

Check Your Knowledge Questions and Feedback

Module 2 - Transition Lesson 2



Question	Answer/Feedback
<p>Which of the following is NOT an expectation of the sending program?</p> <p>A) Submit the referral to early intervention promptly and with all necessary information.</p> <p>B) Expect the family to initiate all the contact between the hospital and early intervention</p> <p>C) Respond to requests for information, as appropriate</p> <p>D) Gather information from early intervention to help families understand early intervention</p>	<p>B</p> <p>The sending program should initiate contact with the receiving program, but keep the family involved in the process.</p>
<p>Which of the following is NOT an expectation of the receiving program?</p> <p>A) Submit the referral to early intervention.</p> <p>B) Ask the hospital staff if the family has signed a release and is ready to be contacted</p> <p>C) Support practitioners from the hospital with understanding that early intervention is a system of supports and services designed to assist the family in helping their child grow and learn.</p> <p>D) Gather information on the family, as appropriate, from hospital staff.</p>	<p>A</p> <p>It is the role of the sending program, such as a hospital, to submit the referral to early intervention.</p>
<p>As the receiving program, or early intervention program, how would you ensure you are effectively communicating with the hospital staff?</p> <p>What information should be communicated?</p> <p>How will the early intervention practitioner best engage Esperanza and other family members in conversations to share information about Juan?</p>	<ul style="list-style-type: none"> • Responding promptly to referral from the hospital staff. • Providing practitioners from the hospital with information about early intervention. • Gathering information on the family, as appropriate, from hospital staff. • Engaging a cultural mediator/interpreter to help share the information with the family.
<p>How can the receiving program (the preschool) engage in conversations to understand key information about Maya and help Maya’s family feel more at ease during the transition?</p> <p>What information should the early intervention team—the sending program—communicate to ensure successful adjustment of Maya and her family to the new program?</p>	<p>The receiving program should listen attentively and actively and engage practitioners from early intervention and Maya's family in conversations to gain information.</p>

Question	Answer/Feedback
<p>As the sending program, or preschool, how would you engage in communication before, during, and after transition with the receiving program (kindergarten)?</p> <p>As the receiving program, or kindergarten, how would you ensure a successful adjustment for Rashida?</p>	<p>As sending or receiving practitioners, you would engage in ongoing communication throughout the transition process.</p> <p>As a sending program, you could share strategies that have worked for Rashida with the receiving program. You should also, with permission of the family, invite kindergarten and key elementary school personnel to attend the IEP meeting or another meeting to learn about the child and family.</p> <p>As a receiving program, you will want to learn as much as possible from the family and sending practitioners about Rashida as well as strategies that worked for her in their program.</p>
<p>VIDEO: Bringing it all Together (CONNECT Modules)</p> <p>What examples of positive communication did you see in the video you just watched?</p>	<p>The practitioners listened actively and attentively to each other.</p> <p>The practitioners asked clear questions to better understand how they might best work together to support a new child in the program.</p>
<p>During the transition process, what is the goal of the practitioner?</p> <p>A) Move into the new program B) Adjust to the new program C) Prepare to move out of the program D) All of the above</p>	<p>D</p> <p>During the transition process, the goal of a practitioner, regardless of the program they work in, is to support a child and family to move into the new program, adjust to the new program, and prepare to move out of the program.</p>