

**Parent-Teacher Communication During Transition Time:
A Teacher's View**

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Family and Child Development

(Abstract)

This study explored informal conversations between parents and me at the Virginia Tech Child Development Lab School during transition times, or arrival and departure of the child. An ethnography was used for this study. I, as the participant observer, recorded the natural interactions and comments between 28 parents and me during the transition times. I analyzed the data using a coding procedure that uncovered four main themes: (1) Opening Communication, (2) Communication Focused on the Child, (3) Problem-Solving Communication, and (4) Factors that Enhance and Hinder Communication. My findings and reflections revealed the content of transition time communication and how it helped me develop relationships with parents. Implications for teachers, parents, and future researchers are suggested.

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