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# Learning Guide 2.11-

# Transition Practice Profile

**Transition practices** are an intentional set of activities that promote communication between sending and receiving practitioners, engage families in collaborative planning, and support the preparation and adjustment of children and families to a change in settings or programs.

## **How to use**

Module 2 Transitions Practice Profile connects DEC Recommended Practices for Transitions with how this practice contributes to family and child outcomes and describes example behavior of practitioners that are associated with each practice. Practitioners who exemplify practices within the expected/proficient range are able to generalize skills to a wide range of settings and contexts. Practitioners who exemplify practices within the developmental range are ready for increased coaching. The developmental range is included as a way to help practitioners identify practices that are approaching proficient but are missing essential components that contribute to family and/or child outcomes. Practitioners who exemplify practices within the unacceptable range may require more assistance in the large-scale implementation infrastructure. This can include more focused professional development and intensive coaching as well as issues at the administrative level (hiring and credentials requirements) (Metz, Bartley, Blase, & Fixen, 2011).

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| Core Component | Contribution to the Outcome | Expected/Proficient\* | Developmental | Unacceptable |
| **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.** | Practitioners collaborate across programs to ensure alignment and continuity of services for families and children. | *A preschool teacher organizes a transition portfolio for each child who is moving to kindergarten.* | *A preschool teacher writes up a summary of what was taught during the year for families to share with the kindergarten teacher.* | *A preschool teacher does not share important data regarding specific strategies used with immigrant families and children to support their transition into school.* |
| *A director of the preschool electronically submits the academic records for each child who is moving to kindergarten and for whom the parent has given permission, to ensure that each child’s prior information is included in the district’s data base.* | *A director of the preschool keeps limited records on children’s attendance and assessment data. She does not systematically share it with kindergartens unless asked.* | *A director of the preschool does not keep any electronic records regarding children and, when asked, is unable to produce documentation regarding a child’s academic, social, or family strengths or needs.* |
| *A service coordinator calls the family and the preschool the week after the child’s transition to preschool and again a month after transition, to make sure that all paperwork and other aspects of the transition are proceeding as planned.* | *A service coordinator checks in with the family one month after transition. She asks non-specific questions about how the child is doing and reminds the family to let her know if there is a problem.* | *After the child transitions to the new preschool the service coordinator removes the file from her caseload and doesn’t check in with either the family or the preschool regarding the adjustment of the child and family.* |

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| Core Component | Contribution to the Outcome | Expected/Proficient\* | Developmental | Unacceptable |
| **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.** | The practitioner uses family-centered and child-centered approaches to support family and child adjustment to new programs and personnel. | *An infant-toddler teacher organizes the play group schedule for the older toddlers so that they practice some of the routines of preschool before they transition.* | *An infant-toddler teacher talks to the older toddlers about the preschool schedule saying things like, “When you get to the preschool room you’ll have to use the potty.”* | *An infant-toddler teacher informs families of the date of their child’s transition to preschool one day before the transition is to occur.* |
| *A service coordinator provides families with lists of preschools and visiting schedules. She offers to accompany families on their visits to the preschools.* | *A service coordinator informs families when their Part C services will end and lets families know that they must talk with the local schools to find the appropriate services and/or settings for their child.* | *A service coordinator schedules a transition meeting for the child without finding out the next setting for the child.* |
| *A preschool and kindergarten teacher arrange a school visit for the preschool children. The preschool children get to explore the kindergarten classroom, talk with the kindergarten children, see the bathrooms, and sit on the school bus.* | *A preschool teacher shows the class a picture of the school bus and talks to the children about how they will ride the bus to kindergarten.* | *A preschool teacher does not use any strategies to help prepare the children to transition to kindergarten.* |

\*Note: Source of the examples in the expected / proficient column are adapted from: DEC (2016). DEC recommended practices in early intervention and early childhood special education with examples.

## **References**

DEC (2016). DEC recommended practices in early intervention and early childhood special education with examples. Retrieved from: <https://divisionearlychildhood.egnyte.com/dl/v7NSuEwqYX>

Metz, A., Bartley, L., Blase, K., and Fixen, D. (2011). Handout 2: Practice profile examples. Retrieved from: <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/AIHub-Handout2-PracticeProfileExamples.pdf>

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