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# Learning Guide 2.3 Transition-

# Role of the Practitioner

## **Objectives**

* Describe transition and transition practices.
* Identify key characteristics of recommended practices to support transition.

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| **Related Content:** [Module 2, Lesson 2 Gathering Information](http://rpm.fpg.unc.edu/module-2-transition/lesson-2-gathering-information)**Instructional Method:** Case-based problem solving**Level:** Intermediate**Estimated Time Needed:** 5 min. instructor preparation; 25 min. learner activity |

## **Description**

In this activity, the different roles of various practitioners in the transition process are explored. Learners will read case-based problems of transition and identify the unique roles of the individuals involved in the transition as well as brainstorm the resources each practitioner would need to demonstrate best practices.

## **Materials/Resources**

* Learning Guide 2.3 Case-based problems
* Learning Guide 2.3 Activity Handout

## **Facilitator Instructions**

1. Divide learners into small groups (3-4) and assign one case-based problem to each group. Distribute copies of the case-based problem to each learner in each group and one copy of the handout to complete as a group.
2. Instruct learners to:
	1. Read the case-based problem,
	2. Identify the practitioners involved,
	3. Describe the unique roles of each practitioner, and
	4. Brainstorm the necessary resources each practitioner would need to demonstrate best practices according to DEC Recommended Practices for Transition.
3. Bring small groups back together to share their case-based problem and solutions with their peers.
4. Provide feedback as needed.

## **Suggested Assessment**

**Performance Indicator:** Participants will be able to effectively exchange information with other practitioners.

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| If the learner… | Then provide feedback… |
| Is unable to identify and describe the roles of the practitioners | Revisit Module 2 Lesson 2 – “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.” |
| Is unable to find resources to support transition | Refer learners to the [Transitions Strategies table](https://rpm.fpg.unc.edu/sites/rpm.fpg.unc.edu/files/files/resources/LearningGuide-2-8-Transition-PlannedAndTimelyStrategiesTable.docx). |

## **Distance Learning Tips**

* Learners can work individually.
* Provide individual feedback in a timely manner.

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| **Case** | **Background Information** | **Problem** |
| 1 | **HOSPITAL TO HOME**The Rosales family recently welcomed Reina, a baby girl about 6 weeks premature. She has spent the past three weeks in the NICU until she was stable enough to come home. In the hospital, Reina was diagnosed with ROP (Retinopathy of Prematurity) that will result in severe vision impairment without proper treatment. Even with treatment, Reina is likely to need glasses and therapy to strengthen her vision. Reina’s family is transitory as Reina’s father is a migrant farmer and follows planting seasons. The day Reina was able to leave the hospital the family moved to another state. The hospital social worker has contacted the Early Intervention case manager of the new state to inform them that Reina’s family has signed release to be contacted. The case manager and early interventionist need to set up a time with Reina’s family to begin services with an initial evaluation. | Communication between the early intervention program in the new state and the hospital in the birth state is fractured because they are unfamiliar with each other. Communication between the early intervention team and the Rosales family is difficult due to language barriers. |
| **Case** | **Background Information** | **Problem** |
| 2 | **EARLY INTERVENTION to PRESCHOOL**Paul is a two-year-old child with autism. The early interventionist, Nancy, who has been working with Paul and his family for the past 18 months has been helping the family to prepare for their transition from early intervention (Part C) and into the local education agency. In his case, Paul is eligible to attend the local Head Start center. However, Paul and his family have recently become homeless and he lacks the documentation for proof of residency. Additionally, his family will require transportation to the Head Start center from his new location, which is outside of the district in which he was originally receiving early intervention services and where the Head Start center is located. The Head Start center case manager, Margaret, and Nancy have set up a time with Paul’s family to talk about how to conduct this transition to ensure the best outcomes for Paul and his family. | This family is experiencing homelessness, which complicates the transition due to residency paperwork issues and transportation issues. The team must create a transition plan that honors the best interests of Paul and his family. |

## **Learning Guide 2.3 Case-based problems**

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| **Case** | **Background Information** | **Problem** |
| 3 | **PRESCHOOL TO KINDERGARTEN**Carmen is a five-year-old child with mild developmental delays. She has just started Kindergarten in an inclusion class with two teachers and an assistant. The teachers have noticed that Carmen displays challenging behaviors such as screaming, hitting, and kicking during large group carpet times. Although they read the transition report from her special education preschool there was no mention of challenging behavior or specific strategies that were effective. Next week is Carmen’s IEP meeting and her Kindergarten teachers, Betsey and Carl, would like to talk with Carmen’s family and make contact with the sending preschool to learn more about the strategies used in that setting. | The transition plan does not include all the relevant information to ensure a successful transition and adjustment for Carmen. The receiving program teachers (Betsey and Carl) must make contact with both the family of Carmen and the sending program to open communication to help Carmen’s adjustment. |
| **Case** | **Background Information** | **Problem** |
| 4 | **INTO EARLY INTERVENTION**After failing a hearing-screening tool in the pediatrician’s office, two-year-old Gloria and her family have been referred to an audiologist who diagnosed Gloria with a mild-moderate hearing loss in her right ear. Fortunately, Gloria could be fitted with a hearing aid quickly and has been using it successfully. The early interventionist, Jason, came to Gloria’s home to meet with Gloria and her mother, Roberta. He conducted an assessment and found that Gloria had a moderate speech delay. The IFSP team recommended that Gloria begin speech therapy. Because the family lives in such a rural area, the closest speech therapist that works with young children with hearing loss is about an hour away in a hospital clinic. Roberta thinks that the hearing aid will help to alleviate much of Gloria’s speech delay so has been skipping speech sessions. | Gloria’s family does not understand why they need to bring her to speech therapy now that they have the hearing aids. The speech therapist is far away and Roberta would have to take time off of work to get Gloria there. Jason needs to find a way for Gloria to access speech services. |
| **Case** | **Background Information** | **Problem** |
| 5 | **SPECIAL ED PRESCHOOL to CHILDCARE (Horizontal transition)**Hiro is a four-year-old boy with developmental delays. He spends the mornings in a special education preschool and then is bussed to a local childcare center for the afternoon. The special education teacher in his morning preschool has been providing Hiro a picture schedule for the morning events to help him make better transitions and participate in center time in an organized way. The child care teacher in the afternoon has been talking to Hiro’s mother about challenging behaviors he has been displaying such as hitting, kicking, and defiance when asked to change an activity (i.e. go from the block area to snack time). Hiro’s mother is bewildered because she never receives these reports from the special education preschool teacher. | Hiro transitions to two settings daily and they do not communicate on the best strategies to use with Hiro to support his adjustment. Hiro’s mother does not know why Hiro’s behavior is so different in each setting. |

## **Learning Guide 2.3 Activity Handout**

**Name(s):**

**Date:**

1. In your own words, describe the problem presented in the case. CASE NUMBER \_\_\_\_\_\_\_\_\_\_\_\_
2. Identify the involved practitioners and the unique roles of each practitioner (i.e. what each practitioner should be responsible for in the transition of this child).

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| --- | --- | --- | --- |
| **Practitioner**Examples: preschool teacher, early interventionist, physical therapist, social worker | **Transition Time Point**Choose from: Before, During, After | **Goal**Examples: Move into the program, Adjustment, Preparation | **Role**Choose from: Receiving, Sending, or Sending AND Receiving |
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1. What strategies should each practitioner access to ensure a successful transition for this family and child? Use what you have learned in M2L2, personal experience, the transition strategies chart, or other text/Internet resources to help build this list.

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| --- | --- | --- | --- |
| **Name the practitioner** | **Practitioner #1****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Practitioner #2****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Practitioner #3****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Suggested Strategies** |  |  |  |

## **Learning Guide 2.3 Activity Handout** - Suggested Answers – CASE #1

**Name(s):**

**Date:**

1. In your own words, describe the problem presented in the case. CASE NUMBER 1

The hospital and early intervention team in the separate states are having problems with communication because they do not communicate often. The early intervention team and the Rosales family do not speak the same language, which complicates their communication.

1. Identify the involved practitioners and the unique roles of each practitioner (i.e. what each practitioner should be responsible for in the transition of this child).

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| --- | --- | --- | --- |
| **Practitioner**Examples: preschool teacher, early interventionist, physical therapist, social worker | **Transition Time Point**Choose from: Before, During, After | **Goal**Examples: Move into the program, Adjustment, Preparation | **Role**Choose from: Receiving, Sending, or Sending AND Receiving |
| Hospital Social Worker | Before | Move into the program | Sending |
| EI Case manager | During | Move into the program | Receiving |
| Early Interventionist | During and After | Adjustment | Receiving  |

1. What strategies should each practitioner access to ensure a successful transition for this family and child? Use what you have learned in M2L2, personal experience, the transition strategies chart, or other text/Internet resources to help build this list.

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| --- | --- | --- | --- |
| **Name the practitioner** | **Practitioner #1**Hospital Social Worker | **Practitioner #2**EI Case Manager | **Practitioner #3**Early Interventionist |
| **Suggested Strategies** | Develop a Transition PlanDevelop a Child Transition ProfileContact EI Case Manager to share hospital notes | Initiate contact with the familyConduct a home visitProvide information to family re: referral and enrollment in home language | Conduct a home visitConduct assessmentProvide consultation to the family re: evaluation, placement, care through a translator |

## **Learning Guide 2.3 Activity Handout** - Suggested Answers – CASE #2

**Name(s):**

**Date:**

1. In your own words, describe the problem presented in the case. CASE NUMBER 2

The family’s homelessness is complicating Paul’s transition from early intervention to Head Start due to paperwork and transportation issues.

1. Identify the involved practitioners and the unique roles of each practitioner (i.e. what each practitioner should be responsible for in the transition of this child).

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| --- | --- | --- | --- |
| **Practitioner**Examples: preschool teacher, early interventionist, physical therapist, social worker | **Transition Time Point**Choose from: Before, During, After | **Goal**Examples: Move into the program, Adjustment, Preparation | **Role**Choose from: Receiving, Sending, or Sending AND Receiving |
| Early interventionist | Before | Preparation | Sending |
| Head Start Case Manager | During, After | Move into the program | Receiving |
| Head Start Teacher | After | Adjustment | Receiving |

1. What strategies should each practitioner access to ensure a successful transition for this family and child? Use what you have learned in M2L2, personal experience, the transition strategies chart, or other text/Internet resources to help build this list.

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| --- | --- | --- | --- |
| **Name the practitioner** | **Practitioner #1**Early Interventionist | **Practitioner #2**Head Start Case Manager | **Practitioner #3**Head Start Teacher |
| **Suggested Strategies** | Contact the Head Start practitioners to share strategies.Develop a transition planPlan a program visit to Head StartDevelop a child transition profile | Visit with family in convenient place Encourage the family to visit the Head Start programAttend IEP/IFSP meetings | Visit with family in convenient place Align curriculum with early intervention goals and transition profileAttend IEP/IFSP meetings |

## **Learning Guide 2.3 Activity Handout** - Suggested Answers – CASE #3

**Name(s):**

**Date:**

1. In your own words, describe the problem presented in the case. CASE NUMBER 3

Carmen has been displaying challenging behavior since starting her new Kindergarten class. The transition plan that came from her sending preschool did not include enough relevant information to help her new teachers implement appropriate strategies and ensure a successful adjustment.

1. Identify the involved practitioners and the unique roles of each practitioner (i.e. what each practitioner should be responsible for in the transition of this child).

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| --- | --- | --- | --- |
| **Practitioner**Examples: preschool teacher, early interventionist, physical therapist, social worker | **Transition Time Point**Choose from: Before, During, After | **Goal**Examples: Move into the program, Adjustment, Preparation | **Role**Choose from: Receiving, Sending, or Sending AND Receiving |
| Kindergarten Teachers | After | Adjustment | Receiving |
| Preschool Teachers | Before | Move into the program | Sending |
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1. What strategies should each practitioner access to ensure a successful transition for this family and child? Use what you have learned in M2L2, personal experience, the transition strategies chart, or other text/Internet resources to help build this list.

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| **Name the practitioner** | **Practitioner #1**Kindergarten Teachers | **Practitioner #2**Preschool Teachers | **Practitioner #3****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Suggested Strategies** | Conduct a home visitAlign goals and strategies with prior goals and strategiesConduct assessment | Develop a Child Transition ProfileInitiate contact with receiving program (Kindergarten) |  |

## **Learning Guide 2.3 Activity Handout** - Suggested Answers – CASE #4

**Name(s):**

**Date:**

1. In your own words, describe the problem presented in the case. CASE NUMBER 4

Gloria has been diagnosed with a mild-moderate hearing loss that has been corrected with a hearing aid. However, the early intervention team has found that Gloria requires speech therapy. The speech therapist is located far away and Gloria’s family has trouble getting to therapy due to the distance and time requirements. Additionally, Gloria’s family does not understand the necessity of speech therapy for Gloria.

1. Identify the involved practitioners and the unique roles of each practitioner (i.e. what each practitioner should be responsible for in the transition of this child).

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| --- | --- | --- | --- |
| **Practitioner**Examples: preschool teacher, early interventionist, physical therapist, social worker | **Transition Time Point**Choose from: Before, During, After | **Goal**Examples: Move into the program, Adjustment, Preparation | **Role**Choose from: Receiving, Sending, or Sending AND Receiving |
| Early Interventionist | Before | Move into the program | Sending |
| Speech Therapist | During | Adjustment | Receiving |
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1. What strategies should each practitioner access to ensure a successful transition for this family and child? Use what you have learned in M2L2, personal experience, the transition strategies chart, or other text/Internet resources to help build this list.

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| **Name the practitioner** | **Practitioner #1**Early Interventionist | **Practitioner #2**Speech Therapist | **Practitioner #3****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Suggested Strategies** | Conduct a home visit Develop a Child Transition ProfileDevelop a Transition Plan | Conduct a home visitDevelop a Transition PlanOpen communication with family about strategiesBe flexible with scheduling |  |

## **Learning Guide 2.3 Activity Handout** - Suggested Answers – CASE #5

**Name(s):**

**Date:**

1. In your own words, describe the problem presented in the case. CASE NUMBER 5

Hiro spends his day in two different settings that are not aligned on goals and strategies. Hiro is displaying challenging behavior in one program setting. Hiro’s family does not understand why one program is having trouble and the other is not.

1. Identify the involved practitioners and the unique roles of each practitioner (i.e. what each practitioner should be responsible for in the transition of this child).

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| --- | --- | --- | --- |
| **Practitioner**Examples: preschool teacher, early interventionist, physical therapist, social worker | **Transition Time Point**Choose from: Before, During, After | **Goal**Examples: Move into the program, Adjustment, Preparation | **Role**Choose from: Receiving, Sending, or Sending AND Receiving |
| Sp. Ed. Teacher | During | Preparation | Sending |
| Child Care Teacher | During | Adjustment | Receiving |
| Program Directors | During | Adjustment | Sending and Receiving |

1. What strategies should each practitioner access to ensure a successful transition for this family and child? Use what you have learned in M2L2, personal experience, the transition strategies chart, or other text/Internet resources to help build this list.

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| --- | --- | --- | --- |
| **Name the practitioner** | **Practitioner #1**Special Ed. Teacher | **Practitioner #2**Child Care Teacher | **Practitioner #3**Program Directors |
| **Suggested Strategies** | Develop a Child Transition ProfileConduct a program visit to child careContact child care to share strategies | Develop a Child Transition ProfileConduct a program visit to Sp. Ed. PreschoolContact Sp. Ed. Preschool to learn about strategies Align goals | Develop a Child Transition ProfileFacilitate program visitsFacilitate communication across programs |