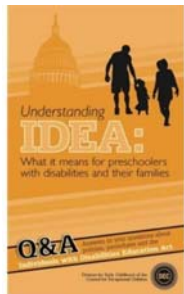




- TA Resources to Support Effective Transition**
- Working Directly with Families, and their Children
 - Working with Front Line Personnel
 - Working with local/community teams
 - Working to design a local and state infrastructure

- NICHCY Training Modules**
- Developed for OSEP**
- [Building the Legacy Training Curriculum on IDEA 2004](#) (2010-2014) - developed by NICHCY at the request of OSEP.
- Available modules include:
- [The Basics of Early Intervention](#) (2012)
 - [The Transition Process and Lead Agency Notification](#) (2014)
 - [Development of the Transition Plan](#) (2014)
- <http://ectacenter.org/topics/transition/osep.asp#guide>

http://bookstore.dec-spед.org/product-p/002.htm



Division for Early Childhood Bookstore Resources

ECTA Center
The Early Childhood Technical Assistance Center

Improving Systems, Practices and Outcomes

Part C | Section 619 | Contacts | Topics | Events | Research & Reference | Publications | eNotes | For Families/Para Families

System Framework | DEC Recommended Practices | Implementing & Scaling Up EEP | Implementation Process | Outcomes Measurement

TRANSITION FROM PART C | **Federal Laws & Regs** | OSEP Resources | National Centers | State Resources | Monitoring | Data

National Centers Relating to Transition from Part C

CONNECT
A collection of videos on transition by The Center to Mobilize Early Childhood Knowledge

National Early Childhood Transition Center (NECTC)
A national center formerly funded by OSEP investigated and validated practices to enhance the early childhood transition process and support positive school outcomes for children with disabilities. Many resources continue to be maintained on the web site including a variety of publications, a searchable database of transition research, policy and practice, a transition tool kit and a transition literature review.

Transition Webinar Series from the National Early Childhood Transition Center (NECTC)

Early Head Start National Resource Center (EHS NRC)
The Early Head Start National Resource Center has produced a training guide on transition, as part of its Early Head Start Program Strategies Series.

- Transition Strategies: Continuity and Change in the Lives of Infants and Toddlers (in 4) (Posted 4/20/11)
- This guide includes a thorough overview of federal legislation on transition requirements for Early Head Start and Head Start.
- Anticipating Transition Issues in EHS: Developing a Thoughtful Approach (2001)

Head Start Early Childhood Learning & Knowledge Center (ECLKC)

- The Head Start Homeless training materials include Transition in Lesson 4 on Enrollment.
- The News You Can Use e-newsletter on supporting transitions experienced by children and families in Early Head Start.

What about the transition to Kindergarten?



Strengths and Challenges

- How are we preparing families?
- How are we preparing children?
- How do we create adjustment for both?

How are programs preparing to be ready for children and families?

Transition from Preschool Services to Kindergarten

Topic editor: [Sally Whaley](#)
 You may also be interested in [Transition from Part C](#)

National Centers, Studies & Specialized Projects Resources

Children's Defense Fund

- [Full-Day Kindergarten in the States \(2012\)](#) reported by the Children's Defense Fund (CDF) will be updated annually.
- [Transition Practices from Preschool to Kindergarten \(2011\)](#), a Research Brief published by the Curry School of Education (CAST) at the University of Virginia describes pre-kindergarten teachers' use of kindergarten transition practices. (posted 05/13/2013)

Frank Porter Graham Child Development Institute

- [Preschool-to-Kindergarten Transition Patterns for African American Boys](#), Snapshot January 2014
- [Preschool to kindergarten transition patterns for African American boys](#), Full Study

Harvard Family Research Project

- [Harvard Family Research Project](#)
- [Ready for Success: Creating Collaborative and Thoughtful Transitions into Kindergarten](#) (September 20, 2012)
- [The Transition to Kindergarten: A Review of Current Research and Promising Practices to Involve Families](#) (April 2002)
- [Ready, Freddy! Pathways to Kindergarten Success website](#), University of Pittsburgh Office of Child Development offers related articles:
 - [A New Approach to Transitions: Working Families and Their Ideas into Kindergarten Classrooms](#), by Ken Smythe-Lestico, featured in the Harvard Family Research Project
 - [Blending Theory with Practice: Implementing Kindergarten Transitions Using the Interactive Systems Framework](#) (PDF: 465k) , by Ken Smythe-Lestico, Cullen P. Young, Laura A. Mulvey, and Robert B. McCall. (posted 10/01/12)

Head Start Early Childhood Knowledge and Learning Center

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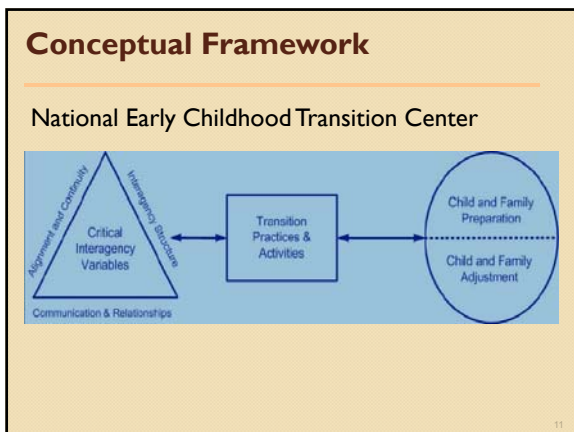
- National Centers, Studies & Specialized Projects Resources
- Data Resources
- Parent Resources/Handbooks

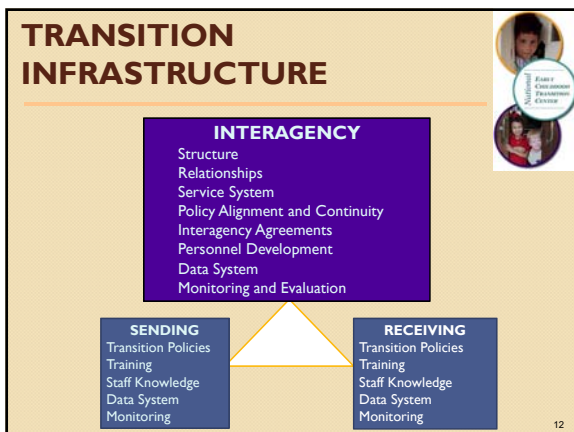
Givens and Considerations

- Transition is interactive, ecological and interagency by nature
- State and program practices influence and affect staff beliefs and practices
- Staff beliefs and practices influence and affect families and children

Frameworks and Models

<http://www.hdi.uky.edu/nectc/NECTC/Home.aspx>





Outcomes for Children

Figure 3. Child Adjustment During and After Transition: Three Inter-related Outcomes

National Early Childhood Transition Center (NECTC), 2006

Research Summary Connect & NECTC 2010

- Summarized nine studies
- Most looked at preschool to kindergarten transitions
- Several included a focus on children with disabilities
- Described transition practices to prepare children for the next environment and coordinating supports

Factors Associated with Positive Transition Outcomes

For children with developmental delays, a close, positive relationship between a teacher and a child as a part of the transition process was associated with improved cognitive skills.

Factors Associated with Positive Transition Outcomes

For typically developing children, a close, positive relationship between a teacher and a child as a part of the transition process was associated with improved cognitive skills, better social relationships, and fewer behavior problems.

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Factors Associated with Positive Transition Outcomes

For all children,
(1) a good match between sending and receiving programs was associated with more successful transitions
(2) teaching skills that children will need in the next educational setting prior to transition was associated with better adjustment and increased learning and development in the new setting

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NECTC Toolkit

NECTC Transition Tips
Toolkit of Practice and Strategies

Find strategies that are specifically recommended for children:

- Ages: Select an Age Group
- Skills: Select an Essential Skill
- Skills: Select a Skill
- Search by Program
- Search by Category of Practice

Search by Program:

Search by Category of Practice:

Clear Search Criteria

1. A primary contact person for transition is identified within each program or agency (interagency structure).

Identify a contact person for follow-up in case parents have questions after meetings.

Provide a program/department contact for each site (with name provided).

Assign a transition coordinator to work progressively with working provider/teacher, receiving program staff, a parent at transition planning meetings.

Use parent letters to support family program roles.

Provide transition facilitators at early intervention, preschool, & kindergarten programs.

Specify service options and/or funding with transition.

Identify a staff member as a "contact person" to staff families prior to the initial IEP to establish rapport.

Assign an advocate to assist families in identifying & navigating the system.

2. Continuity of program with transition activities & timelines are identified, (Continuity & Alignment)

Provide community/parent educational fairs about programs for disabled age groups (often are discontinued early in community settings (e.g., grocery stores, WIC office) in a variety of formats (e.g., flyers, hand papers) before and after school starts.



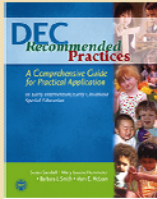
TA Resources to Support Effective Transition

- Working Directly with Families, and their Children
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Division for Early Childhood

<http://www.dec-sped.org/>



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<http://www.dec-sped.org/recommendedpractices>



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DEC RP on Transition-Introduction

Transition refers to the events, activities, and processes associated with **key changes between environments or programs** during the early childhood years and the **practices that support the adjustment** of the child and family to the new setting



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DEC RP on Transition-Introduction

- Transition is a process that generally involves many activities on the part of the practitioner in collaboration with the family.
- Positive teacher-child and practitioner-family relationships, are associated with greater satisfaction and better adjustment.



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DEC RP on Transition

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.



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National Early Childhood Transition Initiative

- ➔ OSEP approved the allocation of resources to support collaborative technical assistance activities focused on improving state agencies' implementation of transition requirements of the IDEA
- ➔ In collaboration with the National Early Childhood Transition Center, other national programs worked on a framework

A Framework...

Provides a **process for analyzing** transition system infrastructure and program components
in order to

Support Family and Child Preparation and Adjustment

Designing and Implementing Effective Early Childhood Transition Processes

- [Component I](#) Content and Scope
- [Component II](#) Interagency Structure
- [Component III](#) Interagency Communication and Relationships
- [Component IV](#) Interagency Agreements
- [Component V](#) Policy Alignment and Congruence
- [Component VI](#) Personnel Development, Staff Training and Resources
- [Component VII](#) Data Systems and Processes
- [Component VIII](#) Monitoring and Evaluation

<http://ectacenter.org/topics/transition/osep.asp#trans>

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Transition Processes: Tools and Needs Assessments

- [Designing and Implementing Effective Early Childhood Transition Processes](#) (March 2008) was developed for TA organizations to support strategic planning efforts with states. It is a framework and tool for states to analyze their transition system infrastructure and systematically identify improvement strategies to improve local implementation of the transition requirements of the IDEA as well as support effective local infrastructures for effective transition practices.
- [Overview of Designing and Implementing Effective Early Childhood Transition Processes](#) (March 2008) - This presentation provides information about the need for and background of the document as well as a brief overview of the contents.
- [Component I - Content and Scope](#)
- [Component II - Interagency Structure](#)
- [Component III - Interagency Communication and Relationships](#)
- [Component IV - Interagency Agreements](#)
- [Component V - Policy Alignment and Congruence](#)
- [Component VI - Personnel Development, Staff Training and Resources](#)
- [Component VII - Data Systems and Processes](#)
- [Component VIII - Monitoring and Evaluation](#)
- [Early Childhood Transition Worksheet](#) (2008) - lists the IDEA transition requirements and key infrastructure components in chart format. It can be used as a planning tool and discussion guide for identifying factors contributing to non-compliance and effective practices. It is a companion to the Designing and Implementing Effective Early Childhood Transition Processes framework document.
- [Self-Assessment for an Early Childhood Transition Infrastructure](#) (September 2009) - This tool corresponds directly to the components and elements presented in the transition document and is intended to be used by state or local interagency teams to assess their current practices and identify improvement activities to enhance the infrastructure necessary to support successful transitions.
- [Early Childhood Transition Self-Assessment Form](#) (March 2014) - This tool like the other self assessment references the document "Designing and Implementing Effective Transition Processes". This self assessment takes evidence statements from the document and is organized around the processes of interagency policies and practices, personnel development and training, roles and responsibilities, and strategies and practices.

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I. Content & Scope of Services

Access to a broad array of:

- A. Child developmental and educational services, supports, settings
- B. Child health and medical services to promote overall well-being
- C. Family services

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Content & Scope of Services

Concepts for Consideration

- ❖ Ability to understand and respond to individualized child and family strengths and needs
- ❖ Access to services, resources and supports
- ❖ Capacity to understand, locate and refer to other services, resources and supports

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II. Interagency Structures

- A. Interagency entity has membership with authority to influence agencies' policies and procedures.
- B. Shared philosophy is foundation for policies and determination of responsibilities
- C. Primary contact person for transition is identified within each program/agency at the state & local level

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Interagency Structures

Concepts for Consideration

- ❖ Effectiveness of the entity; existence is insufficient
- ❖ At state, regional and local levels
- ❖ Entity may look structurally different in different states

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III. Interagency Communication & Relationships

- A. Mechanisms for ongoing communication
- B. Effective working relationships among programs and staff
- C. Meaningful family participation at all levels

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Interagency Communication & Relationships

Concepts for Consideration

- ❖ Relationships are critical to ensure effective functioning of interagency structures
- ❖ Relationships are critical to ensure alignment of policies and practices
- ❖ Collaborative relationships are ultimately responsible for the effectiveness of interagency activities
- ❖ Respectful acknowledgement of system capacity and limitations

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IV. Interagency Agreements (IA/MOU/MOA)

- A. Clear statements of transition processes
- B. Clearly assigned roles and responsibilities related to transition

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Interagency Agreements

- C. Critical policies are specified in the interagency agreement.
- D. Format, content, and level of specificity of state-level agreements serve as a model for local agreements.
- E. Interagency agreements are routinely reviewed and revised based on data and input from stakeholders.

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Interagency Agreements

Concepts for Consideration

- ❖ Degree to which agreement guides policy implementation and system practices
- ❖ Stakeholders actively participate and provide input
- ❖ Address key issues and solve problems with clarity

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V. Policy Alignment & Congruence

- A. Aligned requirements and timelines
- B. Delineated and aligned curricula and interventions
- C. Procedures for coordination of services
- D. Mechanisms to minimize disruption in services

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Policy Alignment and Congruence

Concepts for Consideration

- ❖ **Alignment** highlights existing and potential shared practices such as curricula, professional development, roles and responsibilities.
- ❖ How the “Different Parts of Systems Can Work Together” (NECTC)
- ❖ **Congruence** is “a fit between programs that supports harmony and reduces conflict in approach, intent and outcomes.” (NECTC)

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VI. Personnel Development, Staff Training and Resources

- A. Shared responsibility of designated personnel for interagency training & TA
- B. Activities jointly designed, implemented, and evaluated
- C. Parents involved in all aspects
- D. Local mechanisms to inform personnel development activities and promote networking and problem solving
- E. Variety of personnel development strategies, over time
- F. Support for required cross agency participation at joint training activities

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Personnel Development, Staff Training and Resources

Concepts for Consideration

- ❖ Knowledgeable personnel will be more effective at supporting transition
- ❖ Annual events while required and necessary may be insufficient
- ❖ Personnel development activities are driven by needs of state and local systems but should also reflect needs of family consumers
- ❖ Training and TA is linked to general supervision and monitoring

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VII. Data System and Processes

- A. Data system capacity to collect necessary data to support effective transitions
- B. Protocols for accurate and timely data collection and entry
- C. Clearly defined procedures for data sharing
- D. Analysis of transition data improves performance across agencies
- E. Monitoring data are used for decision-making within and across programs

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Data Systems and Processes

Concepts for Consideration

- ❖ Beyond responding to reporting requirements, data can inform and support effective practices
- ❖ Development and implementation of effective data systems is complex and requires training and ongoing TA

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CONSIDERATIONS FOR USING DATA

- What comments or questions do you have as you look at existing data?
- What other data might you want to gather or explore?
- How will this information lead to action?
- Does good performance mean practices are always high quality and responsive to families?

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VIII. Monitoring & Evaluation

- A. Monitoring of transition requirements is aligned across agencies.
- B. Interagency participation in monitoring activities.
- C. Evaluation is an integral part of all transition components

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Monitoring and Evaluation

Concepts for Consideration

- ❖ Statutory basis for general supervision and consequences at federal, state and local levels
- ❖ Focus on both compliance **and** on program improvement and results

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Considerations/Strategies for Local and Regional Programs

- Assess the true level of knowledge and understanding of Part B and C regarding respective rules, roles and responsibilities.
- Assess the ability to collaborate and coordinate effectively. Sharing information and data.

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Considerations/Strategies for Local and Regional Programs

- Assess the degree to which this is on the radar of overworked folks with competing high priorities
- Assess the resource capacity (personnel, money, and time, etc.)
- Assess the degree to which folks have the capacity to think creatively, problem solve constraints, and act flexibly.
- Assess the degree to which transition is embedded in your quality assurance and general supervision processes

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Assessing Program & Transition Practices

How are programs providing services perceived by others? How can you help?

- Other Community Programs and Services
- Families who have been in your program
- Families who are new
- What is transition like for families?
- What is transition like for receiving programs outside of your regional program?
- What are your staff saying? Thinking?

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Assessing Program & Transition Practices – What might be your role?

What is really working well for families?

What is working well for practitioners?

- How do programs know?
- How do programs notice and celebrate?
- How do help programs maintain practices that are desirable?
- How do you help programs build in problem-solving and flexibility?

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Assessing Program & Transition Practices

What practices might need to be examined that influence the family experience?

For Example:

- Staff communication and debriefing processes
- Amount of time available for planning
- Staff understanding of rules and policies
- Family understanding of rules and policies
- Partnerships and coordination with other early childhood programs and elementary schools

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Transition can be complex but keep the goals of the children and families in mind as you help them along their path.

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