



Slide Handouts: Transition – Take Action

Recommended Practices Modules

Module 2

Module 2: Lesson 3

Transition: Planned and Timely Strategies

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

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Welcome to Module 2: Lesson 3. Take Action: Planned and Timely Strategies.

Performance Indicator

Participants will be able to identify key planned and timely strategies that can be used to support children and families transitioning between programs.

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In this lesson, participants will be able to identify key planned and timely strategies that can be used to support children and families transitioning between programs.

Lesson Objectives

- Describe the differences between high-intensity and low-intensity practices.
- Demonstrate how to use planned and timely strategies before, during, and after transition.

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After completing this lesson, you will be able to describe the differences between high-intensity and low-intensity practices, and you will be able to use planned and timely strategies before, during, and after transition.

What Is Transition?

“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.”

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The DEC Recommended Practices states 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.”

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

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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.

What Are Planned and Timely Strategies?

Planned and timely strategies are:

- intentional
- well-timed
- carefully planned
- thoughtful
- purposeful

(Rous, 2015)



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It is important that practitioners choose appropriate strategies to support the transitions for young children and their families. This requires that practitioners are intentional, thoughtful, purposeful, and good planners. Practitioners also need to be sure that they select appropriate strategies based on the timing (before, during, or after) and their role, either sending or receiving. For more information on the practitioner's role, please see Lesson 2 within this module. According to Dr. Beth Rous of the University of Kentucky, strategies and practices are different. Practices represent broad, global elements, while strategies represent the practices in action. Strategies can be tailored to meet the individual needs of children and families.

Activity: Planned and Timely Strategies

Joanne is an early intervention service provider. She has been working with a child named Kaiya who will be entering preschool in the fall. Joanne contacts the preschool over the summer and sets up a meeting with their staff, Kaiya's family, and herself to discuss the upcoming transition. Before the meeting she discusses with Kaiya's family about their priorities for Kaiya and what they perceive are her unique needs. She has a plan for the meeting and communicates with everyone beforehand about what they will discuss so everyone can be prepared and the meeting will be efficient.

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Let's check your knowledge. Read this scenario and then answer the question that follows.

Practices Vs. Strategies

Strategies and practices for supporting transition are different.

- Practices represent broad, global elements
- Strategies represent the practices in action



According to Dr. Beth Rous of the University of Kentucky, strategies and practices for supporting transition are different. Practices represent broad, global elements, while strategies represent the practices in action. Strategies can be tailored to meet the individual needs of children and families.

Key Points in Time

Timing of Practice	Goal
Before	Strategies are designed to support the children and families with moving to the new program.
During	Strategies are designed to support children and families when the change in setting actually occurs.
After	Strategies are designed to support families and children with adjusting to the new program.

(Rous, 2015)

Continue

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There are three key points in time that relate to the transition process: before, during, and after. Each time is key to a successful transition process. The timing of the practices implemented is dependent upon the goal of the strategies. Review the differences in strategies based on timing in this table.

Why are the strategies and practices used before, during, and after transition important?

These strategies:

- Support the timely and successful adjustment of a child to a new program or setting
- Support a child with engaging with the physical environment, interacting with peers and other adults, and quickly adapting to the structure and culture of the classroom



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Why are the strategies and practices used before, during, and after transition important?

Planned and timely strategies support the timely and successful adjustment of a child to a new program or setting, and they support a child with adapting to a new program, specifically, with engaging with the physical environment, interacting with peers and other adults, and quickly adapting to the structure and culture of the classroom.

Types of Transition Strategies

High-intensity

- Individualized
- Examples: One-on-one meetings, classroom visits, child-transition profiles

Low-intensity

- For groups
- Examples: Open houses, form letters

(Rous, 2015)



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Now let's learn about two types of transition strategies: high intensity and low intensity.

High-intensity strategies are those that involve individualization. Low-intensity strategies involve groups. For example, high-intensity strategies can include activities such as one-on-one meetings, classroom visits, and developing a child-transition profile. Low-intensity strategies are activities such as holding an open house and distributing a form letter that includes key information for families.

Transition with High-Intensity and Low-Intensity Strategies

Sommerville Elementary School
Teacher: Mrs. Simmons

Heather Blake

- Age 4 Female, IEP Date: 10-30
- Disability Classification: Autism, Returning

Robert Cushman

- Age 3 Male, IEP Date: 9-2
- Disability Classification: Developmental delay, Not returning

Selma Fowler

- Age 4 Female, IEP Date: 11-2
- Disability Classification: Autism, Returning

Eli Martinez

- Age 3 Male, IEP Date: 3-10
- Disability Classification: Autism, Not returning

Peter Robinson

- Age 4 Male, IEP Date: 2-1
- Disability Classification: Developmental delay, Returning

It is early August and Mrs. Simmons has received her class list for her special education preschool class. She will have three returning 4-year-old children and two new 3-year-old children in her mixed-age class. All the children in her class are diagnosed with autism spectrum disorder or non-specific developmental delays and require a lot of classroom support. Her class list includes the following information (see table): Child's name, age, sex, IEP date, disability classification and whether they are a returning student.

She has also received transition plans from the local Early Intervention services office for her two new children: Robert and Eli.

Download

Continue

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Let's reflect on the following vignette regarding high-intensity and low-intensity strategies. You may download a copy of the vignette and the questions. It will open in a new window. Take a moment to read the vignette and consider the questions that follow.

Transition with High-Intensity and Low-Intensity Strategies

Sommerville Elementary School
Teacher: Mrs. Simmons

Heather Blake

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- Disability Classification: Autism, Returning

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Peter Robinson

- Age 4 Male, IEP Date: 2-1
- Disability Classification: Developmental delay, Returning

Some of the identified classroom supports for children are:

- Close attention and contact from a trusted adult
- Assistance for climbing stairs or other tricky physical movements
- Adult-facilitated peer interactions
- Assistive technology for communication purposes

Mrs. Simmons is familiar with some students and families from last year, but she doesn't know her new students at all. She knows she will need to use a mixture of high-intensity and low-intensity strategies to ensure a successful transition for all students in her class.

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You May Have Considered...

High Intensity Strategies for Robert and Eli:

- Classroom visits
- Review child transition profiles
- Home visits
- Phase-in days
- Continuing adaptations
 - Environment
 - Instruction

High Intensity Strategies for Returning Children:

- Home visits

Low Intensity Strategies For All Children:

- Open house
- Form letters
 - Welcome
 - Bios and photos of all providers

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You may have considered the following high intensity strategies for the new students, Robert and Eli, and their families: classroom visits and reviewing the child transition profiles to prepare the environment (e.g., adaptations, modifications, AT) for these children. There might also be home visits to learn more about Eli and Robert and their families. During transition, you may also arrange for phase-in days so that the children are gradually transitioning into the program. You may also continue to make modifications and adaptations to the environment / instruction. For the returning children, you may conduct home visits prior to the school year to support the preparation back to school. For all children, you may offer an open house for all the families and children to visit the classroom to ask questions and support preparation. You may also send form letters to welcome everyone and provide photos and bios of all the practitioners supporting the children in the class.

Planned and Timely 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

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As you can see, there are a variety of planned and timely strategies that practitioners can use to support children in effectively transitioning from one program to another. There are transition plans, child transition profiles, home visits, classroom visits, and phase-in days. Each of these strategies supports families and children with having a positive experience throughout the transition process. So, let's take a closer look at each strategy.

Transition Plans

Individualized documents that practitioners prepare before the transition to support a child's move into a new program.

Handout 2.10

Transition Plan

Child's Name: Tamiya

IFSP DATE: 5/6/20XX

Is this the official Transition Conference? yes no

Transition Plans and Activities	Specific Action	Person Responsible	Date Started	Date Completed
1. Explore options for Tamiya at age 3 including preschool, special education, community programs.	Tamiya's mom will contact the school district and 2 other programs - FPG & Kidecize to get more specific information about the programs, schedule and process for referrals.	Mom with support from Early Intervention Service Coordinator (ESIC)	5/7/xx	6/7/xx
2. Make program referral decision	Tamiya's mom is interested in Preschool Services (Part B) and will follow-up with school district after she has made contacts with all programs.	Mom with support from ESIC	6/7/xx	6/15/xx
3. Send specified information to Part B and/or other community program with parental consent. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Tamiya's mom will work with EI staff to sign appropriate consent and referral forms once a decision has been made (e.g., authorization to disclose health information; COSA referral to public school system); Develop a plan with the new program for transfer of records.	ESIC & mother	6/15/xx	6/17/xx
4. Support Tamiya in learning new skills she will need to adjust to a group setting and help her and her family prepare for changes in services.	A. Tamiya will participate in group activities such as the neighborhood playground and library story time. B. Identify specific activities to help Tamiya adjust to new foods and group activities that she may participate in when she gets to preschool (sand/water table).	ESIC, mother, PT, OT & SPL	5/7/xx	6/28/xx

CONNECT - 2010
<http://communityapp.unc.edu/connect-modules/> Page 1

Image from CONNECT Module 2

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Transition plans are individualized documents that practitioners prepare before the transition to support a child's move into a new program. The activities on the transition plan support the child and the family. Appropriate teaching strategies can be discussed by both sending and receiving programs. A plan for follow-up contact should also be established in the transition plan.

Child-Transition Profiles

Developed before the transition to support the adjustment of the child in the new program.

Handout 2.1



Child Transition Profile

This profile is to be completed by the sending provider and family member and given to the receiving teacher to support the child's transition. This information does not replace a formal child assessment. However, it provides practical information that will help facilitate the child's ability to engage and adapt to the new setting.

Child's Name _____

Date of Birth _____ **Age** _____

Parent / Guardian _____

Parent contact phone number _____

Person(s) completing profile

Name _____ Relationship to Child _____ (Phone) _____

Name _____ Relationship to Child _____ (Phone) _____

Name _____ Relationship to Child _____ (Phone) _____

Date completed _____

What are the child's favorite activities, people, and places?

Has the child had opportunities to play with peers in community or other settings?

CONNECT - 2010
<http://community.uga.edu/connect/module2>
 Page 1

Handout 2.1

Communication

What is the child's primary language? _____

How does the child communicate with others (both adults and peers)? Check all that apply and explain.
 some words sign language communicator boards and/or devices

Does the child ask for assistance/needs and wants? yes no sometimes (please explain)

Does the child follow verbal directions? yes, 1-step directions yes, 2-step directions no sometimes

What strategies are effective for the child's behavior during communication?

List strengths and areas of focus for communication.

Include any additional comments on the back of this form.

CONNECT - 2010
<http://community.uga.edu/connect/module2>
 Page 2

Images from CONNECT Module 2

Sending practitioners develop child-transition profiles before the transition to support the adjustment of the child in the new program. The child-transition profile should include information about the child's developmental status related to communication, classroom skills, motor skills, and health to support their engagement and adaptation to a new setting.

Home Visits

Arranged by the receiving program practitioners to support preparation of the child and family before the transition and to support the adjustment of the child after the transition.



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Home visits are arranged by the receiving program practitioners to support preparation of the child and family before the transition and to support the adjustment of the child after the transition has occurred. During home visits, the practitioner visits the family and child in the home to gather information about the child and family needs. Initial home visit goals are building relationships with the family and child, describing the new program to the family, and determining activities to ease the transition. Home visits that occur after the transition has taken place allow practitioners an opportunity to check in with the family. All information shared during home visits should be provided in the family's home language, and specific follow-up contact information should be provided.

Classroom Visits

A visit to the new program's classroom to support the preparation of the child and family before the transition.



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Sending and receiving practitioners arrange a visit to the new program's classroom to support the preparation of the child and family before the transition. During classroom visits, families can consider the individual needs of their child relative to the new environment and work with the practitioners to modify the classroom to support the child's participation.

Phase-in Days

A schedule that a receiving practitioner works out with the family to support the adjustment of the child during and after the transition.



Phase-in days refer to a schedule that a receiving practitioner works out with the family to support the adjustment of the child during and after the transition. Usually, the transition is gradual and on a set schedule such as an increase in time per day over a few weeks or an increase in days per week over a few weeks. Phase-in allows the receiving practitioner to develop a relationship with the child and identify any additional environmental supports needed for the child's participation.

A Family-Centered Approach

The key to effective transition planning is using a family-centered approach to transition. Using a family-centered approach requires that sending and receiving programs effectively communicate with families by:

- Asking for and following the families' preferences about when to meet and their interest in a recommended program
- Describing services, programs, or classes in a way that support families' understanding of their purposes
- Asking for permission and requesting signed releases for communication and coordination with supports and services the child and family may be receiving
- Providing information and support to families on matters such as eligibility determination and evaluation processes as part of transitions

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A key strategy is to use a family-centered approach to transition. Essentially, both sending and receiving programs have a responsibility to communicate with families so that they can actively engage in the transition process. A family-centered approach could involve asking for and following the families' preferences on when to meet, and their interest in a recommended program; describing services, programs or classes in a way that support families' understanding of their purposes; asking for permission and requesting signed releases for communication and coordination with supports and services the child and family may be receiving; and providing information and support to families on matters such as eligibility determination and evaluation processes as part of transitions.

Summary

- Key planned and timely strategies to support children and families transitioning between programs
- High-intensity and low-intensity practices
- How to use planned and timely strategies before, during, and after transition



In this lesson, we identified key planned and timely strategies that can be used to support children and families transitioning between programs. We also learned the difference between high-intensity and low-intensity practices, and how to use planned and timely strategies before, during, and after transition.

Check Your Knowledge



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Now you have the opportunity to check your understanding of what you've learned in Module 2, Lesson 3. Please respond to these 2 questions.

References and Resources

Early Childhood Technical Assistance Center. (2016). Performance Checklists. Retrieved from <http://ectacenter.org/decrp/type-checklists.asp>

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Rous, B. (April 2008). *Recommended transition practices for young children and families: Results from a national validation survey*. (Technical Report #3). Lexington, KY: University of Kentucky, Human Development Institute, National Early Childhood Transition Center.

References

Continue

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Thank you for participating. This concludes Module 2, Lesson 3. To learn more, see the resources listed here. After downloading, you can close this window.

References and Resources

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