



Slide Handouts: Transition – Gathering the Information

Recommended Practices Modules

Module 2

Module 2: Lesson 2

Transition: Gathering the Information

Silhouettes of four children at different stages of development: crawling, sitting, standing, and walking.

Slide notes

Welcome to Module 2: Lesson 2: Gathering the Information

Slide 2 - Slide 2

Performance Indicator

Participants will be able to exchange information effectively with other practitioners.

2

Slide notes

In this lesson, participants will learn how to best exchange information effectively with other practitioners.

Slide 3 - Slide 3

Lesson Objectives

- Identify communication strategies that support practitioners with effectively exchanging information.
- Learn the practitioner's role in exchanging information between programs.
- Practice exchanging information.

3

Slide notes

Participants will identify communication strategies that support practitioners with effectively exchanging information; learn the practitioner's role in exchanging information between programs; and practice exchanging information.

Slide 4 - Slide 4

Transition Includes:

- Change in settings *within* a period of time
- Change in settings *across* time
- Sending and receiving programs



4

Slide notes



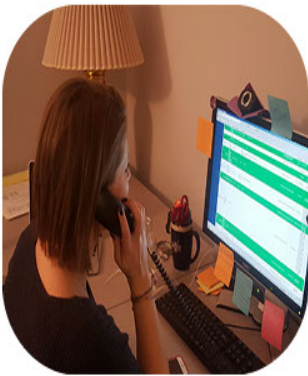
Dr. Beth Rous, a professor and researcher in the University of Kentucky College of Education, describes transition as a change in settings within a time period, such as day, and/or across time, such as the moves from early intervention services to preschool to kindergarten.

Transition also includes activities initiated by both the sending and receiving programs to bridge the discontinuity between these experiences for the child and family.

Slide 5 - Slide 5

Module
2

Transitions



5

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Let's take a moment to think about the transitions in your life. What are some major transitions you've experienced? Perhaps you are thinking about graduation or starting a new job. Now think about the transitions that you experience daily. Are you thinking about transitioning from home to work or moving between meetings or classes? What places do you transition between each day? How do you handle the transitions you experience?

Whether it's a major life transition or transitions that occur during the course of your daily routines: How do you prepare for your transition? What strategies or information do you find particularly helpful? Getting oriented to the new location; giving yourself time to adjust; talking with people in the new location and environment to be clear on expectations. It is important for us to reflect on our own experiences with transition as a way to better understand the young children and families who will experience many transitions throughout the relatively short time you work together.

Slide 6 - Slide 6

DEC Recommended Practices

TR1: 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.

TR2: 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.

[Practices](#)[Continue](#)

6

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DEC recommends the following practices associated with transition. Review the recommended practices before continuing. You may download a list of the practices by clicking the "Practices" button.

Slide 7 - Slide 7

Focus of this Lesson

- Practitioners from the sending and receiving programs can exchange information.
- How practitioners can engage families in exchanging information.



7

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Lesson 2 of the transition module will focus on the first transition practice. Specifically, we will talk about how practitioners from the sending and receiving programs can exchange information to support a child's successful adjustment and positive outcomes. We will also talk about how practitioners can engage families in exchanging information to ensure that appropriate supports can be put in place.

Slide 8 - Slide 8

Transition = Practitioner + Family

Positive relationships are associated with:

- greater satisfaction
- better adjustment
- better child outcomes

Transition involves the practitioner in collaboration with the family.

8

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The DEC Recommended Practices state that: "Transition is a process that generally involves many activities on the part of the practitioner in collaboration with the family. As with other life transitions or changes, positive relationships—in this case positive teacher-child and practitioner-family relationships—are associated with greater satisfaction, better adjustment, and better child outcomes."

Slide 9 - Slide 9

Goal of the Practitioner

The goal of the practitioner is to support a child and family to:

- move into the program,
- adjust to the new program, and
- prepare to move out of the program.

(Rous, 2015)

9

Slide notes

During the transition process, the goal of a practitioner, regardless of the program in which they work, is to support a child and family to move into the program, adjust to the new program, and prepare to move out of the program.

Slide 10 - Slide 10

Role of the Practitioner

Sending

Supporting the child and family in moving out of the program into a new one.



Receiving

Supporting the child and family in moving the child into the new program.



10

Slide notes

The practitioners take on the roles of “sending” and “receiving.” The sending refers to the role the practitioner plays when moving a child out of their program into a new one.

Receiving refers to the role of the practitioner who is working on moving a child into their program.

Slide 11 - Slide 11

Key Transitions

- Hospital to Early Intervention
- Transition into Early Intervention programs (Part C)
- Transition out of Early Intervention into community early childhood programs
- Transition into preschool education (Part B/619), and
- Transition to kindergarten or school-age programs

(DEC, 2014)



Continue

11

Slide notes

Transitions for all children and families occur as soon as a child is born. For young children with disabilities, some key transitions have been identified. Review these key transitions before moving on.

Slide 12 - Slide 12

Key Considerations - Hospital to Part C

Key considerations for transition from hospital to early intervention:

- Support families as child adjusts to new program
- Responding promptly and communicating effectively to understand how to best support the children and families transitioning



12

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A key transition for some young children includes a transition from hospital to early intervention. It is critical for practitioners to effectively support these families as their child moves in and adjusts to the new program. In this case, the sending practitioners will be hospital staff, while the receiving practitioners will be the early intervention staff. Both have an important role in effectively supporting the transition of newborns or very young infants and their families from hospital services to early intervention by responding promptly and communicating effectively to understand how to best support the children and families transitioning.

Slide 13 - Slide 13

Expectations of the Sending Programs



Practitioners from the sending program (i.e., hospital) will:

- Submit the referral to early intervention promptly and with all necessary information.
- Respond to requests for information, as appropriate.
- Gather information from early intervention to help families understand early intervention.

[Continue](#)

13

Slide notes

Review the important expectations of the sending program, a hospital for example. Then continue when you are finished.

Slide 14 - Slide 14

Which of the following is NOT an expectation of the sending program?

- A) Submit the referral to early intervention promptly and with all necessary information.
- B) Expect the family to initiate all the contact between the hospital and early intervention
- C) Respond to requests for information, as appropriate
- D) Gather information from early intervention to help families understand early intervention

The answer is B. The sending program should initiate contact with the receiving program, but keep the family involved in the process. Click anywhere or press 'y' to continue.

Submit

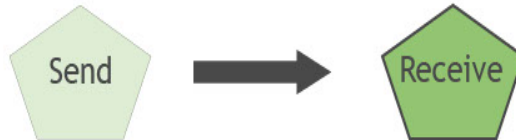
14

Slide notes

Let's check your knowledge.

Slide 15 - Slide 15

Expectations of the Receiving Programs



Practitioners from the receiving program (i.e., early intervention) will:

- Respond promptly to referral from the hospital staff
- Ask the hospital staff if the family has signed a release and is ready to be contacted.
- 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.
- Gather information on the family, as appropriate, from hospital staff.
- Ask if the family will be receiving home visiting services and other supports.

[Continue](#)

15

Slide notes

Now review the important expectations of the receiving program, such as early intervention. Click "continue" when you are finished.

Slide 16 - Slide 16

Which of the following is NOT an expectation of the receiving program?

- A) Submit the referral to early intervention.
- B) Ask the hospital staff if the family has signed a release and is ready to be contacted
- 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
- D) Gather information on the family, as appropriate, from hospital staff.

The answer is A. It is the role of the sending program, such as a hospital, to submit the referral to early intervention. Click anywhere or press 'y' to continue.

Submit

16

Slide notes

Let's check your knowledge.

Slide 17 - Slide 17

Activity

Let's reflect on the following vignette regarding a hospital-to-early-intervention transition. Take a moment to read the vignette and consider the questions that follow. The vignette will also be available for you to download.



Continue

17

Slide notes

Let's reflect on the following vignette regarding a hospital-to-early-intervention transition. Take a moment to read the vignette and consider the questions that follow.

Slide 18 - Slide 18

Vignette: Hospital to Early Intervention (EI)

Juan is a 3-month-old infant who was born prematurely at 31 weeks gestation. His mother, Esperanza, who is Spanish-speaking, and has two older children, is unable to spend a lot of time with Juan in the hospital due to transportation and childcare barriers. Juan has not been officially diagnosed with any condition yet, but he is presenting with muscle stiffness, feeding issues, and respiratory issues. Esperanza has been informed of early intervention services and has signed to have the local agency contact her. The hospital staff has expressed concerns over Esperanza's support in caring for Juan in the home. The early intervention team needs to schedule a time to visit Juan and his family in the home shortly after his release from the hospital to evaluate Juan and his family's needs.

- As the receiving program, or early intervention program, how would you ensure you are effectively communicating with the hospital staff?
- What information should be communicated?
- How will the early intervention practitioner best engage Esperanza and other family members in conversations to share information about Juan?

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18

Slide notes

Read this vignette regarding a hospital to early-intervention transition. A downloadable version is available at the "Download" button. Then consider the 2 questions below. You will record your answers to the questions in a text box after you read the vignette.

Slide 19 - Slide 19

As the receiving program, or early intervention program, how would you ensure you are effectively communicating with the hospital staff?

What information should be communicated?

How will the early intervention practitioner best engage Esperanza and other family members in conversations to share information about Juan?

You must answer the question before continuing.

Review Area

Submit

19

Slide notes

Slide 20 - Slide 20

You May Have Considered...

- 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.



Continue

20

Slide notes

You may have written some of the following.

Slide 21 - Slide 21

Key Considerations - EI Services to Preschool Special Education

- Preschool special education program will be the receiving program
- Preschool special education programs will receive information and use that information to support continuity



21

Slide notes

Now let's examine the key considerations for transitions from early intervention services to preschool special education. During this key transition, the early intervention program plays the role of the sending program. You'll remember that in the last discussion, early intervention played the role of the receiving program. Now, the preschool special education program will become the receiving program. In this situation, the early intervention practitioner's role is to communicate information clearly to send the child to a new program. The role of the preschool special education program is to receive information and use that information to support continuity.

Slide 22 - Slide 22

Responsibilities of the Sending Program - Transition from EI Services to Preschool Special Education

The practitioners from the sending program, early intervention, will need to:



- Gather appropriate information from the families to share with the preschool special education program practitioners.
- Provide opportunities for family members/parents to discuss services and supports they think their child might need.

22

Slide notes

The practitioners from the sending program, early intervention, will need to: Gather appropriate information from the families to share with the preschool special education program practitioners. The early intervention program must also get consent from families to share information between programs. The early intervention program should gain appropriate permissions to invite preschool special education programs to participate in transition meetings and to share information between programs. Provide opportunities for family members/parents to discuss services and supports they think their child might need in the future settings and programs.

Slide 23 - Slide 23

Additional Expectations of the Sending Program - Transition from EI Services to Preschool Special Education

- Engage families in conversations to share key information about the child's capabilities, preferences, interests, and needs. This is shared between programs with parental permission.
- Provide family members with the information they need to participate and make informed decisions.
- Participate in conversations to understand the preschool special education program and to better connect families with available resources.
- Connect the family with appropriate resources (e.g., people, materials) to gain information about the receiving program.

[Continue](#)

23

Slide notes

Review these additional expectations for the practitioners from the sending program and continue when you are finished reading.

Slide 24 - Slide 24

Key Considerations - Transition from EI Services to Preschool Special Education

Practitioners from the receiving program will:

Listen and engage practitioners from early intervention and families to gain information about:

- Early intervention routines and activities
- Key information about the child's capabilities, preferences, interests, and needs

24

Slide notes

Specifically, practitioners from the preschool special education program will: Listen and engage practitioners from early intervention and families in conversations to gain information on early intervention routines and activities. Engage in conversations to understand key information about the child's capabilities, preferences, interests, and needs, with parental permission.

Slide 25 - Slide 25

Activity

Let's reflect on the following vignette regarding an early-intervention-to-preschool transition. Take a moment to read the vignette and consider the questions that follow. The vignette will also be available for you to download.



Continue

25

Slide notes

Let's reflect on the following vignette regarding an early-intervention-to-preschool transition. Then answer the questions in the text box provided.. Take a moment to read the vignette and consider the questions that follow.

Slide 26 - Slide 26

Vignette: Early Intervention to Preschool

Maya is an almost-3-year-old with developmental delays. She lives with her mother, two brothers, and grandmother in a local housing project. She receives physical therapy, occupational therapy, and speech therapy in the home. Starting in the fall, though, Maya will be transitioning to the local public preschool. Maya's mother is concerned about how Maya's needs will be met through the local school district as she has come to trust her early intervention providers. Maya's early intervention team has a lot of experience with transitioning children into the local special education programs and feels confident that they will be able to meet Maya's needs effectively.

- 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?
- What information should the early intervention team—the sending program—communicate to ensure successful adjustment of Maya and her family to the new program?

[Download](#)[Continue](#)

26

Slide notes

Read this vignette regarding an early-intervention to preschool transition. A downloadable version is available at the "Download" button. Then consider the 2 questions below. You will record your answers to the questions in a text box after you read the vignette.

Slide 27 - Slide 27

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?

What information should the early intervention team—the sending program—communicate to ensure successful adjustment of Maya and her family to the new program?

You must answer the question before continuing.

REVIEW AREA

Submit

27

Slide notes

Slide 28 - Slide 28

You May Have Considered...

The receiving program should listen attentively and actively and engage practitioners from early intervention and Maya's family in conversations to gain information.



28

Slide notes

The receiving program should listen attentively and actively and engage practitioners from early intervention and Maya's family in conversations to gain information. These should be about early intervention routines and activities as well as key information about Maya's capabilities, preferences, interests, and needs, with parental permission. Practitioners from early intervention may want to also communicate information gathered from Maya's family about the services and supports they think Maya might need in preschool, with parental permission. The preschool program will also invite Maya's family to participate in conversations to understand the preschool special education program and to better connect families with available resources as well as connect the family with appropriate resources (e.g., people, materials) to gain information about their program.

Slide 29 - Slide 29

To Learn More



If you would like to learn more about an early-intervention-to-preschool transition, check out CONNECT Module 2. The link to the resource is available at the end of the lesson.

29

Slide notes

If you would like to go deeper to learn more about an early-intervention-to-preschool transition, check out CONNECT Module 2. The link to the resource is available at the end of the lesson.

Slide 30 - Slide 30

Key Considerations - Preschool Special Education to Kindergarten



30

Slide notes

Preschool practitioners, with permission of the family, should always invite kindergarten and key elementary school personnel to attend the IEP meeting or another meeting to learn about the child and family. Referring families to the appropriate resources and/or people at the receiving program supports them in gaining accurate information about the program and reduces the misinformation that can be unintentionally represented to families. Also, knowing about the other program can assist the sending agency in designing the schedule, activities, and instruction strategies for the child to support preparation for the transition.

Slide 31 - Slide 31

Key Considerations - Transition between Preschool Special Ed and Kindergarten

- Practitioners from the sending and receiving programs are knowledgeable about each other's programs.
- Practitioners from the sending and receiving programs engage in ongoing communication.
- Invite kindergarten and key elementary school personnel to attend the IEP meeting.
- Referring families

31

Slide notes

As transition practice 1 (TR1) shows, having this clear exchange of information continually promotes a child's successful adjustment and ultimately leads to positive outcomes. For example, the first consideration states that the practitioners from the sending and receiving programs are knowledgeable about each other's programs. This includes that preschool practitioners are knowledgeable about kindergarten and elementary schools programs and maintain ongoing communication with key elementary school personnel. This allows the receiving program, or the program currently providing services, to support the family in accessing appropriate resources to understand the receiving program and ask good questions. Ultimately it supports continuity.

Slide 32 - Slide 32

Key Considerations - Transition between Preschool Special Ed and Kindergarten

- Practitioners from the sending and receiving programs are knowledgeable about each other's programs.
- Practitioners from the sending and receiving programs engage in ongoing communication.
- Invite kindergarten and key elementary school personnel to attend the IEP meeting.
- Referring families

32

Slide notes

Preschool practitioners, with permission of the family, should always invite kindergarten and key elementary school personnel to attend the IEP meeting or another meeting to learn about the child and family. Referring families to the appropriate resources and/or people at the receiving program supports them in gaining accurate information about the program and reduces the misinformation that can be unintentionally represented to families. Also, knowing about the other program can assist the sending agency in designing the schedule, activities, and instructional strategies for the child to support preparation for the transition.

Slide 33 - Slide 33

Activity

Let's reflect on the following vignette regarding a preschool-to-kindergarten transition. Take a moment to read the vignette and consider the questions that follow. The vignette will also be available for you to download.



Continue

33

Slide notes

Let's reflect on the following vignette regarding a preschool to kindergarten transition. Then answer the questions in the text box provided.. Take a moment to read the vignette and consider the questions that follow.

Slide 34 - Slide 34

Vignette - Preschool to Kindergarten

Rashida is a 5-year-old recently diagnosed with ADHD. She currently attends a Head Start community preschool. Her preschool teachers, along with her family, have developed goals and corresponding strategies to help Rashida be successful in the classroom. As she gets ready to transition to the local public elementary school kindergarten classroom, her teachers, Mrs. Carl and Ms. Tucker, along with Rashida's family, are concerned about her participation in the general education curriculum. Specifically, they are worried whether the kindergarten teachers in the school will be knowledgeable about the types of scaffolds and supports Rashida will need and whether the school environment will be willing to make the necessary accommodations and modifications. These include:

- Increased number of breaks during high-intensity instructional time
- Allowances for increased movement (i.e., use of a balance ball, standing to write/draw)
- Giving instructions one or two steps at a time

● As the sending program, or preschool, how would you engage in communication before, during, and after transition with the receiving program (kindergarten)?

● As the receiving program, or kindergarten, how would you ensure a successful adjustment for Rashida?

[Download](#)[Continue](#)

34

Slide notes

Read this vignette regarding a preschool to kindergarten transition. A downloadable version is available at the "Download" button. Then consider the 2 questions below. You will record your answers to the questions in a text box after you read the vignette.

Slide 35 - Slide 35

As the sending program, or preschool, how would you engage in communication before, during, and after transition with the receiving program (kindergarten)?

As the receiving program, or kindergarten, how would you ensure a successful adjustment for Rashida?

You must answer the question before continuing.

Review Area

Submit

35

Slide notes

Slide 36 - Slide 36

You May Have Considered...

As sending or receiving practitioners, you would engage in ongoing communication throughout the transition process.

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.



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.

[Continue](#)

36

Slide notes

You might have written some of the following. Continue when you are finished reading.

Slide 37 - Slide 37

Communication is Key!

A key aspect addressed by the DEC transition practices is communication between practitioners.

(Rous, 2016)



37

Slide notes

So far, we examined key considerations for practitioners who are involved in key transitions for young children with special needs. Throughout it all, it is clear that communication is key!

Practitioners need to be able to communicate well between programs and with families. Dr. Beth Rous stated that “During transitions, information exchanges are important for both the preparation of the child and family as well as their adjustment to the new program or setting.” It’s important that both practitioners from the sending and receiving programs are able to clearly communicate and transmit information to support better adjustment for children and families. For the sending practitioners, this may include sharing information about children who will be transitioning. This ultimately helps receiving programs to better plan the environment, activities, and routines. The receiving practitioner can share information about the expectations of their program, such as typical daily schedules, routines, activities, curricula, and assessments.

Slide 38 - Slide 38

Tips and Considerations for Communication



- Respond promptly
- Ask clear questions
- Listen
- Understand your program's infrastructure related to sharing and communicating information
- Understand key activities from the other program engaged in this transition activity

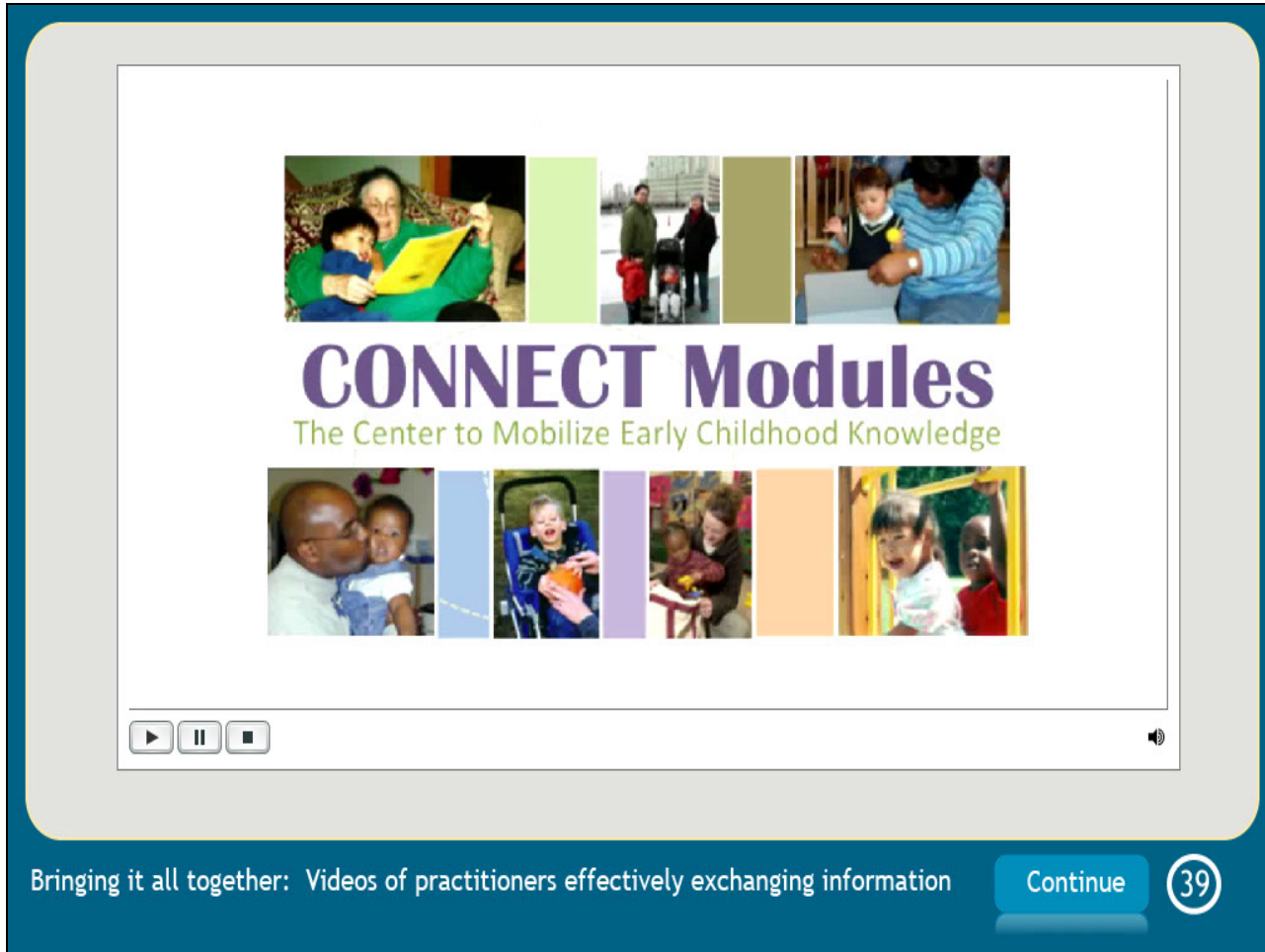
Continue

38

Slide notes

Review these Tips and considerations for communication

Slide 39 - Slide 39



The video player interface features a central white area with a collage of images. The top row shows an elderly woman reading to a child, a person pushing a stroller, and a woman interacting with a child. The bottom row shows a man holding a baby, a child in a stroller, a woman at a table, and two children. The text 'CONNECT Modules' is prominently displayed in purple, with 'The Center to Mobilize Early Childhood Knowledge' in green below it. At the bottom left of the video frame are play, pause, and stop buttons, and at the bottom right is a speaker icon. Below the video frame, the text 'Bringing it all together: Videos of practitioners effectively exchanging information' is displayed in white on a blue background. To the right of this text is a blue 'Continue' button and a circular icon containing the number '39'.

Slide notes

Now let's bring it all together by watching a video demonstrating practitioners exchanging information effectively. Watch how the practitioners listened actively and attentively to each other as well as asked clear questions to better understand how they might best work together to support a new child. Make notes in the text box following the video of examples of positive communication you saw in the video.

Slide 40 - Slide 40

What examples of positive communication did you see in the video you just watched?

You must answer the question before continuing.

Review Area

Submit 40

Slide notes

Slide 41 - Slide 41

You May Have Considered...

The practitioners listened actively and attentively to each other.

The practitioners asked clear questions to better understand how they might best work together to support a new child in the program.



Continue

41

Slide notes

You might have written some of the following. Continue when you are finished reading.


Slide 42 - Slide 42

Module
2

Summary

Practitioners exchange information to support a child and family as they move into a program, adjust to the program, and prepare to move out of the program.

Engaging families and good communication practices are key!



42

Slide notes

In this lesson, we discussed how practitioners from the sending and receiving programs can exchange information to support a child's successful adjustment and positive outcomes. We also learned about how practitioners can engage families in exchanging information to ensure that appropriate supports can be put in place.

Slide 43 - Slide 43

Check Your Knowledge



43

Slide notes

Before we wrap up this lesson, answer a question to check your knowledge.

Slide 44 - Slide 44

During the transition process, what is the goal of the practitioner?

- 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

The answer is D. Remember, the goal of the practitioners is to support a child and family with moving into a new program, and preparing to move out of the program.
Click anywhere or press "y" to continue

Submit

44

Slide notes

Slide 45 - Slide 45

Module
2

References and Resources

References 45

Slide notes

Thank you for participating. This concludes Module 2, Lesson 2. To learn more, see the resources here. After downloading, you can close this window.