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Price, 1987; McIntyre, Blacher, & Baker, 2006). The manner in which children meet these new challenges can either minimize or contribute to adjustment problems, both socially and academically. (Ladd & Price, 1987).

How children adapt to the school setting and activities has been an important question for many researchers interested in promoting good school transitions, competence and the avoidance of school maladjustment. Two of the most important influences on a child's success, adjustment, and attentiveness in the school environment are the formation of relationships with new classmates and teachers (Ladd, Birch, & Buhs, 1999). These skills begin to develop in early child education programs such as the Head Start program.

Children often enter school and early education programs without the development of skills needed to be successful academically and socially.

In a nationally representative survey, 46% T BT 12 5 (b) 5 (e)9 0 012 0 01



























































































