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TÍTULO: Transformación en la transición de preescolar a primaria.

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RESUMEN: Se analiza el impacto de la aplicación de estrategias de articulación relacionadas con las transiciones armónicas en las dimensiones biológica, psicológica y social de los alumnos en el logro de la adaptación escolar al inicio del primer grado. Se utilizó un enfoque cuantitativo de tipo aplicado en un diseño experimental en la zona educativa nororiental de Cali, Colombia en 12 instituciones de educación inicial con una muestra de 360 estudiantes distribuidos en dos grupos: control y experimental. El estudio indica que si se aplican las estrategias mencionadas, la adaptación mejora significativamente en las dimensiones observadas con transformaciones en la cultura escolar y la comunicación entre docentes de diferentes niveles educativos, los planes de estudio, las metodologías y los ambientes de aprendizaje.

PALABRAS CLAVES: adaptación; transiciones armónicas; estrategias de articulación

TITLE: Transformation in the transition from preschool to elementary school.

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ABSTRACT: The impact of the application of articulation strategies related to harmonic transitions in the biological, psychological and social dimensions of the students in the achievement of school adaptation at the beginning of the first grade is analyzed. An applied-type quantitative approach was used in an experimental design in the northeastern educational area of Cali, Colombia in 12 initial education institutions with a sample of 360 students divided into two groups: control and experimental. The study indicates that if the aforementioned strategies are applied, the adaptation improves significantly in the dimensions observed with transformations in school culture and communication between teachers of different educational levels, study plans, methodologies and learning environments.

KEY WORDS: adaptation, harmonic transitions, articulation strategies.

INTRODUCTION.

Ensuring educational continuity in the formal system is a primary concern, and for this purpose, preschool education is dimensioned as the pillar of stable and successful educational continuity, as pointed out by the World Education Monitoring Report 2019, as it indicates that early childhood care and education are crucial for cognitive and emotional development, but recognizes that, although preprimary education has increased worldwide, about 64 million children of elementary school age will not receive such education due to various conflicts (UNESCO, 2018).

DEVELOPMENT.

The objective of the study was to analyze the impact of the application of articulation strategies related to harmonious transitions in the achievement of school adaptation from preschool to first grade in 25 institutions in the northeastern area of Cali in Colombia, where the teacher identifies the need to include skills that facilitate appropriate social relations as well as cognitive and academic skills that make it possible to manage educational praxis in the everyday.

In this sense, it is pertinent to point out that the Colombian education system is made up of four levels of education, and in each level there are different grades. Thus, the levels of education include the preschool level (preschool, kindergarten, and transition or early childhood; the latter is mandatory), basic education (five grades of primary and four grades of secondary), secondary education (two grades and ends with a bachelor's degree), and higher education; there is a clearly differentiated curriculum for preschool education with the enactment of the Curricular Bases for early and preschool education, different from the guidelines for basic and secondary education (MEN, 1994) (MEN, 2017).

This scenario allows inferring the division that exists between the different levels of education and the lack of accompaniment of children in their academic transition, as well as the lack of institutional plans that begin to generate a culture that attends to the passage of children through the different educational environments so that aspects such as school adaptation are prioritized through strategies that favor the harmonious passage between levels and grades, while having a positive impact on the rates of dropout and repetition that occur in the early years, as noted by the Minister in 2016 at the launch of the public policy when she pointed out that 3.25% of children in Colombia had abandoned their studies in the transitional school stage, 2.83% had dropped out in the basic primary stage, and the repetition rate in the first grade was 2.72% (Luchetti, 2007) (Redacción, El País, 2015).

School adaptation is approached from Piaget's cognitive theory, which describes it as a process of intelligence in which the properties of assimilation and accommodation give way to a state of equilibrium; when there is adaptation to things, thought organizes itself, and when it organizes itself, it structures things; hence, knowledge is understood as an incorporation of the object into the schemes that are due to the intellectual activity itself (Piaget, 2009).

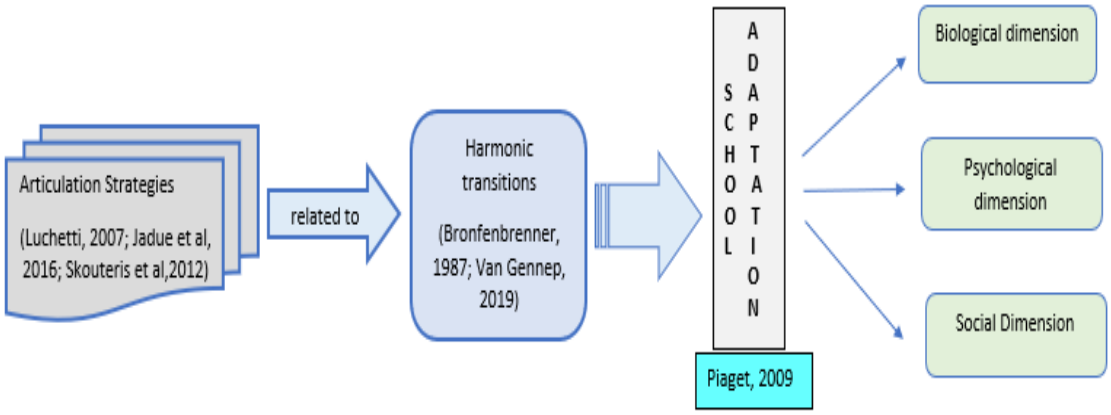

Figure 1. Theoretical basis of the articulation strategies related to harmonic transitions. Own elaboration based on Piaget (2009), Bronfenbrenner (1987), VanGennep (1960), Luchetti (2007), Jadue et al. (2016), Skouteris et al. (2012).

Children's transition from preschool to elementary school is conceived in social and cultural contexts that have a direct influence, so that the ecological theory of human development and Van Gennep's rites of passage theory make it possible to visualize the importance of the immediate and mediated environments present in the construction of learning and the adaptation of the child to his or her school environment (Bronfenbrenner, 1987, VanGennep, 2019).

In Latin America, the situation is a little more difficult in terms of figures, as McGinn points out that only 25% of four-year-old children in Latin America attend preschool education and states that there is little uniformity in access, adding that school dropout rates have increased significantly, and that these dropouts do not even achieve functional literacy (McGinn, 2016).

Adaptation processes in children are identifiable in the interactions that occur in their daily lives, so it is necessary to recognize the school context as a microsystem which is interdependent on other systems through which the children move and in which there is a reciprocal influence. In this context, the interactions of children with their peers and adults are established; the children acquire and master a behavior that is culturally accepted and valued through the influence of the adults or caregivers around him, giving cultural traits that are validated in coexistence (Bronfenbrenner, 1987).

In the above scenario, culture presents rites that provide a sense of change and passage through the moments in which individuals experience significant or critical stages according to cultural values and norms, called separation / transition / reincorporation through which the subject establishes adjustments to assimilate the new norms that are present in society; hence, the activities that take place at school to celebrate the completion of the preschool cycle and the beginning of the primary cycle are very relevant in the construction of school adaptation (VanGennep, 2019).

It is easy to realize when the children are facing an adaptive situation because this can manifest very significant reactions at the physiological and psychological levels, given that the prefrontal cortex participates in learning as the main substrate of the neuro-anatomical system that has repercussions on one's state of health, which is why it is necessary to further elucidate the biological, psychological, and social dimensions, recognizing their complex and integral character within the development involved and observable within the process of adaptation of the children (Rincón & Rey, 2017; Martínez, 1992; Vergara & Vélez, 2016; VanGennep, 2019).

In this adaptation period, a series of behaviors are identified that are very characteristic, such as crying and vomiting; likewise, the children may show attitudes of rejection and respond with tantrums. Children may also be aggressive, and it is possible to identify that some have attachment to objects or materials; likewise, when moving from one grade to another, they may have regressive

behaviors such as being nervous, being afraid, or they may even show absence of language (de la Corte, 2017, Sánchez, 2007).

For this study, we used an approximate model of the descriptors of the Adaptive Behavior Assessment System (ABAS II); these behaviors observed in children are described in three main dimensions, namely (Oakland & Harrison, 2013):

(a) Biological, in which physical descriptors such as paleness, sweating, cold hands, lack of appetite, vomiting, sphincter control, and drowsiness are grouped.

(b) Psychological, in which aspects such as insecurity; lack of concentration; inattention; lack of showing affection; regressive behaviors; tantrums; attachment to family members, peers, teachers or objects; verbal aggression; physical aggression; fear.

(c) Social, in which manifestations such as difficulty in interrelation with peers, difficulty in fluid communication with peers and teachers, isolation, difficulty in assertive interaction, apathy towards teachers, and frequent crying are grouped.

Table 1. Articulation strategies related to harmonic transitions.

Articulation strategies related to harmonic transitions	
Pedagogical Articulation	Flexibilization I. Referred to as the macrosystem. -A bridge is established between the theoretical–conceptual differences of preschool and elementary education from the pedagogical practices.
Institutional and Inter-institutional Articulation	Flexibilization II. Referred to as the mesosystem. - Teleological projection that integrates preschool and the following grades of formation. - Adequacy of the first-grade furniture in ergonomic coherence. - Implementation of academic planning times between preschool and first grade teachers.

	- Systematic teacher–teacher exchange. - Integration of parents in the school transition process.
Curricular Articulation	Flexibilization III. Referred to as the microsystem. - Adaptation of the academic day in the first weeks of first grade. - Joint academic planning between preschool and first grade teachers. - Diagnostic and reinforcement period. - Prioritization of bio-physical–motor training in first grade in the first weeks. - Characterization of planning with a playful approach.
Methodological Articulation	Flexibilization III. Referred to as the microsystem. - Pedagogical delivery. - Recognition of the daily agenda by the children at the beginning of each day. - Implementation of the timeline in the daily schedule. - Playfulness as a learning strategy. - Playtime: avoid depriving the child of play as a punishment.
Articulation of learning environments	Flexibilization IV. Referred to as the microsystem. - Children's participation in the construction of the rules. - Collaborative school environment. - Thematic corners. - Implementation of activities outside the classroom combining movement and space. - Implementation of festive activities as a rite of passage at the end of the adaptation period.

Source: authors' own.

Traumatic experiences of children or poor management by adults create irreversible results that are reflected in missing school years and dropout; articulation as a strategy favors the continuity of learning, the gradualness of the process, and the happy, fluid, safe, and non-traumatic passage between different courses and levels. Articulation can be recognized as a facilitator of student mobility within the educational system that should guarantee progressive development, as well as logical and natural continuity that favors an easy and adequate adaptation that benefits development and learning (Luchetti, 2007; Ulloa, Goris, Zaina, Azzerboni, & Oriligio, 2006).

However, the efforts made in an institutional manner by the different levels of the institution, which are committed to different aspects, and which allow for a series of articulations that may occur, are:

(i) Institutional articulation, referred to as the institutional orientation, which allows establishing pedagogical coherence and continuity through sites of conversation and organization between the different educational grades.

(ii) Curricular articulation, which deals with the structuring associated with persistence in the disciplinary areas, which are worked on in the curricular foundations of each institution.

(iii) The organization of teaching practices, which is related to the analysis of pedagogical–didactic theories and procedures.

(iv) The articulation of teachers and students of the two levels, which points out that this structuring fosters the interaction of habitual propositions and facilitates constancy in training perspectives (Jadue, Díaz, Báez, & Rivas, 2016; Skouteris, Watson, & Jarrad, 2012; Arcila, 2015; Timperley, McNaughton, Howie, & Robinson, 2003).

It is also worth recognizing the role of the articulations that emphasize the interests and needs of the children, as well as the promotion of social skills, which is why the school articulation strategies, evident through a series of planned strategies that guide the actions of teachers, were studied in depth (León, 2018; Rodriguez & Turón, 2007; Silva, 2016).

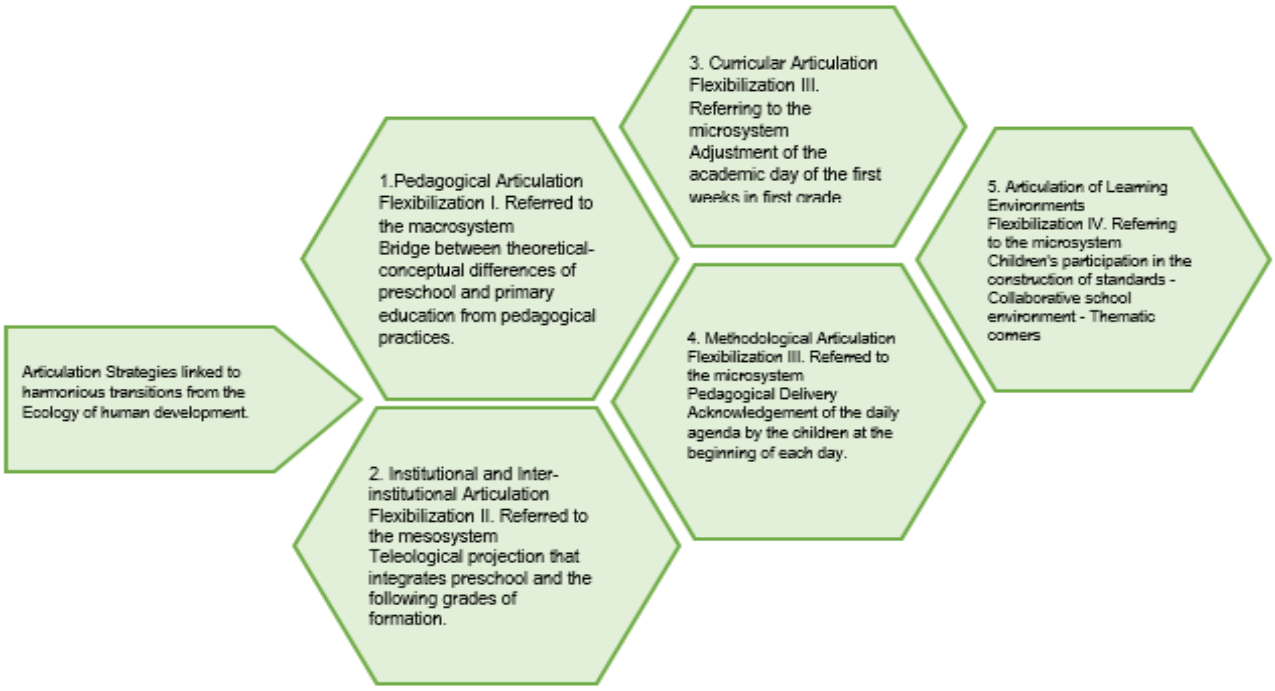

Figure 2. Articulation strategies related to harmonic transitions. Own elaboration based on Bronfenbrenner, U. (1987). The ecology of human development.

In this research, intervention strategies were developed that consisted of the implementation of a series of activities that initially involved direct observations of preschool children, meetings–workshops with preschool and first grade teachers to establish preschool strategies to be implemented in the first grade during the first weeks, such as pedagogical corners, as well as curricular flexibilization strategies to be implemented at the beginning of the year in terms of schedules, subjects, and activities. The identified strategies were applied to the experimental groups, and observations were made during the first three weeks in both the control and experimental groups.

Materials and methods.

The study used the hypothetical deductive method in order to gain a better understanding of how to approach the truth or falsity of the hypothesis we tested. The research was of an applied type, and since it sought the application or utilization of the knowledge acquired, it is framed in a quantitative approach study. The design was experimental, corresponding to a quasi-experimental sub-design

with a pre-test and post-test. The sample consisted of 180 students belonging to the experimental group and 180 students belonging to the control group.

This population is largely characterized by belonging to ethnic groups of indigenous origin and displaced Afro-descendants. Some neighborhoods were built by invasion; hence, they do not have all public services, and their families mostly work in unskilled jobs or in the informal economy so that parents do not have much time or qualifications to accompany their children with their academic work and are usually left in the care of their grandmothers. The average age in preschool is five years old, and in first grade it is six years old (Silva, 2016). For the experimental group, an intervention program aimed at strengthening their school adaptation was developed. At the end, the results obtained from both groups were analyzed to contrast the hypotheses (Arispe, y otros, 2020; Bhear, 2008; Sánchez & Reyes, 2015).

The instrument was validated through the criterion of expert judgment, which was found to be appropriate. As for reliability, this was determined by means of a pilot test applied to a group of 25 students different from the sample but with similar characteristics. The test determined a Cronbach's Alpha of 0.982, which allowed us to establish a very good reliability of the instrument.

In total, the field work was developed in 12 sessions during 10 months. The research was conducted in the northeastern educational area of Cali in Colombia, with a population of 800 students from 25 preschool and elementary school institutions; the sample is detailed in Table 2. Data collection was carried out via observation. The instrument designed was an observation guide and a checklist (Arias, 2012; Hernández, Fernández, & Baptista, 2014; Bernal, 2018).

Table 2. Research sample: public and private educational institutions in the northeastern region of Cali.

Nº	Schools Preschool	Nº of Students	Group
1	IE. Guillermo Valencia	32	Experimental Group (180 students)
2	IE. Liceo Príncipes de Paz	28	
3	IE. José María Villegas	32	
4	IE. Los Vencedores	30	
5	IE. Rafael Pombo	28	
6	IE. Pequeños Gigantes	30	
7	IE. Santiago de Cali	28	Control Group (180 students)
8	IE. Alfonso López	30	
9	IE. Manuela Beltrán	32	
10	IE. San Pedro	28	
11	IE. San Jorge	30	
12	IE. Sebastián de Belalcázar	32	
Total		180	

Source: authors' own.

The research project was approved by the ethics committee of the Norbert Wiener University in Peru. For the treatment of the information, the parents signed an informed consent once they were informed of the objective of the research in accordance with national and international standards of confidentiality of the informants.

Results.

Information on the level of adaptation presented by preschool children in the transition to elementary school was collected through 28 descriptors, which constitute a checklist that allows determination of the presence or absence of adaptation during the observation period. The descriptors are grouped into three dimensions: biological, constituted by seven (7) observation items; psychological with

fourteen (14) items, and social with seven (7) items. The coding for observation was as follows: Always= 1; Many times = 2; Sometimes = 3; Never =4.

Considering that the observation instrument was focused on the signs of adaptive difficulty and used to measure the level of adaptation in a range that is comprehensive and acceptable, in coherence with the information that emerged from the observations made, a parameter was established that allowed us to recognize when the child was adapted and when he/she was not. For this purpose, the following codes were established: Always = 1 Not adapted, Never = 4 Adapted. After analyzing the results, the rating scale of the school variable and its dimensions is presented.

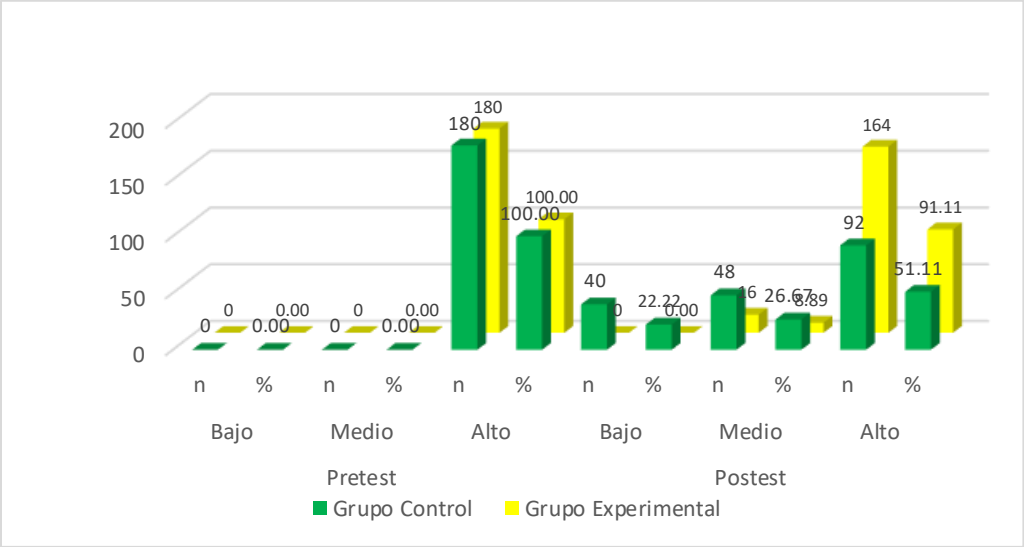

Figure 3. Distribution levels of pre-test and post-test school adaptation. This shows that preschool students, both the control group and the experimental group, finished the school year with a high level of school adaptation, as evidenced by the pre-test, but when starting a new grade, the experimental group had higher levels of adaptation (91.11% with a high level) compared to the control group (51.11% with a high level) because the former have had the articulation strategies applied to them.

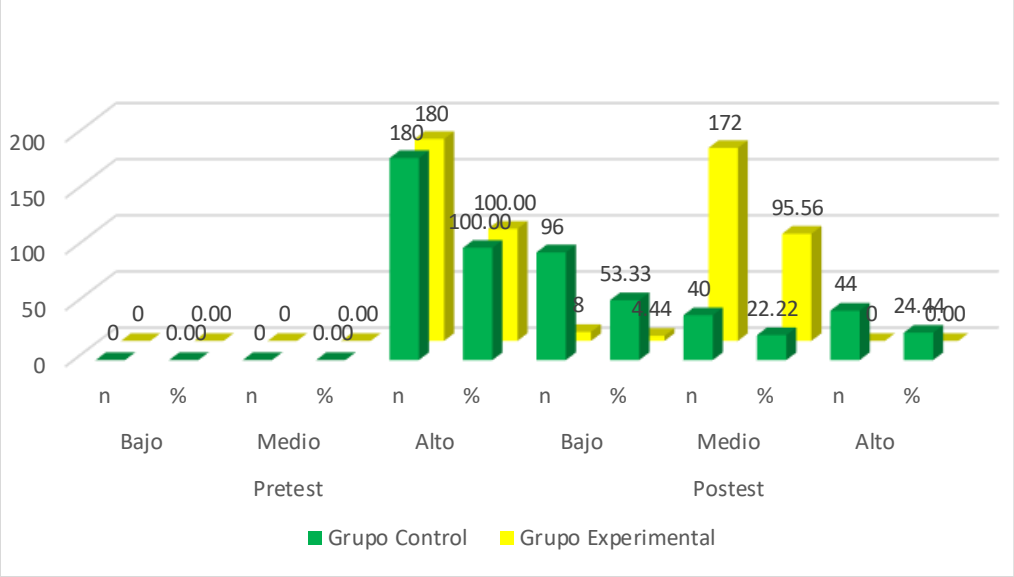

Figure 4. Distribution levels of pre-test and post-test biological aspects. This shows that in the dimension corresponding to the biological aspects of adaptation, the experimental group presented fewer alterations in their physical condition (95.56% had an average level), compared to the control group (22.22% had an average level); these are aspects that are easier for teachers to observe.

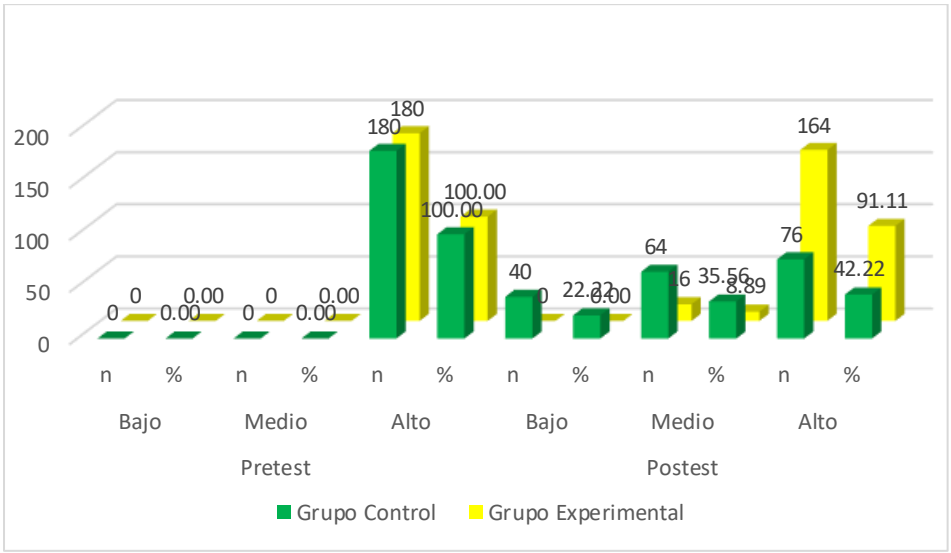

Figure 5. Distribution levels of pre-test and post-test psychological aspects. This shows that in the dimension referring to psychological aspects of adaptation, there was a positive impact on living articulation strategies associated with harmonic transitions, as reflected in the comparison between the experimental group (91.11% had a high level) and the control group (42.22% had a high level).

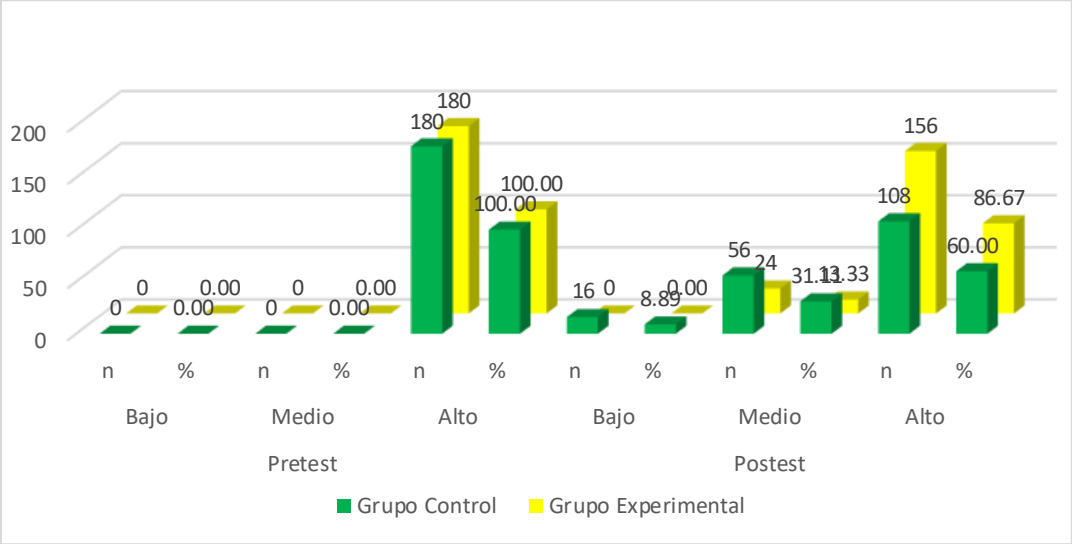

Figure 6. Distribution levels of the pre-test and post-test social aspects. In the dimension corresponding to social aspects, these were positively affected when articulation strategies were applied, as clearly indicated by the information contrasting the experimental (86.67% had a high level) and control groups (60% had a high level). The results at the hypothesis testing level are presented below.

Table 3. Analysis of the articulation program related to harmonious transitions of school adaptation.

	School Adaptation pre-test	School Adaptation post-test
Mann–Whitney U	14696,000	9464,000
W of Wilcoxon	30986,000	25754,000
Z	-2,286	-6,890
Asymptotic sig. (bilateral)	,052	,000
Grouping variable: Group		

Since the observed significance value (sig) p= .000 was less than the value of the theoretical significance $\alpha = 0.05$ in the post-test, it showed that the difference between the control group and the experimental group was statistically significant; therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted, that is, the program of articulation strategies related to the

harmonic transitions of early childhood significantly improved school adaptation to first grade in the educational institutions of the northeastern zone of Cali.

Table 4. Analysis of biological aspects of school adjustment.

	Biological aspects pre-test	Biological aspects post-test
Mann–Whitney U	16200,000	13472,000
W of Wilcoxon	32490,000	29762,000
Z	,000	-2,985
Asymptotic sig. (bilateral)	1,000	,003
Grouping variable: Group		

It was observed that the significance value (sig) p= .000 was less than the theoretical significance value $\alpha = 0.05$ in the post-test, which indicated that the difference between the control group and the experimental group was statistically significant; therefore, the null hypothesis was rejected and the alternative hypothesis was accepted—that is, the program of articulation strategies related to harmonious early childhood transitions significantly improved the biological aspects of school adaptation in the educational institutions of the northeastern zone of Cali.

Table 5. Analysis of the psychological aspects of school adaptation.

	Psychological aspects pretest	Psychological aspects posttest
Mann–Whitney U	16168,000	5444,000
W of Wilcoxon	32458,000	21734,000
Z	-,055	-11,025
Asymptotic sig. (bilateral)	,956	,000
a. Grouping variable: Group.		

As the observed significance value (sig) p= .000 was less than the value of the theoretical significance $\alpha = 0.05$ in the post-test, it allowed us to point out that the difference between the control group and the experimental group was statistically significant; therefore; the null hypothesis was rejected and the alternative hypothesis was accepted, that is, the program of articulation strategies

related to the harmonic transitions of early childhood significantly improved the psychological aspects of school adaptation to the first grade in educational institutions of the northeastern area of Cali.

Table 6. Analysis of social aspects of school adjustment.

	Social Aspects pre-test	Social Aspects post-test
Mann–Whitney U	13224,000	9432,000
W of Wilcoxon	29514,000	25722,000
Z	-5,108	-7,873
Asymptotic sig. (bilateral)	,075	,000
a. Grouping variable: Group.		

It was observed that the significance value (sig) p= .000 was less than the value of the theoretical significance $\alpha = 0.05$ in the post-test, which showed that the difference between the control group and the experimental group was statistically significant; therefore, the null hypothesis was rejected and the alternative hypothesis was accepted, that is, the program of articulation strategies related to the harmonious transitions of early childhood significantly improved the social aspects of school adaptation to first grade in the educational institutions of the northeastern zone of Cali.

Discussion.

The observed significance value (sig) p= .000 was lower than the value of the theoretical significance α 0.05 in the post-test; this allowed us to point out that the difference between the control group and the experimental group was statistically significant; therefore, the program of articulation strategies related to the harmonic transitions of early childhood significantly improved school adaptation to the first grade of the educational institutions of the northeastern zone of Cali. This shows that the application, at the beginning of first grade of articulation strategies or principles in relation to harmonic transitions, had a positive and significant impact on children's adaptation, evidenced in its

individual dimension through the balance between the properties of assimilation and accommodation and in the social dimension in clear signs of wellbeing.

It is also important to acknowledge that the articulation strategies related to harmonic transitions had greater application in the classroom, recognized as a microsystem within the conception of the ecology of human development, and other strategies were applied within the macrosystem, such as the physical adaptation according to the ergonomic needs of first grade children and pedagogical practices, with the purpose of establishing a continuity that provides a solution to the traditional ruptures of the change of school year (Bronfenbrenner, 1987).

Consequently, some strategies related to harmonious transitions were organized in categories such as games, the environment, plastic arts, reading, music, dance, and singing; others were recognized as guiding actions in moments of academic transition, which represent the opportunity for students to acquire confidence and positive attitudes towards change, allowing maladapted behaviors to become adapted behaviors.

Based on the results of the present research, it is evident that there is an urgent need for a theoretical–practical re-signification of the transition of children from the initial level to elementary school. This implies establishing an adequate flexibility in the aspects of the macrosystem and the microsystem so that the curricular designs, pedagogical practices, and learning environments are organized or aligned to offer a continuum more favorable to the adaptation processes (Martínez, 1992) (Piaget, 2009) (Cortés & García, 2017) (Arias, 2012) (Vogler, 2008) (Sánchez E. , 2007) (Bronfenbrenner, 1987) (Jadue, Díaz, Báez, & Rivas, 2016) (Luchetti, 2007) (Manship, Faber, Smith, & Drummond, 2016).

The significance value (sig) $p = .000$ was less than the theoretical significance value $\alpha = 0.05$ in the post-test, which indicated that the difference between the control group and the experimental group was statistically significant, i.e., the program of articulation strategies related to harmonic transitions

in early childhood significantly improved the biological aspects of school adaptation in the educational institutions of the northeastern zone of Cali. That is to say, the application of articulation strategies related to harmonic transitions positively impacted the biological, psychological, and social dimensions of children who transitioned from preschool to first grade.

In this sense, this confirmed that a difficult adaptation manifests itself with physiological disorders, given that the central nervous system is compromised and affects the internal secretion glands, tissues, various internal organs, and biochemical and functional changes. It was evident that by applying articulation strategies related to harmonic transitions, this enabled a smooth passage without biological traumas or encountering frightening situations, such as uncertainty, and, therefore, they were not affected in physiological terms (Martínez, 1992) (Cantero, 2003).

The significance value (sig) p= .000 was less than the theoretical significance value $\alpha = 0.05$ in the post-test, which showed that the difference between the control group and the experimental group, that is, the program of articulation strategies related to harmonious transitions in early childhood significantly improved the social aspects of school adaptation to first grade in the educational institutions of the northeastern zone of Cali.

In relation to the psychological dimension, it is worth recognizing the validity of what Piaget points out regarding the importance of establishing equilibrium processes through the interactions offered by the context since the planned experiences to which the children in the experimental group were subjected facilitated interacting and experiencing the processes of assimilation and accommodation in a less traumatic way, which could occur if a series of strategies related to harmonic transitions were not established since these are key to strengthening the students' confidence in their ability to learn (Piaget, 2009) (Linares, 2008) .

Thus, this demonstrates the relevance of providing children who are transitioning to first grade with a series of activities that contribute to establishing acceptance of the new and unknown in a

processual way, through strategies that keep a close relationship between the context of preschool and first grade. Adaptation in the social dimension is contextualized in the micro- and mesosystem, whose characterization allows recognizing the different social realities in which children are mobilized, which has been called ecological transition, whose interdependence allows us to understand the impacts generated in children's behavior (Bronfenbrenner, 1987).

This ecological transition is complemented by describing adaptation as a rite of passage in which some stages are experienced in which the child establishes adjustments to assimilate the new social norms, which, in this case, are those proposed in the first grade, such as extended schedules, the arrangement of the furniture, the relationship with peers and teachers, the academic demands, and the curricular differences, among others, which, in this understanding, advocates the need to support the adaptation of children in terms of "routines, rules, prosocial environments, knowledge and plans" (Bronfenbrenner, 1987, Van Gennep, 2019, Vogler, 2008).

This observation highlights the importance of ensuring harmonious transitions in the transition from early childhood to first grade because the child's psycho–biological–social mismatch goes unnoticed. In this regard, León describes prosocial behavior as a basic aspect in the promotion of behavioral patterns aimed at establishing "healthy functional and positive interactions; as well as patterns based on the understanding of the other", which can be identified as the promotion of empathetic attitudes that facilitate the necessary environments for the purposes of training in first grade (Abello, 2008, Cortés & García, 2017; Bronfenbrenner, 1987; VanGennep, 2019; Mora, 2017; León, 2018).

CONCLUSIONS.

The application of articulation strategies related to harmonic transitions had a positive and significant impact on school adaptation in children who were transitioning from preschool to first grade in Cali's institutions.

We found that the observed significance value (sig) p= .000 was lower than the theoretical significance value $\alpha = 0.05$ in the post-test. This allowed us to affirm that there was a transition period at the beginning of the school year in which the children required differentiated treatment, beginning before the end of the preschool school year and that processually introduces them to the academic life of elementary school so that they do not feel abrupt and destabilizing cuts due to changes of teachers and academic level.

Undoubtedly, when harmonic transitions take on an institutional character, the school is transformed and initiates a process of resignification in favor of formative well-being; academic meetings between teachers of different levels are favored to gain recognition for the work conducted; communication bridges are built between the theoretical guidelines that guide preschool and primary education; the academic conception that characterizes the transition to primary school is made more flexible; and the bio-psycho-social impacts that the child suffers in the transition to a new school year are evidenced. All of this is in order to guarantee higher levels of continuity or retention and school success.

Regarding the biological dimension, the application of articulation strategies related to harmonic transitions had a positive and significant impact on it. In this sense, it was evident that most of the children in the experimental group showed little signs of maladaptation such as paleness, sweating, lack of appetite, or sleepiness during the day; the absence of these descriptors among the children indicated normal adaptation levels and positive responses to the articulation strategies proposed for this period.

The beginning of the school year is a completely new and uncertain for the child, so signs such as insecurity, physical and verbal aggression, tantrums, attachment, fear, regressions, and crying may be descriptors of adaptive difficulties that, if prolonged over time, generate difficulties of more complex orders. When articulation strategies related to harmonious transitions are applied, such as

planning according to children's times and needs, individualized and attentive treatment by teachers, motivating methodologies and activities, they have a positive and significant impact on the psychological dimension of the children's adaptation process.

Regarding the social dimension, this is positively and significantly impacted by applying articulation strategies related to harmonic transitions, as confirmed by the Z test statistic (-7.873). These results show that the articulation strategies applied had a positive impact on the social dimension in that they promoted prosocial attitudes, positive interrelationships among the children, and fluid communication with their teachers and among their peers.

Patents.

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