



Handout 2.6 Transition – Implementing Planful and Timely Transition Sample Strategies

Strategy	Purpose	When	Transition Goal	Practitioner Role
Transition plan	Individualized plan that includes activities to support a child’s move into a new program	Before the transition	Support preparation	Sending: Develop and implement the plan
Child transition profile	Individualize profile with information about the child’s developmental status related to communication, classroom skills and motor and health to support their engagement and adaptation to a new setting.	Before the transition	Support adjustment	Sending: Develop the profile and share with receiving agency
Home visits	Practitioner visits family and child in the home	Before the transition	Support preparation	Receiving: Arrange and implement the visit
		After the transition	Support adjustment	
Classroom visits	Children and families visit future settings	Before the transition	Support preparation	Sending: Arrange a visit in collaboration with receiving program / staff
Phase in days	Gradual transition of the child into a program based on a set schedule (e.g. increase time per day over a few weeks; increase days per week over a few weeks)	After the transition	Support adjustment	Receiving: Work with family to identify schedule

