islander Health report Card 2012-2013 *Report (C) *Keywords: Indigenous health, early years</p>	<p>* The purpose and aim of the reports is to call for further effective investments in Aboriginal and Torres Strait Islander health is to help parents break current cycles by supporting evidence-based measures to prevent and protect against adversity and chronic stressors in the early years of life</p>	<p>*Sample: not applicable *Methods: not applicable</p>	<p>*atheoretical -however works from a developmental science point of view</p>	<p>*no instruments used</p>	<p>* Families and children need a coordinated, culturally inclusive service where comprehensive programs of support are available, and which can facilitate follow-up from the welfare and education sectors. *There is a need to shift away from tertiary interventions that focus on 'rescue' and deal with consequences</p>	<p>*Strengths: synthesises current research on Aboriginal health *Weaknesses: bio-medical and risk oriented point of view that does not acknowledge why health disparities exist *Despite the report's findings of the "need to shift away from rescue interventions" the report focuses on risk and 'poor parenting'</p>

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<p><u>*Sims (2011)</u> <i>* Early childhood and education services for Indigenous children prior to starting school</i> *Australia *Report (C) *Keywords: Aboriginal health, education, children, families, early years,</p>	<p>*the purpose is to examine the issues at play and what can be done to work towards closing the gap between Aboriginal and non-aboriginal children in the early years and specifically school entry *the aim is to elucidate what is known to work and what is known not to work in closing the gap in relation to Aboriginal children's health and school outcomes</p>	<p>*Sample: data discussed in this report comes from the The Longitudinal Study of Indigenous Children-Key Summary Report from Wave 1 (FaHCSIA 2009) *Methods: not applicable</p>	<p>*atheoretical – is based on the assertion that current programs and policies for Aboriginal children and families are from a non-aboriginal perspective, and that this must change for the gap to be closed</p>	<p>*no instruments used</p>	<p>*the report argues the need to strengthen universal maternal, child and family health services, provide support for vulnerable children, and engage parents and the community in understanding the importance of early childhood development. This includes improving early childhood infrastructure, strengthening the workforce across ECD and family support services, and build better information from a solid evidence base</p>	<p>*Strengths: takes into account power issues which contribute to health and education disparities *Weaknesses: makes no connection to schools or school practices and how Aboriginal students could be best supported in transition *calls to attention the assumption that 'best practice' based on non-Indigenous children is also best practice for Indigenous children – this is a theme also highlighted in other included studies</p>
<p><u>*Rural and Regional Health and Aged Care Services Division (2003)</u> <i>* Children's' health: Parents' perceptions - Parents' views on the health and wellbeing of Victorian preparatory grade children (SEHQ) 2000 report</i> *Australia *Report (C) *Keywords: parents, school nurses, school health, health, wellbeing, early years</p>	<p>*The purpose is to report the rich source of baseline population data on Victorian children aged five to seven years at a local, regional and state level collected from the SEHQ screening tool (one of the largest databases of parent perceptions of child health and wellbeing in Australia) *it aims to inform the work of school health nurses through understanding parental conceptions of health and wellbeing during transition to school</p>	<p>*Sample: the findings from 57, 474 SEHQs completed by parents during the year 2000 for children entering preparatory grade in Victoria *Methods: demographic variables are used to partition the parent responses into population subgroups and reported under the categorical headings used by the SEHQ</p>	<p>*atheoretical</p>	<p>*reports on data collected by the School Entrant Health Questionnaire (SEHQ)</p>	<p>*The information collected from the SEHQ gives key decision makers valuable information from parents about the main health issues that may have an impact on children's capacity to learn at school. *The data also has the capacity to inform planning and resource allocation decisions across a range of programs within each of the nine Department of Human Services regions</p>	<p>Strengths: large data set, widespread use of the measurement tool which is being reported (indicating usefulness of the report) *Weaknesses: responses are meant to primarily inform school health nurses (as well as policy), however, have limited to no connection to groups such as ECEs (outside of early intervention) or teachers. Seems very odd considering the cohort being studied *the SEQH continues to have some validity issues unanswered</p>

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<p>* <u>Sayers et al. (2012)</u> * <i>Starting school: A pivotal life transition for children and families. Family Matters</i> * Australia * Report (B) * Keywords: 'transition to school', families</p>	<p>*The purpose was to focus on transitions to school from the perspective of measuring and understanding the process and impact of the transition to school for children and their families including disadvantaged groups. *the aim is to report on several past and current initiatives in finding further useful outcomes and indicators for measuring transition to school</p>	<p>*Sample: data reported was collected through the AEDI and the Socio-Economic Indexes for Areas (SEIFA) *Methods: The report highlights several research initiatives and case studies researching in the area of transition. 1) the Outcomes and Indicators of a Positive Start to School: Development of Framework and Tools research project 2) the Transition Initiative by the Victoria Early Years Learning and Development Framework 3) the Linking Schools and early years project.</p>	<p>*atheoretical – however the authors mention that ecological framework of development was drawn upon to develop the Outcomes and Indicators of a Positive Start to School: Development of Framework</p>	<p>*Discusses the psychometric analysis of the Outcomes and Indicators of a Positive Start to School: Development of Framework and Tools research project</p>	<p>* Providing data at a local level on how specific measures of children's transition to school and the outcomes of the transition process from the perspectives of children, parents, early childhood educators and schools can support the capacity of communities to better plan the transition to school</p>	<p>*Strengths: drew on a wide variety of current initiatives *Weaknesses: it is not clear how the data was synthesised across the three research initiatives reported *contrary to other studies, while acknowledging the utility of the AEDI in some measures, the AEDI results are not currently a useful measure of the transition to school process from the child, family, early childhood service and school perspective, and that this should be addressed through the development of further outcomes and indicators</p>
<p>* <u>Australian Research Alliance for Children and Youth (2013)</u> * <i>Report Card - The wellbeing of young Australians</i> * Australia * Report (C) * Keywords: wellbeing, children, youth, health</p>	<p>*the purpose is to This provides a set of baseline indicators for each key result areas – indicator of 'what wellbeing looks like' for children and youth *It aims to provide a point-in-time snapshot of child and youth wellbeing in Australia, including how Aboriginal (Indigenous or Torres Strait Islander) young people are faring)</p>	<p>*Sample: draws on various data sets covering children and youth aged 0 - 24 *Methods: Comparative data in this report is constructed by using the most recent reputable source for the most appropriate age cohort * The five Key Result Areas (KRAs) being reported were identified by children, youth and families. The themes associated with each KRA form a basis for the indicators included in this report card</p>	<p>* presents a framework for understanding the health and wellbeing of young Australians called the idea of a 'goodlife'</p>	<p>*no instruments used</p>	<p>*the Report Card tells us we have improved in some parameters; however, in only 26% of the indicators was Australia in the top third of the OECD countries. This means for more than 74% of them, we were in the middle or below. The 30% of indicators where we are in the bottom third, compared with other countries, are ones that are of considerable concern, as they have lifelong impacts</p>	<p>*Strengths: provides an international comparison on the health of young Australians *Weaknesses: *despite being titled wellbeing, none it is more so an examination of some areas of health which as a whole are being called wellbeing</p>

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<p>* <u>Australian Institute of Family Studies (2014)</u> * <i>Growing up in Australia: The Longitudinal Study of Australian Children - Annual statistical report 2013</i> * Australia (VIC) * Report (C) * Keywords: children, early years, child development, family functioning, environment, wellbeing</p>	<p>*The purpose of the study is to present the first nationally representative study of child development in Australia. *it aims to report data on children growing up in Australian from the longitudinal study of Australian children to enable a comprehensive understanding of children's development within Australia's current social, economic and cultural environment</p>	<p>*Sample: approx.: 10,000 children (nationally representative) in two separate cohorts of children: the B ("baby") cohort, who were aged 0–1 years and the K ("kindergarten") cohort, who were aged 4–5 years. Data was also collected from parents, teacher, care givers, and interviewers *Methods: an accelerated cross-sequential design. Data collected in 4 waves, so the data includes children aged 0-11 years. Data was collected through: interviews, questionnaires, child measurements and assessments and administrative/outcome data. Descriptive statistical analysis was used</p>	<p>*atheoretical</p>	<p>* <u>Reports on data from the following instruments:</u> * Academic Rating Scales (ARS) * Competence scale— Brief Infant Toddler Social Emotional Assessment (BITSEA) * Problems scale— Brief Infant Toddler Social Emotional Assessment (BITSEA) * General Self-Concept * Matrix Reasoning Test * National Assessment Program— Literacy and Numeracy (NAPLAN) * Peabody Picture Vocabulary Test (PPVT) * Strengths and Difficulties Questionnaire (SDQ) * School Readiness Score ("Who Am I")</p>	<p>*The report presents findings on the following aspects of family functioning: fathers' involvement after separation, care of children during school holidays, children's perceptions of parental employment, and children's health behaviour. The report also investigates several aspects of children's development, including academic engagement, social and emotional wellbeing, and temperament. There is no final discussion or findings section, a discussion of the findings of each section are found at the end of each chapter</p>	<p>*Strengths: very large sample – highly representative, detailed use of descriptive statistics *Weaknesses: patriarchally oriented, despite stating possible concerns about how children are being overly influenced by gendered norms, no concluding discussion or findings section *Narrow definition of wellness (time use)</p>
<p>* <u>Mustard (2008)</u> * <i>Investing in the Early Years: Closing the gap between what we know and what we do</i> * Australia * Report (C) * Keywords: early years, child care, development</p>	<p>*the purpose is to outline new understandings of early brain development and ideas and changes that can be made to support the early years of children's life *it aims to share a series of recommendations for early years policies and practices</p>	<p>*Sample: not applicable *Methods: not applicable</p>	<p>*not explicitly theoretical – however underpinned by recent research on brain development that suggests that the early years (including in utero) is a critical and sensitive time for the development of neurons and neural pathways</p>	<p>*no instruments used</p>	<p>*Recommendation for more involvement in gathering reliable and comprehensive data on early child development and learning, and continuing establishment of universal early child development and parenting centres linked to local primary schools</p>	<p>*Strengths: Comprehensive overview of early years policy and practice in South Australia Weaknesses: lack of consistency in definition of early childhood (age range), uncritical about the call for further service integration</p>

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<p>*<u>Eastman et al. (2011)</u> * <i>Linking School and Early Years Project Evaluation: Data collection Round 2</i> *Australia *Report (C) *Keywords: partnerships, parents, families, schools</p>	<p>*The purpose is to report on the Linking Schools and Early Years Project (LSEY), which is being led by the Centre for Community Child Health * The aim of the project is to ensure that all children enter the formal education system ready to engage and be successful in school and that schools are prepared for all children</p>	<p>*Sample: 32 participants affiliated with the program were interviewed (teachers, ECEs, principals, health care workers) *Methods: four questionnaire instruments being used for the evaluation: one each for parents, schools, early education and care services, and child and family services * Analysis involved the revision of codes to capture themes of interviews and questionnaires. Triangulation of coding by 3 different researchers used</p>	<p>*not explicitly theoretical – however themes regarding the importance of partnership, especially with parents, was apparent in the study design</p>	<p>*no instruments used</p>	<p>*The study reports that the LSEY project sites saw increased use of services, positive changes in transition practices, and increased partnership with families. *Findings are reported individually for each impact evaluation question individually, but no overall findings re reported.</p>	<p>*Strengths: Comprehensive reporting of data, aligned with policy and regional initiatives *Weaknesses: difficult to decipher key findings, unclear the contribution this makes to the literature, as little to no connections are made from outside the project</p>
<p>*<u>Thompson et al (2010)</u> * <i>Partnerships in early childhood program: Final Evaluation Report</i> *Australia *Report (C) *Keywords: partnerships, relationships, families, parents</p>	<p>*the purpose is to report on the Partnerships in Early Childhood (PIEC) program which aims to foster children’s social-emotional development through a relationships approach to intervention. *it aims to summarises the findings from the impact evaluation and the process evaluation with particular interest in the measurement of children’s wellbeing</p>	<p>*Sample: Parents (130) and staff (no number given) from 14 children’s centres *Methods: a process evaluation was conducted in six sites which involved quantitative data gathered from interviews with key personnel. Interviews focused on the development and implementation of the program.</p>	<p>*not explicitly theoretical – study design appeared to be centred on themes of attachment and relationships as key components of successful early years services</p>	<p>*<u>Reports on the process evaluation which used the following instruments:</u> *Strengths and Difficulties Questionnaire (SDQ) *The Student-Teacher Relationship Scale (STRS) *Child-Parent Relationship Scale (CPRS) *Pianta Student-Teacher Relationship Scale (STRS) *The Leiden Inventory for the Child’s Wellbeing in Day Care (LICW-D)</p>	<p>*Overall the evaluation findings show that positive changes relating to the Invest to Grow Priority Areas of ‘early learning and care’ and ‘supporting families and parents’ have occurred, particularly, the relationships between children and staff and children and parents; the social-emotional development of children; and to some degree, community connectedness</p>	<p>*Strengths: thorough report of the entire project, well linked to the current interest in early childhood in Australia *Weaknesses: lack of detail on participants, lack of theoretical underpinning of the project as a whole</p>

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<p><u>*Guhn & Janus (2007)</u> <i>* The Early Development Instrument: Translating School Readiness Assessment Into Community Actions and Policy Planning</i> *Canada * Commentary/Editorial (C) *Keywords: social indicators, child development, school readiness, EDI</p>	<p>*Purpose: Introduction to a special edition of a journal on the EDI (several of which are included in this systematic review) *Aims: to sketch out recent trends in school readiness research that call for a contextual and whole-child assessment of school readiness and provide an overview and discussion of current investigations into the EDI</p>	<p>*Sample: not applicable *Methods: not applicable</p>	<p>*largely atheoretical – however does echo the brain science perspectives of Shonkoff and Mustard, and defines the EDI as a tool for measuring ‘Readiness to learn’ which refers to the state of the child’s neurosystem being ready to develop various skills and neuropathways based on the experience it receives</p>	<p>*no instruments used</p>	<p>* Rather than findings, the paper introduces salient themes important to the discussion of the assessment of school readiness such as: international collaborations of large-scale research projects, the usage and validity of the EDI, and issues pertaining to population-level interpretation, program evaluation, and policy implications for the use of the EDI</p>	<p>*Strengths: a good overview of the state of the field and interests of researchers, brings together a variety of related research *Weaknesses: a bio-medical perspective rather than a socially critical perspective despite the call for contextual and ‘whole child’ focus</p>
<p><u>*Jones & Sumner (2009)</u> <i>*Does mixed methods research matter to understanding childhood well-being?</i> *UK * Commentary/Editorial (C) *Keywords: wellbeing, child methodology</p>	<p>*Purpose: to explore the particular challenges and opportunities surrounding mixed methods approaches to childhood well-being *Aim(s): to argue the need for researchers of childhood well-being to adopt mixed methods in the study of childhood wellbeing</p>	<p>*Sample: not applicable *Methods: not applicable</p>	<p>*largely atheoretical – brief mention of Dynamic Life Stage, and children’s evolving capacities and discussion of the difference between a ‘wellbeing lens’ and a ‘poverty lens’</p>	<p>*no instruments used</p>	<p>*the multi-dimensionality of childhood well-being suggests the importance of a cross-disciplinary, mixed methods approach that combines quantitative and qualitative social sciences with insights from natural sciences</p>	<p>*Strengths: gives examples of studies of specific examples to elucidate claims, socially critical *Weaknesses: talks about children not having a voice, yet does not suggest that research could be a tool through which to give children a voice</p>
<p><u>*Dockett et al. (2006)</u> <i>*Successful Transition to School for Australian Aboriginal Children</i> *Australia * Commentary/Editorial (C) *Keywords: Aboriginal, child, ‘transition to school’</p>	<p>*Purpose: to call attention to the need to create supportive strategies to support Aboriginal people with the education system *Aim(s): to describe successful programs and strategies that support the transition to school identified by the Starting School Research project</p>	<p>*Sample: Aboriginal Australian’s, in particular children and families transition to school who were part of the Starting School research project *Methods: not applicable</p>	<p>atheoretical – however the work acknowledges (despite not stating it explicitly) that power relations and the ‘whiteness’ of the Australia education system serves to disadvantage and exclude Aboriginal children and families.</p>	<p>*no instruments used</p>	<p>*successful transition for Aboriginal children requires that the competencies and identities they come to school with are valued, and that schools and teachers recognizes the assets Aboriginal children come to school with.</p>	<p>*Strengths: identifies the key aspects that support transition for Aboriginal children *Weaknesses: little back ground information on the starting school research project was provided</p>

<u>Details</u>	<u>Purpose/Aims</u>	<u>Sample/Methods</u>	<u>Frameworks</u>	<u>Instruments</u>	<u>Key Findings</u>	<u>Critical Analysis</u>
<p>* <u>Laverick (2008)</u> * <i>Starting School: Welcoming Young Children and Families into Early School Experiences</i> * USA * Commentary/Editorial (C) * Keywords: transition, school, families, parents</p>	<p>* Purpose: to provide discussion around transition and strategies for assisting children who are beginning their school careers are shared. * Aim(s): to give an overview of developmental characteristics of kindergartners, explore young children's transition experiences and discuss policies and practices that build relationships</p>	<p>* Sample: young children and their families transition to school * Methods: not applicable</p>	<p>* briefly uses Piaget and Erickson briefly as context to understand children's thought processes and/or experiences as they go through transitions, and how a child's development may be disrupted during these times if they do not receive the necessary support</p>	<p>* no instruments used</p>	<p>* Initial impressions, including misconceptions that are characteristic of children preparing to start school, can set the tone for later attitudes toward school. Recognizing the developmental characteristics of children of this age group and addressing factors related to adjustment issues can assist in easing the transition process</p>	<p>* Strengths: provides significant detail of current transition practices in different contexts, cites a variety of literature pertaining to transition * Weaknesses: fluidity issues in the article, international perspectives seem more of an add on than part of the paper.</p>
<p>* <u>Anderson Moore et al. (2003)</u> * <i>The Uses (and Misuses) of Social Indicators: Implications for Public Policy</i> * USA * Commentary/Editorial (C) * Keywords: social indicators, public policy, wellbeing, children, families</p>	<p>* Purpose: to raise awareness and encourage further discussion about a research method that can be helpful to policy makers and others concerned with improving the well-being of children and their families * Aim(s): to help clarify issues with social indicators such as and important purposes that social indicators can serve</p>	<p>* Sample: not applicable * Methods: not applicable</p>	<p>* made mention of the logic model, created for social indicator use and program development/evaluation and provide a link, however, the web link given was no longer current</p>	<p>* no instruments used</p>	<p>* social indicators, when properly used, can be valuable tools for policy makers, practitioners, the media, and the general public. These statistical markers can be used to describe the circumstances of our society, to monitor how well we are doing, to set goals that reflect societal values, to increase accountability for policies and programs, and to inform practices</p>	<p>* Strengths: gives a very detailed understanding of social indicators use and how they have been used to inform research and policy * Weaknesses: possibly dated information, cited links not current/accessible</p>
<p>* <u>Dockett (2008)</u> * <i>The Importance of Transition in the Early Years Learning Framework</i> * Australia * Commentary/Editorial (C) * Keywords: *EYLF, curriculum, policy, early years</p>	<p>Purpose: to elucidate how the EYLF framework promotes the importance of transition * Aim(s): to explore the 'Guidelines for Effective Transition to School Programs'</p>	<p>* Sample: not applicable * Methods: not applicable</p>	<p>* Guidelines for Effective Transition to School Programs framework</p>	<p>* no instruments used</p>	<p>* The development of the EYLF provides opportunities to enhance children's transition to school. In particular, it provides a focal point for children, families, educators and communities to consider what is important as children start school, how prior-to-school experiences</p>	<p>* Strengths: connects transition to current Australian curriculum documents and its place as an area of interest for Australian early years policy * Weaknesses: uncritical, glosses over many barriers to transition</p>

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<p>can be built upon and enhanced, and how schools can be responsive to their newest students.</p>						
<p><u>Walter & Petr 2000</u> <i>* A Template for Family-Centered Interagency Collaboration</i> *USA *Commentary/Editorial (C) *Keywords: interagency, collaboration, early years, family-centred</p>	<p>*Purpose: to assert that successful interagency collaborations require commitment to a shared value base as the core dimension of joint efforts *Aim(s): compares and contrasts the differences between family-centred values and interagency collaboration</p>	<p>*Sample: not applicable *Methods: not applicable</p>	<p>*creation of an 'interagency continuum' model 'shared values as the core dimensions of interagency collaboration' model *referenced systems theory</p>	<p>*no instruments used</p>	<p>*The success of interagency collaboration in improving outcomes for children and their families may well depend on those collaborative efforts being anchored to a shared vision about the absolute, paramount importance of the family as a social institution</p>	<p>*Strengths: offers several frameworks and practical guides for service integration *Weaknesses: dated – possible limited relevance to current study, provides little evidence for the use of the model the introduce, or how it was constructed</p>
<p><u>Ure (2008)</u> <i>* A New Era for the Profession: The national agenda for reform or early childhood education</i> *Australia *Commentary/Editorial (C) *Keywords: early years, policy, national reform agenda</p>	<p>*Purpose: to describes the impact and key points of the national reform agenda on early childhood professionals *Aim(s): to argue that argument that the national reform agenda provides an opportunity to move early childhood services forward and providing a much needed framework to review evidence about what matters for young children</p>	<p>*Sample: not applicable *Methods: not applicable</p>	<p>*atheoretical – but states that as Australia's early years policies have developed in an ad hoc fashion, the national reform agenda is now the time to use and build on frameworks to resource and value children and those working in the sector</p>	<p>*no instruments used</p>	<p>*the author argues that the National Reform agenda, developed in response to the growing body of research evidence linking the quality of children's early life experiences to indicators of health, social wellbeing, and economic viability in adult years, will hopefully put an end to the silos that have developed around difference services</p>	<p>*Strengths: succinct and informative background information about the national reform agenda and its intentions *Weaknesses: no possible limitations or criticisms mentioned of the reform agenda</p>
<p><u>Ben-Arieh& Frones (2007)</u> <i>*Indicators of Children's Well Being: Theory, Types and usage</i> *International *Commentary/Editorial (C) *Keywords: child development, social indicators, wellbeing</p>	<p>*Purpose: to introduce a special edition on the child wellbeing indicators *Aim(s): engage in the range of literature involving child social indicator research such as: empirical evidence, theories and models, challenges, and validity and usages</p>	<p>*Sample: not applicable *Methods: not applicable</p>	<p>*largely atheoretical - asserts that child social indicators can help to bridge data and theory; through providing fertile ground for a dialectic between theory and empiricism</p>	<p>*no instruments used</p>	<p>*That the special edition will serve as a foundation for the continued study of indicators of children's well-being. If this in turn contributes to the well-being of children around the world, then our efforts and work will have been worthwhile</p>	<p>*Strengths: offers significant background into the field of child social indicators research, lead author is a leader in the field *Weaknesses: the articles included in the special issues are of little relevance to the proposed study</p>

