

Activity Sheet 6

Effective Transition Practices & Strategies

The National Early Childhood Transition Center examines factors that promote successful transitions between infant/toddler programs, preschool programs, and public school programs for young children with disabilities and their families. This activity sheet is drawn from NECTC's research and recommendations with respect to effective transition **PRACTICES** and **STRATEGIES**.¹

- **PRACTICES** are defined as the key elements of transition planning that are regularly and consistently implemented across staff and programs; and
- **STRATEGIES** are defined as specific program or classroom activities used to implement a practice.

Instructions: Here are 10 (of 21) effective transition **PRACTICES** recommended by NECTC. Under each, you'll find 2 **STRATEGIES** you might use to implement that particular practice. Can you think of another **STRATEGY** that would help? *Work with a partner.*

Practice 1

A primary contact person for transition is identified within each program or agency.

Identify a contact person for follow-up in case parents have questions after meetings.

Identify a staff member as a "contact person" to visit families prior to the initial IEP to establish rapport.

Practice 2

Community-wide & program-wide transition activities & timelines are identified.

Provide informational flyers about programs for designated age groups which are disseminated widely in community settings (e.g., grocery stores, WIC offices) in a variety of formats (e.g. posters, local papers) before and after school starts.

Send letters to parents in their primary language regarding what to do to enroll their child in the program or school district & invite them to visit the receiving school.

Practice 3

Referral processes & timelines are clearly specified.

Develop & follow memorandum of understanding (MOU) between early intervention & preschool programs to make referrals at age 2 years 6 months & transition by 2 years 9 months to district for preschool.

Provide outreach services to other agencies & professionals so they are comfortable & knowledgeable about available programs when referring families.

Practice 4

Enrollment processes & timelines are clearly specified.

Develop guidelines to assist parents & agencies to better understand timelines & enrollment requirements.

Develop a connected database system to ensure & support enrollment and services.

Practice 5

Program eligibility processes & timelines are clearly delineated.

Streamline & clarify the eligibility process between programs (e.g. Part C & Part B).

Delineate & clarify responsibility for evaluation of children who turn 3 within school year.

Practice 10

Transition plans are developed that include individual activities for each child & family.

Personalize the transition with personal information sheet from the sending teacher & parent to new teachers and staff.

Conduct comprehensive planning to discuss the child's & family's specialized needs.

Practice 11

Children have opportunities to develop & practice skills they need to be successful in the next environment.

Implement strategies that will help the child learn skills they will need.

Teachers and other providers visit receiving programs to get a "feel" for where they are sending children.

Practice 13

Staff roles & responsibilities for transition activities are clearly delineated.

Offer staff education regarding transition regulations.

Outline specific transition roles and responsibilities of all sending and receiving staff.

Practice 14

Staff know key information about a broad array of agencies & services available within the community.

Increase accessibility of resource information by developing a directory (community agency resource booklet) of public & private programs & agencies available in the community.

Provide online access to transition information, including the establishment of online communities for transition specific strategies and ideas, both within and across programs.

Practice 16

Families are aware of the importance of transition planning & have information they need to actively participate in transition planning with their child.

Simplify communication & information regarding transitions so that they address different literacy levels & languages.

Inform & educate families on all possible placement options, & the procedures and expectations of the programs.the child's & family's specialized needs.



¹ National Early Childhood Transition Center (NECTC). (2011). *NECTC transition tips: Toolkit of practices and strategies*. Online at: <http://www.hdi.uky.edu/nectc/NECTC/practicesearch.aspx>