

Literatura

- Ahnert, L., Gunnar, M., Lamb, M. E. & Barthel, M. (2004). Transition to Child Care: Associations with Infant – Mother Attachment, Infant Negative Emotion, and Cortisol Elevations. *Child Development*, 75, 3, 639–650.
- Ahnert, L., Pinquart, M. & Lamb, M. E. (2006). Security of Children's Relationships With Nonparental Care Providers: A Meta-Analysis. *Child Development*, 74(3), 664–679.
- Andersson Søre, M., Schad, E. & Psouni, E. (2023). Transition to Preschool: Paving the Way for Preschool Teacher and Family Relationship-Building. *Child Youth Care Forum*. Dostupné z: <https://doi.org/10.1007/s10566-023-09735-y>
- Baránková, N. (2022). *Adaptační plán MŠ*. Dostupné z: inkluzivniskola.cz (staženo 20. 3. 2023)
- Birch, S. H., & Ladd, G. W. (1997). The teacher-child relationship and children's early school adjustment. *Journal of school psychology*, 35(1), 61-79.
- Braukhane, K. & Knobloch, J. (2011): *Das Berliner Eingewöhnungsmodell – Theoretische Grundlagen und praktische Umsetzung*. Dostupné z: https://www.kita-fachtexte.de/fileadmin/Redaktion/Publikationen/KiTaFT_Braukhane_Knobloch_2011.pdf (staženo 14. 3. 2023)
- Brock, L. L. & Curby, T. W. (2014). Emotional Support Consistency and Teacher-Child Relationships Forecast Social Competence and Problem Behaviors in Prekindergarten and Kindergarten. *Early Education and Development*, 25(5), 661–680. doi:10.1080/10409289.2014.866020
- Cook, K. D., Coley, R. L. & Zimmermann, K. (2019). Who benefits? Head start directors' views of coordination with elementary schools to support the transition to kindergarten. *Children and Youth Services Review*, 100, 393–404. doi:10.1016/j.childyouth.2019.03
- Cugmas, Z. (2007) Child's attachment to his/her mother, father and kindergarten teacher. *Early Child Development and Care*, 177:4, 349–368. doi: 10.1080/03004430500504419
- Dettling, A. C., Gunnar, M. R. & Donzella, B. (1999). Cortisol levels of young children in full-day childcare centers: relations with age and temperament. *Psychoneuroendocrinology*, 24(5), 519–536. doi:10.1016/s0306-4530(99)00009-8

- Early, D. M., Pianta, R. C., Taylor, L. C. & Cox, M. J. (2001). Transition Practices: Findings from a National Survey of Kindergarten Teachers. *Early Childhood Education Journal*, 28(3), 199–206.
- Feldbaum, C. L., Christenson, T. E. & O'Neal, E. C. (1980). An Observational Study of the Assimilation of the Newcomer to the Preschool. *Child Development*, 51(2), 497. doi:10.2307/1129284
- Fiese, B. H. (2008). Children's daily routines during kindergarten transition. *Early Childhood Education Journal*, 36(1), 69–74. Dostupné z: <https://doi.org/10.1007/s10643-008-0255-2>
- Griebel, W. & Niesel, R. (1997, 3. září). From Family to Kindergarten: A Common Experience in a Transition Perspective. 7th European Conference on the Quality of Early Childhood Education, Mnichov, Německo. Dostupné z: https://education.unimelb.edu.au/__data/assets/pdf_file/0003/3551160/griebelniesel3.pdf.
- Griebel, W. & Niesel, R. (1999, 1. září). From Kindergarten to school: A transition for the family. EECERA 9th European Conference on quality in early childhood education "Quality in early childhood education – How does early education lead to life-long learning?", Helsinky, Finsko. Dostupné z: https://education.unimelb.edu.au/__data/assets/pdf_file/0011/3551159/griebelniesel2.pdf
- Griebling, S. & Gilbert, J. (2020). Examining the Value of a Summer Kindergarten Transitioning Program for Children, Families, and Schools. *School Community Journal*, Vol. 30(1), 191–208.
- Hausken, E. G., & Rathbun, A. H. (2002). Adjustment to Kindergarten: Child, Family, and Kindergarten Program Factors. Paper Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 4, 2002.
- Hinde, R. A., Easton, D. F., Meller, R. E. & Tamplin, A. (1983). Nature and determinants of preschoolers' differential behaviour to adults and peers. *British Journal of Developmental Psychology*, 1(1), 3–19. doi:10.1111/j.2044-835x.1983.tb00540.x
- Howes, C., Phillipsen, L. C. & Peisner-Feinberg, E. (2000). The Consistency of Perceived Teacher–Child Relationships Between Preschool and Kindergarten. *Journal of School Psychology*, Vol. 38, No. 2, 113–132.
- Hughes, D. A. (2017). *Budování citového pouta*. Praha: Institut fyziologické socializace.
- Ijzendoorn, M. H. van (1990). Developments in Cross-Cultural Research on Attachment: Some Methodological Notes. *Human Development*, 33, 3–9.
- Jewsuwan, R., Luster, T. & Kostelnik, M. (1993). The relation between parents' perceptions of temperament and children's adjustment to preschool. *Early Childhood Research Quarterly*, 8(1), 33–51. doi:10.1016/s0885-2006(05)80097-3
- Koomen, H. M. Y. & Hoeksma, J. B. (2003). Regulation of emotional security by children after entry to special and regular kindergarten classes. *Psychological Reports*, 93, 1319–1334. Dostupné z: <https://doi.org/10.2466/pr0.2003.93.3f.1319>
- Kompetentní učitel 21. století: Mezinárodní profesní rámec kvality ISSA (2011). Praha: Step by Step Česká republika, o. s.
- Laevers, F. (2005). SICS/ZIKO. *Well-being and Involvement in Care Settings. A Process-oriented Self-evaluation Instrument*. Kind & Gezin and Research Centre for Experientel Education. Dostupné z: <file:///C:/Users/Hana%20Hanzl%C3%ADkov%C3%A1/Downloads/sics-ziko-manual.pdf> (staženo 23. 9. 2023)
- LoCasale-Crouch, J., Mashburn, A. J., Downer, J. T. & Pianta, R. C. (2008). Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten. *Early Childhood Research Quarterly*, 23, 124–139.
- MacNamara, D. (2016). *Rest, Play, Grow. Making Sense of Preschoolers (Or Anyone Who Acts Like One)*. Vancouver: Aona Books.
- Markström, A. M. & Simonsson, M. (2017). Introduction to preschool: strategies for managing the gap between home and preschool. *Nordic Journal of Studies in Educational Policy*, 3(2), 179–188. doi: 10.1080/20020317.2017.1337464
- Marty, A. H., Readdick, C. A. & Walters, C. M. (2005). Supporting secure parent–child attachments: the role of the non-parental caregiver. *Early Child Development and Care*, 175(3), 271–283.
- Masopustová, Z., Tancoš, M., Fikrlová, J., Lacinová, L., & Hanáčková, V. (2023). Infant attachment in the Czech Republic: Categorical and dimensional findings from a post-communist country. *Infant Behavior and Development*, 71, 101835.
- McIntyre, L. L., Eckert, T. L., Fiese, B. - H., DiGennaro, F. D. & Wildenger, L. K. (2007). Transition to Kindergarten: Family Experiences and Involvement. *Early Childhood Education Journal*, 35(1), 83–88. doi:10.1007/s10643-007-0175-6

- Neufeld, G. & Maté, G. (2019). *Držte si své děti. Proč jsou rodiče důležitější než kamarádi*. Praha: PeopleComm.
- Niesel, R. & Griebel, W. (2005). *Poprvé v mateřské škole*. Praha: Portál.
- Pianta, R. C., Nimetz, S. L. & Bennett, E. (1997). Mother-child relationships, teacher-child relationships, and school outcomes in preschool and kindergarten. *Early Childhood Research Quarterly*, 12(3), 263–280. doi:10.1016/s0885-2006(97)90003-x
- Pianta, R. C., Cox, M. J., Taylor, L. & Early, D. (1999). Kindergarten Teachers' Practices Related to the Transition to School: Results of a National Survey. *The Elementary School Journal*, 100(1), 71–86. doi:10.1086/461944
- Pianta, R. C., Kraft-Sayre, M., Rimm-Kaufman, S., Gercke, N. & Higgins, T. (2001). Collaboration in building partnerships between families and schools: The National Center for Early Development and Learning's Kindergarten Transition Intervention. *Early Childhood Research Quarterly*, 16(1), 117–132. doi:10.1016/s0885-2006(01)00089-8
- Pouzarová, T. (2020). *Podpora adaptace dítěte v raném věku v předškolním vzdělávání v Dánsku a Německu*. Nepublikovaná diplomová práce. Praha: UK.
- Rimm-Kaufman, S. E. & Pianta, R. C. (2000). An Ecological Perspective on the Transition to Kindergarten: A Theoretical Framework to Guide Empirical Research. *Journal of Applied Developmental Psychology*, 21(5), 491–511.
- Rimm-Kaufman, S., Pianta, R. & Cox, M. (2000). Teachers' judgments of problems in the transition to kindergarten. *Early Childhood Research Quarterly*, 15, 147–166.
- Shamir-Essakow, G., Ungerer, J. A. & Rapee, R. M. (2005). Attachment, Behavioral Inhibition, and Anxiety in Preschool Children. *Journal of Abnormal Child Psychology*, 33, 2, 131–143.
- Sabol, T. J., & Pianta, R. C. (2012). Recent trends in research on teacher-child relationships. *Attachment & human development*, 14(3), 213–231.
- Sierra, G. (2015). Attachment and preschool teacher: An opportunity to develop a secure base. *International Journal of Early Childhood Special Education (INT-JECSE)*, 4(1), 1–16.
- Sunderlandová, M. (2017). *Věda zvaná rodičovství*. Praha: Euromedia Group.
- Stormont, M., Beckner, R., Mitchell, B. & Richter, M. (2005). Supporting successful transition to kindergarten: general challenges and specific implications for students with problem behavior. *Psychology in the Schools*, 42(8), 765–778.
- Syslová, Z. & Škarková, L. (2015). *Rámec profesních kvalit učitele mateřské školy*. Brno: Masarykova univerzita.
- Thijs, J. T. & Koomen, H. M. Y. (2008). Task-related interactions between kindergarten children and their teachers: The role of emotional security. *Infant and Child Development*, 17(2), 181–197. Dostupné z: <https://doi.org/10.1002/icd.552>
- Vermeer, H. J. & Groeneveld, M. G. (2017). Children's physiological responses to childcare. *Current Opinion in Psychology*, 15, 201–206. doi:10.1016/j.copsyc.2017.03.006
- Vermeer, H. J. & Ijzendoor, M. H. van (2006). Children's elevated cortisol levels at daycare: A review and meta-analysis. *Early Childhood Research Quarterly*, 21, 390–401.
- Vet, S. M. de, Vrijhof, C. I., Veek, S. M. C. van der, Linting, M. H. & Vermeer, J. (2023). Young children's cortisol levels at out-of-home child care: A meta-analysis. *Early Childhood Research Quarterly*, 63, 204–218.
- Winner, A. (2015): Das Münchener Eingewöhnungsmodell – Theorie und Praxis der Gestaltung des Übergangs von der Familie in die Kindertagesstätten. Dostupné z: https://www.kita-fachtexte.de/fileadmin/Redaktion/Publikationen/KiTaFT_winner_2015.pdf (staženo 24. 3. 2023)
- Zhang, X. (2014). The Differential Role of Symptoms of Anxiety and Social Withdrawal in Chinese Children's Dependency on Their Teachers During the Transition to Nursery Care. *Early Education and Development*, 26(7), 956–969. doi:10.1080/10409289.2014.915675