

## DEC Recommended Practices in the TRANSITION Domain Cross-Referenced with ECTA Performance Checklists (10/13/16)

DEC Recommended Practices - TRANSITION		
<i>Transition from Hospital to Early Intervention Checklist #1</i> Items	1. Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child's successful adjustment and positive outcomes.	2. Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.
1. Respond promptly to a referral from the hospital staff to learn about the child's developmental/health status and discharge plan; ask if the family is ready for a first contact if the parent has signed a release	✓	
2. Contact the family and ask if they are interested in a referral to early intervention and if they would like to meet to learn more about the program		✓
3. If the family members/parents are interested in meeting with early intervention staff, ask for their preferences for the time and location of the first visit		✓
4. Describe early intervention as a system of supports and services designed to assist parents in helping their child grow and learn and support family access to resources		✓
5. Gather information from the family members/parents about their experiences in the hospital and ask about their concerns and priorities		✓
6. Ask if they will be receiving home visiting services and supports by a nurse or other provider for medical issues and, if so, whether communication between programs would be helpful	✓	
7. Ask for permission and request releases signed for communication and coordination of supports and services they may be receiving based on hospital discharge planning	✓	
8. Provide information and support to family members/ parents during the eligibility determination and evaluation process		✓
9. For children proceeding to an evaluation/assessment, explain the purpose and process and ask the parents how they would like to participate		✓

## DEC Recommended Practices - TRANSITION

<b>Transition from Early Intervention Services into Part B Preschool Special Education</b> <b>Checklist #2</b> <b>Items</b>	1. Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child's successful adjustment and positive outcomes.	2. Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.
1. Practitioners provide opportunities for family members/parents to discuss services and supports they think their child might need in future settings and programs		✓
2. Family members/parents share their hopes, concerns and ask questions about future programs and services		✓
3. Family members/parents have the information they need to participate and make informed decisions		✓
4. Family members/parents and early intervention practitioners share key information about the child's capabilities, preferences, interests and needs with the preschool staff with parental permission	✓	✓
5. Family members/parents understand the information received about the legal requirements and process for eligibility and IEP development for preschool special education and other community-based programs		
6. Practitioners arrange for program visitation for family members/parents and their child		✓
7. Practitioners from the sending and receiving programs communicate with parental permission and provide on-going support as needed for family members/parents and their child as they adjust to new programs and settings	✓	
8. Practitioners offer and facilitate interactions with other family members/parents who have gone through this transition or who are receiving services and supports in the same district		✓

### DEC Recommended Practices - TRANSITION

Transition from Preschool Special Education to Kindergarten <i>Checklist #3</i> Items	1. Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child's successful adjustment and positive outcomes.	2. Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.
1. Practitioners are knowledgeable about kindergarten and elementary school programs and maintain ongoing communication with key elementary school personnel	✓	
2. Practitioners engage family members and school personnel in planning transition activities to support child and parent preparation and adjustment		✓
3. Practitioners include family members/parents in planning the transition to kindergarten in a timely manner including the transfer of records and completion of necessary enrollment forms and tasks	✓	✓
4. Practitioners support the participation and input of family members/parents when convening the IEP team to review and update the IEP		✓
5. Practitioners invite, with permission of the family, kindergarten and key elementary school personnel to attend the IEP meeting or another meeting to learn about the child and family, share information about kindergarten programs and school services and plan transition activities	✓	✓
6. Practitioners provide family members/parents with information about school orientation activities and facilitate program visits		✓
7. Practitioners encourage family members/parents to take their child on a planned visit to the school		
8. Practitioners provide follow-up strategies with the family members and school personnel to support communication and adjustment		✓