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# Learning Guide 2.8-

# Planned and Timely Strategies Table

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.

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| **Strategy** | **Purpose** | **When** | **Transition Goal** | **Practitioner Goal** |
| **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 /After the transition | Support preparationSupport adjustment | Receiving: Arrange and implement the visit |
| **Classroom visits** | Children and families visit future settings | Before the transition | Support preparation | Sending: Arrange a visit in collaboration with receiving program/staff |
| **Strategy** | **Purpose** | **When** | **Transition Goal** | **Practitioner Goal** |
| **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).  | After the transition | Support adjustment | Receiving: Work with family to identify schedule. |
| **Communication flyers/letters** | Transition information and timelines identified and communicated about general information (i.e. first day of school for Kindergarten). | Before the transition | Support preparation | Receiving: Develop documents to ease transition worries and fears. |
| **Pre-transition open house or orientation** | General information is disseminated to families of children either leaving or entering a new setting. | Before the transition /After the transition | Support preparation /Support preparation and adjustment | Receiving: Provide information to families regarding program features. |
| **Community referrals** | Referral process is communicated across programs and to families. | Before the transition | Support preparation | Sending and Receiving: Collaborate and brainstorm community resources for families and children. |
| **Contact between practitioners in sending and receiving programs** | Communication and coordination is established both within and across programs regarding transition. | Before the transition. | Support adjustment | Sending and Receiving: Make a concerted effort to engage in meaningful contact with other programs to ensure continuity and alignment. |

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| **Strategy** | **Purpose** | **When** | **Transition Goal** | **Practitioner Goal** |
| Align curriculum between programs | Coordinate curriculum information and assessment procedures between programs | Before the transition | Support adjustment | Receiving: Make effort to align curriculum and assessment with previous program’s procedures to ensure continuity. |
| Interdisciplinary team provides consultation | Team is engaged in transition planning and placement decisions in consultation with the child and family. | Before the transition | Support adjustment | Sending: Practitioners on interdisciplinary team consider family and child strengths and needs and make transition decisions jointly with families.  |
| Practitioners attend IFSP or IEP meetings | Sending and receiving practitioners attend IFSP or IEP meetings to identify goals and objectives for child and family. | Before the transition /After the transition | Support preparation /Support adjustment | Sending: Share strategies and modifications necessary to achieve goals. /Receiving: Identify goals that align to curriculum and present level of functioning. |

Adapted from:

Rous, B. S. (2015). Using the recommended practices to support continuity and transitions. DEC recommended practices: Enhancing services for young children with disabilities and their families (DEC Recommended Practices Monograph Series No. 1). Los Angeles, CA: Author.

Rous, B. S. & Mawdsley, H. P. (2015). Preparing teachers to support transition and bridge discontinuity for children and families. In L. J. Couse & S. L. Recchia (Eds.). Handbook of Early Childhood Teacher Education (p. 241-256). New York: Routledge.