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**Scaling up early mathematics interventions: transitioning with trajectories and technologies.**

Perry, Bob (ed.) et al., Mathematics and transition to school. International perspectives. Singapore: Springer (ISBN 978-981-287-214-2/hbk; 978-981-287-215-9/ebook). Early Mathematics Learning and Development, 153-169 (2015).

Summary: Transitions in the early years have substantial effects on children's success in school. Moreover, lack of consideration of continuity and alignment may mislead both researchers and politicians to assume preschool effects 'fade', when it may be that poor transitions to primary school are to blame. We hypothesise that most present educational contexts are unintentionally and perversely aligned against early interventions. For example, primary curricula assume little mathematical competence, so only low-level skills are taught. Most teachers are required to follow such curricula rigidly and remain unaware that some of their students have already mastered the material they are about to 'teach'. Teachers may be held accountable for getting the largest number of students to pass minimal competency assessments, engendering the belief that higher performing students are 'doing fine'. In this way, we believe the present U.S. educational system unintentionally but insidiously re-opens the gap between students from low- and higher-resource communities. We conducted a large cluster randomised trial of an intervention that evaluated the persistence of effects of a research-based model for scaling up educational interventions, with one control and two intervention conditions. Only the intervention condition that included a follow-through treatment to support the transition to the primary grades maintained substantial gains of the pre-K mathematics curriculum.

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