Recommended and Evidence Based Practice to Support Transition to Inclusive Settings

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NECTC Research Agenda: A Series of Studies Related to the Transition of Young Children with Disabilities

Identify Current Research, Policy & Practice in Transition

Study 1: Child Research Synthesis

Study 2: Family Research Synthesis

Identify Child, Family, Program & Community Factors that Impact Transition

Study 1: End of Early Intervention

Study 2: Beginning of Preschool

Study 3: End of Preschool

Study 4: Beginning of K

Study 5: Longitudinal of Age 3 and K Transition

Study 6: Case Studies of Children with Significant Disabilities & those from Diverse Cultures

Identify State Policies & Practices that Impact Transition

Study 1: National State 619 Survey

Study 2: National Part C Survey

Study 3: National State ICC Survey

Study 4: Focal State Local ICC Survey

Identify, Validate & Compare Social Practices with Empirical Practices

Study 1: National Focus Groups on Issues/Strategies

Study 2: Delphi Study of Issues & Strategies for Diverse Populations

Study 3: National Preschool Teacher Transition Practices Survey

Study 4: CIT - Transition Stories

Study 5: Transition Practice Validation Survey

Study 6: Alignment of Empirically and Socially Validated Practices

RECOMMENDED
TRANSITION PRACTICES and STRATEGIES

The following 21 transition practices and sample strategies were generated through a series of research studies designed to identify practices and strategies that support positive transition experiences for young children and their families and validated by the field[1]. ***Practices*** are defined as key elements of transition planning that are *broad and global* in nature and can be implemented in ways that reflect a shared understanding of the intent of the practice and are regularly and consistently implemented across staff and programs. For each practice, specific ***strategies*** have been identified as examples that reflect the practice in action. ***Strategies*** are defined as *specific* program or classroom activities used to implement a practice. Strategies presented include those that have been identified through 4 empirical studies conducted by NECTC. Each ***practice*** is linked to one of two major components of the NECTC Conceptual Framework for Transition: Interagency Service System or Child and Family Preparation and Adjustment. While many practices support both major components of the conceptual framework, the tables below present each practice according to the component it primarily supports. Specific subcomponents of the framework addressed by the practice are denoted after the practice (in parentheses; e.g., interagency structure, etc.). Most strategies have been identified through the NECTC research as appropriate for the general population of children and families served through early intervention and preschool programs across multiple transition points. However, as part of the NECTC research, specific strategies were identified by families and professionals as particularly salient and helpful for 1) children with significant disabilities and/or from culturally and linguistically diverse backgrounds, and 2) specific transition points, either early intervention to preschool or preschool to school. Those strategies have been denoted with a check (✓) in the appropriate column.

[1] A full report of the national validation process & findings is available at www.ihdi.uky.edu/nectc

Linking Transition Strategies and Practices

Practices which support an Interagency Service System

Potential Strategies that reflect this practice:	*Strategies are particularly salient for:* Children from Diverse Backgrounds & w/ Significant Disabilities	Transition from Early Intervention to Preschool	Transition from Preschool to Kindergarten
1. A primary contact person for transition is identified within each program or agency *(Interagency Structure)*			
A contact person is available for follow-up in case parents have questions after meetings.			
Provide a school liaison to work with health care providers.			
Geographically assign a transition coordinator to work with sending provider/teacher, receiving program staff, & parent at transition planning meetings.	✓		
A parent liaison visits with another parent for potential sites based on program suggestions.	✓		
Provide transition facilitators at early intervention, preschool, & kindergarten programs.	✓		
Family service involvement workers assist families with transition.			
Identify a staff member as a "contact person" to visit families prior to the initial IEP to establish rapport.			
Assign an advocate to assist families in identifying & navigating the system.	✓		
2. Community- & program-wide transition activities & timelines are identified. *(Continuity & Alignment)*			
Informational flyers about programs are disseminated widely in community settings (e.g., grocery stores, WIC offices, & in a variety of formats (e.g., posters, pamphlets, local papers).			
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; send checklist of needed steps/items to enroll in school.			
Attend a placement meeting with kindergarten teachers to discuss placement of children in kindergarten.			✓
An open house for parents & children before school starts.			
An open house for parents & children after school starts.			
Support participation in registration for program, school or district.			
Develop transition plans that include individual activities for each child & family.			
Provide Child Find & Health Fairs to support outreach to underserved populations.		✓	
Conduct quarterly meetings for families, service coordinators, & public school staff where schools provide welcome packets to families.	✓		
Staff swap classes & teach for a time to understand sending & receiving environments.	✓		
Provide parent orientation at program & school sites.			
Develop a Transition Manual across all programs to be given to parents with training.			
Conduct large group program & classroom visitations for staff, children & families. Visits between professionals so they can see what other programs are doing. Family & providers visit public school & other programs after eligibility determination.	✓		
Hold a district wide "round-up."			
Local Interagency Council hosts transition forums for parents with school system, early intervention.			
Preschool staff come to kindergarten early in the school year (August/September) to help with transition.			✓
Provide community child/parent informational flyers where agencies & schools can share information on the services they provide for designated age groups.			

Linking Transition Strategies and Practices

Potential Strategies that reflect this practice:	*Strategies are particularly salient for:* Children from Diverse Backgrounds & w/ Significant Disabilities	Transition from Early Intervention to Preschool	Transition from Preschool to Kindergarten
3. Referral processes & timelines are clearly specified. *(Interagency Structure; Continuity & Alignment)*			
Develop a universal intake form with personal information (e.g., allergies, behaviors, family situations, support systems) & a system of routing it to the correct agency.			
Conduct joint intake with regional early intervention center, school system, mental health, etc.			
Hospital staff conduct follow-up checks with families to verify child's referral to early intervention.		✓	
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.			
4. Enrollment processes & timelines are clearly specified. *(Interagency Structure; Continuity & Alignment)*			
Participate in registration for school or district.	✓	✓	
Develop guidelines to assist parents & agencies to better understand timelines & enrollment requirements.		✓	
Develop a connected database system to ensure & support enrollment & services.		✓	
5. Program eligibility processes & timelines are clearly delineated. *(Interagency Structure; Continuity & Alignment)*			
Accept & utilize outside assessments for the child & family from qualified professionals.	✓	✓	
Streamline & clarify the eligibility process between programs (e.g. Part C & Part B).		✓	
Coordinate assessments between programs (e.g. early intervention & the school system).		✓	
Delineate & clarify responsibility for evaluation of children who turning 3 within school year.		✓	
Provide personal support in understanding the child/family beyond disability in the evaluation.	✓		
Develop graphic tools to help parents & agencies better understand the process & timelines.	✓		
6. Agencies develop formal mechanisms to minimize disruptions in services before, during, & after the transition of the child & family. *(Interagency Structure; Continuity & Alignment)*			
Provide funding for overlapping services during the 6 months prior to child's third birthday for dialogue, co-treatment, & seamless transition.		✓	
Establish a Transition Committee (special & regular education/school readiness/community) that meets regularly to discuss needs & address issues.			
Provide service delivery for early intervention within the school system.		✓	
Develop relationships with referring agencies (breakfasts, joint trainings, info to Higher Ed).	✓		
Change system cut off dates for services to age 3/preschool services (like school system).		✓	
Develop interagency service agreements that are mutually adhered to.	✓		
Continue to provide services & supports to children & families in early intervention programs when child's birthday is after cutoff date (i.e., provide summer services until school resumes).		✓	
Develop MOUs with school districts that address services/inclusion.	✓		
Continue IFSP through age 3 & align Part C & Part B at both the federal & state levels.		✓	
Provide consistency & continuity of staff, teams & materials across transitions.			

Linking Transition Strategies and Practices

Potential Strategies that reflect this practice:	*Strategies are particularly salient for:* Children from Diverse Backgrounds & w/ Significant Disabilities	Transition from Early Intervention to Preschool	Transition from Preschool to Kindergarten
Offer service coordination in all programs (early intervention, preschool, & kindergarten).	✓		
Conduct regular meetings among school, early childhood, & preschool staff in the community to share ideas, discuss challenges, & identify strategies.			
7. Staff & family members are actively involved in the design of transition processes & systems. *(Interagency Structure; Communication & Relationships)*			
Provide mechanism & support for clear, ongoing communication with individual families & program administrators.			
Create a transition team or Transition Committee (special education/regular education/school readiness/community) that meets monthly to discuss needs & address issues.	✓		
Provide a workshop for kindergarten & preschool staff to discuss strategies & modifications for transition activities.	✓		
Convene a work group of parents from different backgrounds (language, educational levels) to help develop parent friendly forms.	✓		
Schedule a place & time for transition meetings at the convenience of parents.	✓		
8. Families meaningfully participate as partners with staff in program- & community-wide transition planning efforts. *(Interagency Structure)*			
Honor parents' knowledge of the child in all transitions.	✓		
Respect parents/families priorities, concerns, & values.	✓		
Include family members as part of the community transition team.			
Hold quarterly meetings with parents & professionals, sending & receiving agencies, & community providers to plan for the transition & answer any questions.	✓		
Families serve as co-chairs in events & meetings.	✓		
9. Conscious & transparent connections are made between curricula & child expectations across programs/environments. *(Continuity & Alignment)*			
Develop a coordinated curriculum with other programs.			
Conduct regular meetings among school, early childhood, & preschool staff in community.			
Visit incoming children's preschools/programs for 2 & 3-year-olds.		✓	
Conduct regular meetings with kindergarten teachers to discuss continuity in the curriculum between preschool & kindergarten.			✓
Kindergarten teachers visit preschool class to talk about kindergarten.			✓
Conduct regular meetings between programs (early intervention & preschool; preschool and kindergarten) to discuss continuity between programs.			
Attend general meetings to discuss transition practices across programs.			
Provide administrators with early childhood training, information on developmentally appropriate practices, & opportunities to spend time in early childhood classrooms.			
Continue IFSP through after age 3 & align Part C & Part B at both the federal & state levels.		✓	
Offer a symposium explaining different philosophies/approaches used in various programs.			
Staff visit sending programs to get a "feel" for programs that children have attended.			
Establish multi-level team workshops (e.g., birth-3/pre-K, K staff) on appropriate content (DAP, standards, etc.).	✓		

Linking Transition Strategies and Practices

Potential Strategies that reflect this practice:	*Strategies are particularly salient for:* Children from Diverse Backgrounds & w/ Significant Disabilities	Transition from Early Intervention to Preschool	Transition from Preschool to Kindergarten
10. Transition plans are developed that include individual activities for each child & family. *(Continuity & Alignment)*			
Arrange for children & families to visit programs.			
Family visits to different programs and schools before a final decision on programs is made.			
Visit child's home before program/school starts.			
Visit child's home after program/school starts.			
Providers/Teachers arrange for children to visit their future teachers and classrooms.			✓
Talk with parents to help prepare them for the child's transition.			
Provide opportunities for a child's family to talk with preschool & kindergarten staff about the special needs of their child &/or details like meals, transportation, & special services available.			
Use a family services notebook or handbook with a section for medical information, IFSPs/IEPs, agencies, & staff names, to organize papers & introduce families to service system.			
Family & providers visit public school & programs after eligibility determination			
Invite children in early intervention to a play group/time/visitation for observation.		✓	
Develop individualized education plans & following through with IEPs.	✓		
Offer visits to the new school prior to transition for personal introduction of child & family to new environment (e.g., 1:1 visit, small group visit, NOT open house).			
Implement gradual transition into preschool & kindergarten with specific goals & objectives.	✓		
Visits by family to programs prior to transition as part of transition plan.		✓	
Conduct comprehensive planning to discuss the child's & family's specialized needs.	✓		
Personalize transition with personal information sheet from teacher & parent to the new staff.	✓		
With parent permission, share a transition referral packet containing the following types of information: Pictures, social stories, primary reinforcers, strategies to implement/avoid, & videotape for the specific student. With parent permission, provide a note with a picture & biography of the child (e.g., likes, dislikes, etc.) so everyone knows he/she is an individual. Include family information for introductions at planning (e.g., IFSP/IEP) meeting. Teaching strategies for child are forwarded to receiving teachers. Write a parent report & place a picture of the child on the front of the report or include a note with a picture & biography of the child & family information to new teacher for introductions. Information on child & family before transition (e.g., number for whom to contact; number of previous teachers/service provider agencies).	✓		
Provide copies of reports for parents to share with school or agency.			
11. Children have opportunities to develop & practice skills they need to be successful in the next environment *(Continuity & Alignment)*			
Use high quality assessments to identify children's skill levels.			
Choose & implement curricula that are developmentally appropriate.			
Implement strategies that will help the child learn skills they will need in developmentally appropriate ways.			
Modify the curriculum before the child enters a preschool or kindergarten class.			
Staff visit potential placements to get a "feel" for where they are sending children.			

Linking Transition Strategies and Practices

Potential Strategies that reflect this practice:	*Strategies are particularly salient for:* Children from Diverse Backgrounds & w/ Significant Disabilities	Transition from Early Intervention to Preschool	Transition from Preschool to Kindergarten
12. Methods are in place to support staff-to-staff communication both within & across programs *(Communication & Relationships; Continuity & Alignment)*			
Participate in joint workshops/trainings across early childhood programs in the community.			
Provide training to program staff on effective transition practices.			
Ask staff which communication method they prefer (email, voicemail, daily/weekly buddy news, monthly newsletter).	✓		
Provide meeting time for teacher & paraprofessional for transition planning.	✓		
Provide stipends to staff to collaborate & plan prior to beginning of school year.			
Preschool & kindergarten staff swap classes & teach for a time to understand sending & receiving environments.	✓		
Develop partnerships & offer cross-training between regular & special education administrators & staff.			
Provide release time for teachers to support transition planning.	✓		
Increase & enhance collaboration, early contacts, & relationships across all agencies (e.g., meetings, communication, pooling resources) for the good of the child & to increase awareness.			
Provide administrators with opportunities to spend time in early childhood classrooms.			✓
Attend a placement meeting with kindergarten teachers to discuss placement of children in kindergarten.			✓
13. Staff roles & responsibilities for transition activities are clearly delineated *(Communication & Relationships; Continuity & Alignment)*			
Offer staff education regarding transition regulations.			
Provide training to program staff on effective transition practices.			
Learn the family dynamics across diverse populations (native American, Hispanic, Anglo).	✓		
Support staff (e.g., release time, staff development) in gaining necessary information/ knowledge regarding their role, the process, curriculum, range of options, & resources.			
Develop policy & accountability processes related to who participates in IEP & transition.	✓		
Provide training for program clerk/secretary on the child find/referral process & services & community programs.		✓	
Provide joint training for parents, staff, & agencies on transition, including cultural awareness training.	✓		
Establish individual program policies, procedures, & staff training to ensure smooth transitions.			
Provide release time for teachers to support transition planning.	✓		
Develop procedures to ensure sending & receiving program staff participate in transition planning meetings.			
Hire a permanent substitute for preschool & kindergarten classrooms so teachers can participate in in-service & planning.			
Conduct multi-level team workshops (e.g., birth-3/pre-K, K staff) on appropriate content (DAP, standards, etc.).	✓		
Require continuing education in the area of special needs & transition.	✓		

Linking Transition Strategies and Practices

Potential Strategies that reflect this practice:	*Strategies are particularly salient for:* Children from Diverse Backgrounds & w/ Significant Disabilities	Transition from Early Intervention to Preschool	Transition from Preschool to Kindergarten
Practices which support Child & Family Preparation & Adjustment			
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.			
Preschool & kindergarten staff swap classes & teach for a time to understand sending & receiving environments.	✓		
Provide outreach services to early childhood & medical professionals to help them feel comfortable with & knowledgeable about available programs when referring families.		✓	
Visit and observe other programs.	✓		
Offer a symposium explaining different philosophies/approaches used in various programs. At the state level, gathering information regarding various services & models for transition & share statewide.	✓		
Participate in joint workshops/trainings with early intervention, public school, Head Start & other early childhood programs in the community.			
Conduct regular meetings among school, early childhood, & preschool staff in community.	✓		
15. Individual child & family transition meetings are conducted.			
Attend a transition meeting to plan transition activities for individual children.			
Attend transition conferences for individual children.			
Service providers help prepare this child's family ahead of time for the transition process.			
Staff meet with child & family before school starts.			
Assign a transition coordinator to work geographically with sending early intervention program/provider, receiving program/school, & parent at transition planning meetings.			
Develop strong transition meetings (e.g., transition conferences).	✓		
Support parents in preparing for meetings by helping them identify appropriate & relevant questions.	✓		
Provide parents with information & answers to key questions regarding Part B services at transition meetings (i.e., 90 day transition conference).		✓	
Provide a personalized transition to the programs. Multi-level team workshops (e.g., birth-3/pre-K, K staff) on appropriate content (DAP, standards, etc.).	✓		
Hold multi-level team workshops (e.g., birth-3/pre-K, K staff) on appropriate content (DAP, standards, etc.).	✓		
Invite school district representatives to attend transition meetings with families, therapists, & service coordinators.	✓	✓	
Hold a meeting with the child & family before program/school starts.	✓		
Visit the child's home before &/or after program/school starts.	✓		
Provide substitutes for providers, & preschool & kindergarten teachers so they can participate in transition meetings.			

Linking Transition Strategies and Practices

Potential Strategies that reflect this practice:	*Strategies are particularly salient for:* Children from Diverse Backgrounds & w/ Significant Disabilities	Transition from Early Intervention to Preschool	Transition from Preschool to Kindergarten
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 they are clear & to the point (e.g., address different literacy levels & languages).	✓		
Provide a flyer or informational brochure to families before school starts & after school starts.			
Send parents information on preschool and kindergarten programs.			
Provide family with information they need to help make decisions and about how their child's services will change after transition.			
Provide families with specific information about the new setting, such as the name of a contact person, skills this child would be expected to have, & assessments needed.			
Inform & educate families on all possible placement options, & the procedures & expectations of the programs.			
Support families in being part of the decision-making team about where/when their child will go for services after transition.			
Include the family as an active team member in assessment of the child.			
Prior to transition, invite parents to orientation specifically for them.	✓		
Provide parents with an information sheet with principal name, school name/address, & school phone number.			
Hold quarterly meetings/socials for parents, sending & receiving agencies, & community providers to plan for the transition & answer any questions.	✓		
Provide opportunities to meet with the receiving school staff prior to transition & include all staff in the classroom.			
Providers/Teachers arrange for children & families to visit preschool or kindergarten programs.	✓		
Ensure families understand information and take time to explain information when it is not understood by the families.	✓		
17. Families' needs related to transition are assessed & addressed.			
Offer staff training on dealing with the grieving process to support parents during transition.			
Use native speakers.	✓		
Early intervention providers identify with parent how to be involved in the transition process; particularly, strategies that work for the individual family.		✓	
Provide personal support in understanding child/family beyond the disability in the evaluation.	✓		
Talk with the child's parents before school starts.			
Continue family support across programs & services.	✓		
Assign case manager to each child to help families go through the process.			
Provide written materials in the parents' home language & at the appropriate literacy level.	✓		
Staff & bilingual aides visit families at home to talk with families prior to the transition meeting.	✓		

Linking Transition Strategies and Practices

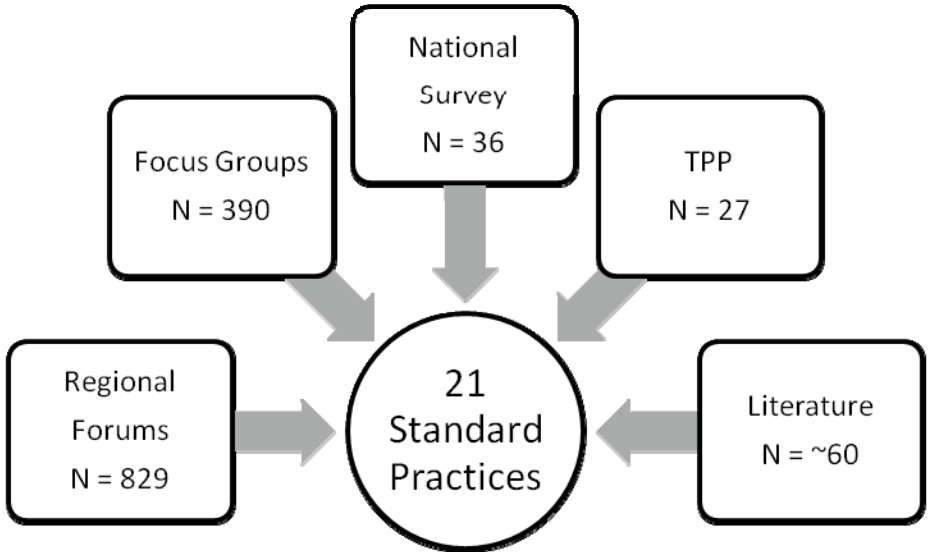
Potential Strategies that reflect this practice:	*Strategies are particularly salient for:* Children from Diverse Backgrounds & w/ Significant Disabilities	Transition from Early Intervention to Preschool	Transition from Preschool to Kindergarten
18. Families have information about & are linked with resources & services to help them meet their specific child & family needs.			
Facilitate contacts between parents of children in a program or class.			
Offer opportunities for a child's family to talk with other parents about the experiences they had during the transition.			
Provide contact information to families of other families of children who will be in child's class.			
Introduce family to other families of children who will be in child's class.			
Offer parent support groups & case workers to help manage schedules.	✓		
Empower the parent to exercise their rights.	✓		
Offer a lending library or community-based pool of equipment. Ask families to donate their used equipment.	✓		
Develop a parent resource/support network with agencies/programs & parents who have transitioned (of some commonality) who are trained to support other parents.	✓		
Offer parent advocacy groups with an advocate in all schools to assist families in identifying & navigating the system.			
Encourage direct contact with Family Resource Centers (e.g., to attend IEP meetings with families & to hold transition workshops for families).			
Families talk to the IEP team to know who their contacts are.			
Build relationships with families, participate/visit, & join a home/school club.			
Work with families to identify their needs & provide them with a list of resources to access.	✓		
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.	✓		
19. Families actively participate in gathering information about their child's growth & development.			
Arrange for children & families to visit preschool or kindergarten programs.	✓		
Include family as an active team member in assessment of child.			
Ask child's family about their child's interest & abilities during the assessment process.			
Ensure that assessment results accurately reflect child's behavior & ability during daily routines.			
Determine if assessment results were useful in planning transition outcomes.			
Provide family with plenty of time to review assessment results & ask questions before decisions about child are made.			
Give families easy access to their child's records.			
Send information home to parents about preschool or kindergarten programs.			
Talk with the child's parents before school starts.			
Honor parents' knowledge of the child.			
Provide education to parents & make expectations clear.			
Staff communicate consistently between home & school.			
Provide parents with developmental checklists to help them understand what child growth & development means.			
Help parents' keep a developmental journal of their child's growth & development.			
Support parents in working along with the school in documenting what their child can do.	✓		

Linking Transition Strategies and Practices

Potential Strategies that reflect this practice:	*Strategies are particularly salient for:* Children from Diverse Backgrounds & w/ Significant Disabilities	Transition from Early Intervention to Preschool	Transition from Preschool to Kindergarten
20. Transition team members share appropriate information about each child making a transition.			
Informal contacts with sending providers/ teachers about children are supported.			
Regular meetings between sending & receiving teachers to discuss individual children's progress throughout the year.			
Early intervention, preschool & kindergarten staff communicated to the child's family about the transition.			
Written records of the child's past experiences or status were made available.			
Written records of the child's past experiences or status were reviewed.			
Child's records promptly followed him/her to the new program.			
With parent permission, receiving & sending staff share information prior to transition.	✓		
With parent permission, share a transition referral packet containing the following types of information (see item above for examples)	✓		
Develop a goal matrix to show how goals are addressed throughout the day.	✓		
Provide accessible/convenient information to all teachers (e.g., lead, PE, music, etc.).	✓		
Ensure all receiving agency staff have access to specific information on child's special needs.	✓		
21. Staff follow-up on children after the transition to support their adjustment *(also Continuity & Alignment)*			
Providers share information with child's family about how he/she is adjusting to new setting.			
Providers talk with the child's parents after school starts.			
Child's new teacher asks family about how they think their child is adjusting to new setting.			
Staff from both settings work with this child's family to solve any problems or difficulties encountered with the new setting.			
Sending staff go to receiving class for initial transition.			
Evaluation & follow-up of transition occurs (i.e. contacting family as to how transition went & what we can do better).	✓		
Schedule a talk or conference with the child's parents after school starts.			
Send a letter to the child's parents after school starts.			
Invite parents & children to an open house after school starts.			
Hold a meeting with child & family after school starts.			
Transition team that meet regularly to plan, discuss, & evaluate transitions.			
Providers talk with the child's parents after school starts.			

Linking Transition Strategies and Practices

Through a series of NECTC studies, over 1,335 transition strategies were identified. These strategies have been organized into nine categories and aligned with the 21 recommended transition practices that were validated through a national survey.



Categories of Strategies
Home Visits
Program Visits
Training and PD
Information to Families
Parent to Parent Contact
Cross Program/Staff Communication
Cross Program Sharing of Child/Family Information
Individualized Support to Families
Program Policies and Infrastructure

Linking Transition Strategies and Practices

Home Visits Strategies	Recommended Practice																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
										✓					✓						

Visit child's home before &/or after program/school starts.
Have staff & bilingual aides visit families at home to talk with families prior to the transition meeting.

Program Visit Strategies	Recommended Practice																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	✓	✓							✓	✓	✓	✓									

A parent liaison visits with another parent for potential sites based on program suggestions.
Arrange for children & families to visit preschool or kindergarten programs.
Conduct large group program & classroom visitations for staff, children & families.
Arrange visits between professionals so they can see what other programs are doing.
Teachers and other providers visit sending programs to talk about receiving (i.e. kindergarten teachers visit preschool to share information about kindergarten)
Family & providers visit public school & other programs after eligibility determination.
Staff visit potential placements to get a “feel” for where they are sending children.
Family & providers visit public school & programs after eligibility determination.
Family visits to different programs and schools before a final decision on programs is made.
Preschool staff come to kindergarten early in the school year (/August/September) to help with transition.
Invite children in early intervention to a play group/time/visitation for observation.
Offer visits to the new school prior to transition for personal introduction of child & family to new environment (e.g., 1:1 visit, small group visit, NOT open house).
Staff swap classes & teach for a time to understand sending & receiving environments.
Provide administrators with opportunities to spend time in early childhood classrooms.
Providers/Teachers arrange for children to visit their future teachers and classrooms.
Staff visit sending programs to get a “feel” for programs that children have attended.
Visit and observe other programs.
Visit incoming children’s preschools/programs for 2 & 3-year-olds.
Visits by family to programs prior to transition as part of transition plan.
Sending staff go to receiving class for initial transition.
Provide opportunities to meet with the all receiving school staff prior to transition.

Linking Transition Strategies and Practices

Training and Professional Development Strategies	Recommended Practice																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
									✓	✓		✓	✓	✓	✓		✓	✓			
Conduct multi-level team workshops (e.g., birth-3/pre-K, K staff) on appropriate content (DAP, standards, etc.).																					
Develop partnerships & offer cross-training between regular & special education administrators & staff.																					
Establish multi-level team workshops (e.g., birth-3/pre-K, K staff) on appropriate content (DAP, standards, etc.).																					
Hire a permanent substitute for preschool & kindergarten classrooms so teachers can participate in in-service.																					
Learn the family dynamics across diverse populations (native American, Hispanic, Anglo).																					
Multi-level team workshops (e.g., birth-3/pre-K, K staff) on appropriate content (DAP, standards, etc.).																					
Offer a symposium explaining different philosophies/approaches used in various programs. At the state level, gathering information regarding various services & models for transition & share statewide.																					
Offer staff education regarding transition regulations.																					
Offer staff training on dealing with the grieving process to support parents during transition.																					
Participate in joint workshops/trainings with early intervention, public school, Head Start & other early childhood programs in the community.																					
Personalize the transition with a personal information sheet from teacher & parent to the new staff.																					
Provide a workshop for kindergarten & preschool staff to discuss strategies & modifications for transition activities.																					
Provide accessible/convenient information to all teachers (e.g., lead, PE, music, etc.).																					
Provide administrators with early childhood training, information on developmentally appropriate practices.																					
Provide joint training for parents, staff, & agencies on transition, including cultural awareness training.																					
Provide online access to transition information.																					
Provide training to program staff on effective transition practices.																					
Provide training for program clerk/secretary on the child find/referral process & services & community programs.																					
Require continuing education in the area of special needs & transition.																					
Support staff (e.g., release time, staff development) in gaining necessary information/ knowledge regarding their role, the process, curriculum, range of options, & resources.																					

Linking Transition Strategies and Practices

Information for Parents/Families Strategies	Recommended Practice																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	✓	✓		✓	✓			✓								✓	✓	✓			
A contact person is available for follow-up in case parents have questions after meetings.																					
An open house for parents & children before and after school starts.																					
Early intervention, preschool & kindergarten staff communicate with the child's family about the transition.																					
Conduct quarterly meetings for families, service coordinators, & public school staff where schools provide welcome packets to families.																					
Develop a Transition Manual across all programs to be given to parents with training.																					
Develop graphic tools to help parents & agencies better understand the process & timelines.																					
Develop guidelines to assist parents & agencies to better understand timelines & enrollment requirements.																					
Develop a directory (community agency resource booklet) of public & private programs & agencies available in the community.																					
Encourage direct contact with Family Resource Centers to hold transition workshops for families.																					
Give families easy access to their child's records.																					
Hold a district wide "round-up."																					
Hold quarterly meetings with parents & professionals, sending & receiving agencies, & community providers to plan for the transition & answer any questions.																					
Inform & educate families on all possible placement options, & the procedures & expectations of the programs.																					
Informational flyers about programs are disseminated widely in community settings (e.g., grocery stores, WIC offices, & in a variety of formats (e.g., posters, local papers).																					
Local Interagency Council hosts transition forums for parents with school system, early intervention.																					
Offer a lending library or community-based pool of equipment. Ask families to donate their used equipment.																					
Offer a symposium explaining different philosophies/approaches used in various programs. Anticipate registration for program, school or district.																					
Provide parent orientation at program & school sites.																					
Prior to transition, invite parents to orientation specifically for them.																					
Provide a flyer or informational brochure to families before school starts & after school starts.																					
Provide Child Find & Health Fairs to support outreach to underserved populations.																					
Provide community child/parent informational flyers where agencies & schools can share information on the services they provide for designated age groups.																					
Provide education to parents & make expectations clear.																					
Provide families with specific information about the new setting, such as the name of a contact person, skills this child would be expected to have, & assessments needed.																					
Provide family with information they need to help make decisions and about how their child's services will change after transition.																					
Provide mechanism & support for clear, ongoing communication with individual families & program administrators.																					
Provide opportunities for a child's family to talk with staff about the special needs of their child &/or details like meals, transportation, & special services available.																					
Provide parents with an information sheet with principal name, school name/address, & school phone number.																					
Provide parents with developmental checklists to help them understand what child growth & development means.																					
Provide parents with information & answers to key questions regarding Part B services at transition meetings (i.e., 90 day transition conference).																					
Provide written materials in the parents' home language & at the appropriate literacy level.																					
Send a letter to the child's parents after school starts.																					
Send information home to parents about preschool or kindergarten programs.																					
Send checklist of needed steps/items to enroll in school.																					
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.																					
Send parents information on preschool and kindergarten programs.																					
Use native speakers. Invite school district representatives to attend transition meetings with families, therapists, & service coordinators																					
Simplify communication & information regarding transitions so that they are clear & to the point (e.g., address different literacy levels & languages).																					
Ensure families understand information and take time to explain information when it is not understood.																					

Linking Transition Strategies and Practices

Individualized Services to Families/Children	Recommended Practice																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
				✓	✓					✓	✓					✓	✓	✓	✓		

Ask child's family about their child's interest & abilities during the assessment process.
Ensure that assessment results accurately reflect child's behavior & ability during daily routines.
Use high quality assessments to identify children's skill levels.
Include the family as an active team member in assessment of the child.
Provide family with plenty of time to review assessment results & ask questions before decisions about child are made.
Honor parents' knowledge of the child in all transitions. Empower parents to exercise their rights.
Provide more personal support in understanding the child/family beyond the disability in the evaluation.
Develop a goal matrix to show how goals are addressed throughout the day.
Determine if assessment results were useful in planning transition outcomes.
Parents keep a developmental journal of their child's growth & development. Provide developmental checklists to help them understand what child growth & development means.
Respect parents/families priorities, concerns, & values. Implement strategies that will help the child learn skills they will need in developmentally appropriate ways.
Develop individualized education plans & following through with IEPs.
Assign case manager to each child to help families go through the process or a family service workers assist families with transition.
Attend a transition meeting/conference to plan transition activities for individual children.
Develop strong transition meetings (e.g., transition conferences). Schedule a place & time for transition meetings at the convenience of parents.
Support families in being part of the decision-making team about where/when their child will go for services after transition.
Support parents in preparing for meetings by helping them identify appropriate & relevant questions.
Identify with parent how to be involved in the transition process; particularly, strategies that work for the individual family.
Staff & bilingual aides visit families at home to talk with families prior to the transition meeting.
Develop transition plans that include individual activities for each child & family. Service providers help prepare this child's family ahead of time for the transition process.
Personalize the transition with a personal information sheet from teacher & parent to the new staff.
Hold a meeting with the child & family before program/school starts. Staff and providers meet and talk with child & family before and after school starts.
Provide opportunities for a child's family to talk with staff about the special needs of their child &/or details like meals, transportation, & special services available.
Conduct comprehensive planning to discuss the child's & family's specialized needs.
Identify a staff member as a "contact person" to visit families prior to the initial IEP to establish rapport.
Implement gradual transition into preschool & kindergarten with specific goals & objectives.
Modify the curriculum before the child enters a preschool or kindergarten class.
Evaluation & follow-up of transition occurs (i.e. contacting family as to how transition went & what we can do better).
Families talk to the IEP team to know who their contacts are.
Give families easy access to their child's records.
Hold a meeting with child & family after school starts; Schedule a talk/conference with the child's parents after school starts; Send a letter to the child's parents after school starts.
Share information with child's family about how he/she is adjusting to the new setting. Asks child's family about how they think their child is adjusting to the new setting.
Staff communicate consistently between home & school. Work with families to identify their needs & provide them with a list of resources to access.
Staff from both settings work with this child's family to solve any problems or difficulties encountered with the new setting.
Support parents in working along with the school in documenting what their child can do.
Use a family services notebook with a section for medical information, IFSPs/IEPs, agencies, & staff names, to organize papers & introduce families to service system.
Child's new teacher asks family about how they think their child is adjusting to new setting.

Linking Transition Strategies and Practices

Parent to Parent Contact Strategies	Recommended Practice																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
																		✓			

Develop a parent resource/support network with agencies/programs & parents who have transitioned (of some commonality) who are trained to support other parents.
Facilitate contacts between parents of children in a program or class.
Introduce family to other families of children who will be in child's class.
Offer opportunities for a child's family to talk with other parents about the experiences they had during the transition.
Offer parent advocacy groups with an advocate in all schools to assist families in identifying & navigating the system.
Offer parent support groups.
Provide contact information to families of other families of children who will be in child's class.
Providers talk with the child's parents before & after school starts.
Build relationships with other families, participate/visit & join home/school clubs.

Cross Program/Staff Contact Strategies	Recommended Practice																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	✓	✓				✓			✓		✓	✓	✓							✓	

Ask staff which communication method they prefer (email, voicemail, daily/weekly buddy news, monthly newsletter).
Attend a placement meeting with kindergarten teachers to discuss placement of children in kindergarten.
Attend general meetings to discuss transition practices across programs.
Choose & implement curricula that are developmentally appropriate.
Conduct regular meetings among school, early childhood, & preschool staff in the community to share ideas, discuss challenges, & identify strategies.
Conduct regular meetings between programs (early intervention & preschool; preschool and kindergarten) to discuss continuity between programs.
Create a transition committee (special education/regular education/school readiness/community) that meets monthly to discuss needs & address issues.
Transition team that meet regularly to plan, discuss, & evaluate transitions.
Develop relationships with referring agencies (breakfasts, joint trainings, info to Higher Ed).
Hire a permanent substitute for preschool & kindergarten classrooms so teachers can participate in planning.
Increase accessibility of resource information by developing a directory (community agency resource booklet) of public & private programs & agencies available in the community.
Informal contacts with sending providers/ teachers about children are supported.
Provide a school liaison to work with health care providers.
Provide meeting time for teacher & paraprofessional for transition planning.
Regular meetings among school, early childhood, & preschool staff in community.
Regular meetings between sending & receiving teachers to discuss individual children's progress throughout the year.
Develop procedures to ensure sending and receiving program staff participate in transition planning meetings.
Provide substitutes for providers, preschool & kindergarten teachers so they can participate in transition meetings.

Linking Transition Strategies and Practices

Cross Program Child/Family Information Sharing Strategies	Recommended Practice																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
										✓										✓	

Child's records promptly followed him/her to the new program.

Provide copies of reports for parents to share with school or agency.

Ensure all receiving agency staff have access to specific information on child's special needs.

With parent permission, receiving & sending staff share information/observations prior to the transition.

With parent permission, share a transition referral packet containing the following types of information:

- Pictures, social stories, primary reinforcers, strategies to implement/avoid, & videotape for the specific student. With parent permission, provide a note with a picture & biography of the child (e.g., likes, dislikes, etc.) so everyone knows he/she is an individual. Include family information for introductions at planning (e.g., IFSP/IEP) meeting.
- Teaching strategies for child are forwarded to receiving teachers.
- Write a parent report & place a picture of the child on the front of the report or include a note with a picture & biography of the child & family information to new teacher for introductions.
- Information on child & family before transition (e.g., number for whom to contact; number of previous teachers/service provider agencies).

With parent permission, share a transition referral packet containing the following types of information (see item above for examples)

Written records of the child's past experiences or status were made available.

Written records of the child's past experiences or status were reviewed.

Attend a transition meeting to plan transition activities for individual children.

Attend transition conferences for individual children.

Linking Transition Strategies and Practices

Program Policies/Structure Strategies	Recommended Practice																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
			✓	✓	✓	✓	✓		✓			✓	✓		✓		✓	✓			
Accept & utilize outside assessments for the child & family from qualified professionals.																					
Coordinate assessments between programs (e.g. early intervention & the school system).																					
Delineate & clarify responsibility for evaluation of children who turning 3 within school year.																					
Provide personal support in understanding the child/family beyond disability in the evaluation.																					
Convene a work group of parents from different backgrounds (language, educational levels) to help develop parent friendly forms.																					
Change system cut off dates for services to age 3/preschool services (like school system).																					
Continue IFSP through age 3 & align Part C & Part B at both the federal & state levels. Continue to provide services & supports to children & families in early intervention programs when child's birthday is after cutoff date (i.e., provide summer services until school resumes).																					
Provide service delivery for early intervention within the school system.																					
Provide funding for overlapping services during the 6 months prior to child's third birthday for dialogue, co-treatment, & seamless transition.																					
Develop & follow Memorandum of Understanding (MOU) that are mutually adhered to between early intervention & preschool programs to make referrals at age 2 years 6 months & transition by 2 years 9 months; develop MOUs for districts and other programs to address services/inclusion.																					
Include family members as part of the community transition team.																					
Conduct joint intake with regional early intervention center, school system, mental health, etc.																					
Develop a universal intake form with personal information (e.g., allergies, behaviors, family situations, support systems) & a system of routing it to the correct agency.																					
Develop a connected database system to ensure & support enrollment & services.																					
Streamline & clarify the eligibility process between programs (e.g. Part C & Part B).																					
Continue family support across programs & services.																					
Develop policy & accountability processes related to who participates in IEP & transition.																					
Assign a transition coordinator to work geographically with sending provider/teacher, receiving program staff, & parent at transition planning meetings.																					
Develop procedures to ensure sending & receiving program staff participate in transition planning meetings.																					
Establish individual program policies, procedures, & staff training to ensure smooth transitions.																					
Families serve as co-chairs in events & meetings.																					
Family service workers assist families with transition.																					
Increase & enhance collaboration, early contacts, & relationships across all agencies (e.g., meetings, communication, resources).																					
Offer case workers to help manage schedules.																					
Offer service coordination in all programs (early intervention, preschool, & kindergarten).																					
Provide outreach services to early childhood & medical professionals to help them feel comfortable with & knowledgeable about available programs when referring families.																					
Provide outreach services to other agencies & professionals so they are comfortable & knowledgeable about available programs when referring families.																					
Develop a coordinated curriculum with other programs.																					
Provide consistency & continuity of staff, teams & materials across transitions.																					
Provide release time for teachers to support transition planning.																					
Provide stipends to staff to collaborate & plan prior to beginning of school year.																					
Provide transition facilitators at early intervention, preschool, & kindergarten programs.																					
Assign an advocate to assist families in identifying & navigating the system.																					

The following list represents findings from a series of working forums to identify transition barriers and practices/strategies that affect children from culturally and linguistically diverse backgrounds and children with significant disabilities. Five working forums were held in 4 states (CT, NM, IL, & CA). Participants included all stakeholders; families, providers, and administrators. From these forums, a total of 7 barriers were rated as highly relevant to children from culturally and linguistically diverse backgrounds, a total of 10 for children with significant disabilities, and a total of 8 for both populations. For each barrier identified, practices (P) that can be implemented to help address the barriers are provided.

Highly rated barriers for children from culturally and linguistically diverse backgrounds.

1. Recruiting and retaining staff familiar with the language and culture of the families served.
   - P Families' needs related to transition are assessed and addressed.
   - P Transition plans are developed that include individual activities for each child and family.
2. It is challenging to assess children from non-English speaking families
   - P Program eligibility processes and timelines are clearly delineated.
3. There is a shortage of available health providers, therapists and teachers in rural areas resulting in a wait for services
   - P Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.
4. Families have misinformed expectations about local education agency programs and services, sometimes due to private vendors and advocates "coaching" them on service requests or physicians and therapists providing recommendations that are inconsistent with an education model.
   - P Community- and program-wide transition activities and timelines are identified.
   - P Methods are in place to support staff-to-staff communication both within and across programs.
   - P Transition team members share appropriate information about each child making a transition.
   - P Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.
5. There are philosophical and institutional differences (e.g., lack of alignment of curriculum) between all environments (early intervention, preschool, and kindergarten).
   - P Staff follow-up on children after the transition to support their adjustment.
   - P Community- and program-wide transition activities and timelines are identified.
   - P Conscious and transparent connections are made between curricula and child expectations across programs/environments
   - P Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.

6. Lack of adequate communication and relationships among referral sources, teachers, health care providers, therapists.
   - Referral processes and timelines are clearly specified.
   - Staff roles and responsibilities for transition activities are clearly delineated.
   - Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.
   - Staff know key information about a broad array of agencies and services available within the community.
7. Discrepancy between traditional cultural beliefs and educational services, especially concerning special education services.
   - Families meaningfully participate as partners with staff in program- and community-wide transition planning efforts.
   - Families' needs related to transition are assessed and addressed.
   - Staff roles and responsibilities for transition activities are clearly delineated.

Highly rated barriers for children with significant disabilities.

1. Families have fears and anxieties about the transition process and their child's move to the next environment.
   - Families meaningfully participate as partners with staff in program- and community-wide transition planning efforts.
   - Transition plans are developed that include individual activities for each child and family.
   - Individual child and family transition meetings are conducted
   - Families are aware of the importance of transition planning and have information they need to actively participate in transition planning with their child.
   - Families' needs related to transition are assessed and addressed.
2. There is a shortage of therapists available to provide intervention across transitions
   - Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.
3. Staff changes during transitions that result in discontinuity of services.
   - A primary contact person for transition is identified within each program or agency.
   - Referral processes and timelines are clearly specified.
   - Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.
   - Conscious and transparent connections are made between curricula and child expectations across programs/environments.
   - Transition plans are developed that include individual activities for each child and family.
   - Children have opportunities to develop and practice skills they need to be successful in the next environment.
   - Methods are in place to support staff-to-staff communication both within and across programs.
4. There is a lack of alignment of curriculum between environments.
   - Conscious and transparent connections are made between curricula and child expectations across programs/environments

5. There is a lack of support for families who have medically fragile children and need respite care.
   - Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.
   - Families' needs related to transition are assessed and addressed.
   - Families have information about and are linked with resources and services to help them meet their specific child and family need.
6. Children may receive less special education services after transitioning into preschool or kindergarten
   - Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.
   - Transition plans are developed that include individual activities for each child and family.
   - Children have opportunities to develop and practice skills they need to be successful in the next environment.
   - Families actively participate in gathering information about their child's growth and development
7. There is a lack of home visits for families and children transitioning to kindergarten
   - Transition plans are developed that include individual activities for each child and family.
   - Individual child and family transition meetings are conducted
   - Families' needs related to transition are assessed and addressed.
8. Pediatricians and other health professionals delay providing families with a referral to early intervention services or do not provide an accurate diagnosis because they seem uninformed about children with disabilities.
   - A primary contact person for transition is identified within each program or agency.
   - Referral processes and timelines are clearly specified.
   - Community- and program-wide transition activities and timelines are identified.
   - Families have information about and are linked with resources and services to help them meet their specific child and family needs.
   - Families actively participate in gathering information about their child's growth and development.
9. Staff across agencies are unfamiliar each other's the roles and responsibilities
   - Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.
   - Methods are in place to support staff-to-staff communication both within and across programs.
   - Staff roles and responsibilities for transition activities are clearly delineated.
10. Scheduling for evaluations is difficult due to coordination of many different people's schedules.
    - Program eligibility processes and timelines are clearly delineated.
    - Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.
    - Community- and program-wide transition activities and timelines are identified.

Highly rated barriers for children from culturally and linguistically diverse backgrounds and with significant disabilities.

1. There may be changes in the types, frequencies, and intensities of special education services when a child transitions to a new environment.
   - Staff roles and responsibilities for transition activities are clearly delineated.
   - Transition team members share appropriate information about each child making a transition.
   - Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.
2. There is a lack of support for families who have difficulty getting their child to multiple appointments or attending IEP meetings because this requires them to miss work.
   - Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.
   - Families' needs related to transition are assessed and addressed.
3. Families do not have supports to become and advocate and do not understand the IEP process, their rights under IDEA, and their role in the transition process.
   - Individual child and family transition meetings are conducted.
   - Community- and program-wide transition activities and timelines are identified.
   - Families' needs related to transition are assessed and addressed.
4. Schools do not always know information about the following school year, such as number of classrooms and names of teachers.
   - Transition plans are developed that include individual activities for each child and family.
   - Families are aware of the importance of transition planning and have information they need to actively participate in transition planning with their child.
5. Communication gaps exist among families, teachers and therapists, including the use of jargon.
   - Transition plans are developed that include individual activities for each child and family.
   - Methods are in place to support staff-to-staff communication both within and across programs.
   - A primary contact person for transition is identified within each program or agency.
   - Families are aware of the importance of transition planning and have information they need to actively participate in transition planning with their child.
6. There is a lack of funding available for therapies across all transitions.
7. There is limited time available to engage in meetings, evaluations, preparation activities, etc. prior to the transition.
   - Staff roles and responsibilities for transition activities are clearly delineated.
   - Methods are in place to support staff-to-staff communication both within and across programs.
   - Transition team members share appropriate information about each child making a transition.
   - Transition plans are developed that include individual activities for each child and family.

- Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.

8. There is a lack of trained providers including regular education teachers and paraprofessionals in preschool and kindergarten to address children's transition needs.
   - Staff know key information about a broad array of agencies and services available within the community.
   - Community- and program-wide transition activities and timelines are identified.
   - Staff roles and responsibilities for transition activities are clearly delineated.
   - Methods are in place to support staff-to-staff communication both within and across programs.
   - Transition team members share appropriate information about each child making a transition.
   - Transition plans are developed that include individual activities for each child and family.

national early childhood transition center

Major Transition Barriers Identified for Young Children from Culturally Diverse Backgrounds

Practice	1	2	3	4	5	6	7
1. A primary contact person for transition is identified within each program or agency.							
2. Referral processes and timelines are clearly specified.						♦	
3. Enrollment processes and timelines are clearly specified.							
4. Program eligibility processes and timelines are clearly delineated.		♦					
5. Staff and family members are actively involved in the design of transition processes and systems.							
6. Families meaningfully participate as partners with staff in program- and community-wide transition planning efforts.							♦
7. Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.			♦	♦	♦	♦	
8. Community- and program-wide transition activities and timelines are identified.				♦	♦		
9. Conscious and transparent connections are made between curricula and child expectations across programs/environments.					♦		
10. Transition plans are developed that include individual activities for each child and family.	♦						
11. Children have opportunities to develop and practice skills they need to be successful in the next environment.							
12. Methods are in place to support staff-to-staff communication both within and across programs.				♦			
13. Staff roles and responsibilities for transition activities are clearly delineated.						♦	♦
14. Staff follow-up on children after the transition to support their adjustment.					♦		
15. Staff know key information about a broad array of agencies and services available within the community.						♦	
16. Individual child and family transition meetings are conducted							
17. Transition team members share appropriate information about each child making a transition.				♦			
18. Families are aware of the importance of transition planning and have information they need to actively participate in transition planning with their child.							
19. Families' needs related to transition are assessed and addressed.	♦						♦
20. Families have information about and are linked with resources and services to help them meet their specific child and family needs.							
21. Families actively participate in gathering information about their child's growth and development.							
	1	2	3	4	5	6	7

Linking Transition Strategies and Practices

national early childhood transition center

Major Transition Barriers Identified for Young Children with Significant Disabilities

Practice	1	2	3	4	5	6	7	8	9	10
1. A primary contact person for transition is identified within each program or agency.			♦					♦		
2. Referral processes and timelines are clearly specified.			♦					♦		
3. Enrollment processes and timelines are clearly specified.										
4. Program eligibility processes and timelines are clearly delineated.										♦
5. Staff and family members are actively involved in the design of transition processes and systems.										
6. Families meaningfully participate as partners with staff in program- and community-wide transition planning efforts.	♦									
7. Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.		♦	♦		♦	♦			♦	♦
8. Community- and program-wide transition activities and timelines are identified.								♦		♦
9. Conscious and transparent connections are made between curricula and child expectations across programs/environments.			♦	♦						
10. Transition plans are developed that include individual activities for each child and family.	♦		♦			♦	♦			
11. Children have opportunities to develop and practice skills they need to be successful in the next environment.			♦			♦				
12. Methods are in place to support staff-to-staff communication both within and across programs.			♦						♦	
13. Staff roles and responsibilities for transition activities are clearly delineated.									♦	
14. Staff follow-up on children after the transition to support their adjustment.										
15. Staff know key information about a broad array of agencies and services available within the community.										
16. Individual child and family transition meetings are conducted	♦						♦			
17. Transition team members share appropriate information about each child making a transition.										
18. Families are aware of the importance of transition planning and have information they need to actively participate in transition planning with their child.	♦									
19. Families' needs related to transition are assessed and addressed.	♦				♦		♦			
20. Families have information about and are linked with resources and services to help them meet their specific child and family needs.					♦			♦		
21. Families actively participate in gathering information about their child's growth and development.						♦		♦		
	1	2	3	4	5	6	7	8	9	10

Linking Transition Strategies and Practices

Major Transition Barriers Identified for Young Children from Culturally Diverse Backgrounds AND with Significant Disabilities

Practice	1	2	3	4	5	6	7	8
1. A primary contact person for transition is identified within each program or agency.					♦			
2. Referral processes and timelines are clearly specified.								
3. Enrollment processes and timelines are clearly specified.								
4. Program eligibility processes and timelines are clearly delineated.								
5. Staff and family members are actively involved in the design of transition processes and systems.								
6. Families meaningfully participate as partners with staff in program- and community-wide transition planning efforts.								
7. Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.	♦	♦					♦	
8. Community- and program-wide transition activities and timelines are identified.			♦					♦
9. Conscious and transparent connections are made between curricula and child expectations across programs/environments.								
10. Transition plans are developed that include individual activities for each child and family.				♦	♦		♦	♦
11. Children have opportunities to develop and practice skills they need to be successful in the next environment.								
12. Methods are in place to support staff-to-staff communication both within and across programs.					♦		♦	♦
13. Staff roles and responsibilities for transition activities are clearly delineated.	♦						♦	♦
14. Staff follow-up on children after the transition to support their adjustment.								
15. Staff know key information about a broad array of agencies and services available within the community.								♦
16. Individual child and family transition meetings are conducted			♦					
17. Transition team members share appropriate information about each child making a transition.	♦						♦	♦
18. Families are aware of the importance of transition planning and have information they need to actively participate in transition planning with their child.				♦	♦			
19. Families' needs related to transition are assessed and addressed.		♦	♦					
20. Families have information about and are linked with resources and services to help them meet their specific child and family needs.								
21. Families actively participate in gathering information about their child's growth and development.								
	1	2	3	4	5	6	7	8