1

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

2

NICHCY Training Modules

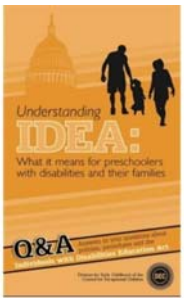
Developed for OSEP

- 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

3

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



Division for Early Childhood Bookstore Resources

4

What about the transition to Kindergarten?

6

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?

7

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

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Frameworks and Models

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

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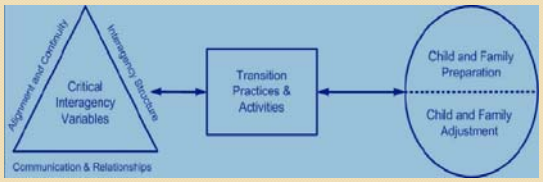
Conceptual Framework

National Early Childhood Transition Center



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TRANSITION INFRASTRUCTURE

INTERAGENCY
- Structure
- Relationships
- Service System
- Policy Alignment and Continuity
- Interagency Agreements
- Personnel Development
- Data System
- Monitoring and Evaluation

SENDING
- Transition Policies
- Training
- Staff Knowledge
- Data System
- Monitoring

RECEIVING
- Transition Policies
- Training
- Staff Knowledge
- Data System
- Monitoring

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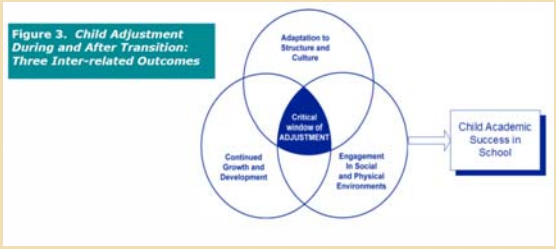
Outcomes for Children



National Early Childhood Transition Center (NECTC), 2006

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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

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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.

15

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.

16

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

18

TA Resources to Support Effective Transition

- Working Directly with Families, and their Children
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- Working with local/community teams
- Working to design a local and state infrastructure

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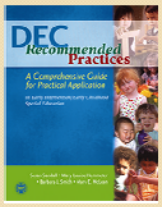
Division for Early Childhood http://www.dec-sped.org/



DEC

ECTA Center

20

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

21

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

22

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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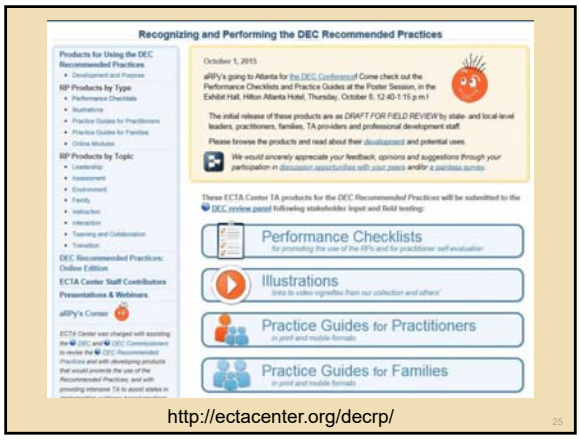

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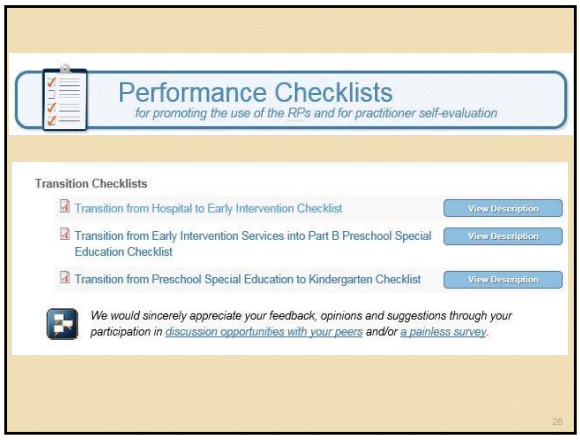

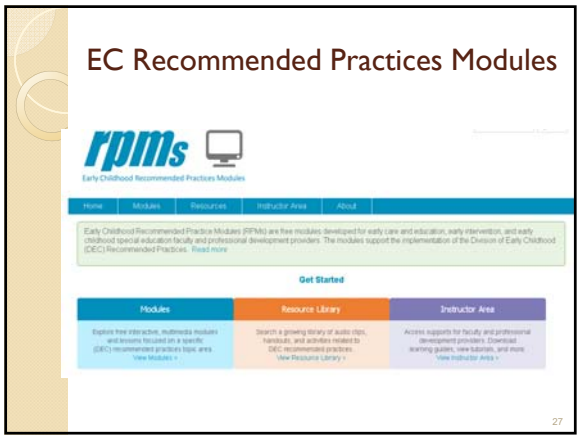

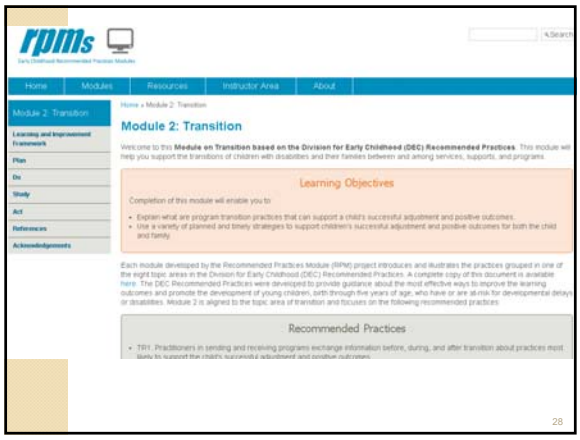

National Early Childhood Transition Initiative

- 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

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A Framework…

Provides a process for analyzing transition system infrastructure and program components

in order to

Support Family and Child Preparation and Adjustment

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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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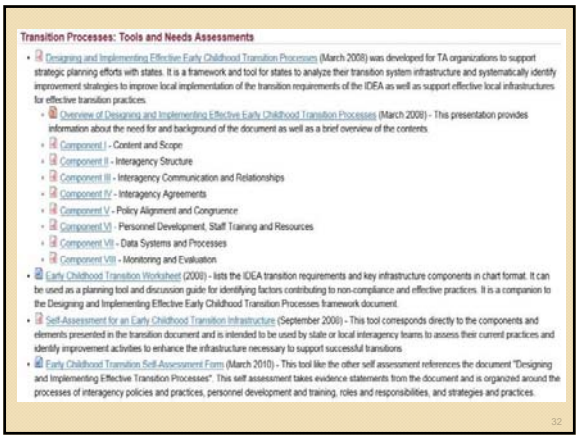

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I. Content & Scope of Services

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

33

33

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

34 34

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

35 35

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

36 36

III. Interagency Communication & Relationships

A. Mechanisms for ongoing communication

B. Effective working relationships among programs and staff

C. Meaningful family participation at all levels

37

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

38

IV. Interagency Agreements (IA/MOU/MOA)

A. Clear statements of transition processes

B. Clearly assigned roles and responsibilities related to transition

39

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.

40

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

42

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)

43 43

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

44 44

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

45 45

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?

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

49

49

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

50

50

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.

51

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?

53

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?

54

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

55

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

56