


	<h2>Effective Strategies for the Transition Process</h2>
<h3>While You Wait</h3> <p>PRINT the 2 handouts found on www.eipd.vcu.edu/webinar and grab a pen & sheet of paper</p> <hr/> <p>Call: 1-866-842-5779 Enter Code: 463 661 9330#</p>	
	<p>©Crozet, VA by Phil James</p>

	<h2>Welcome</h2>
	

Sound

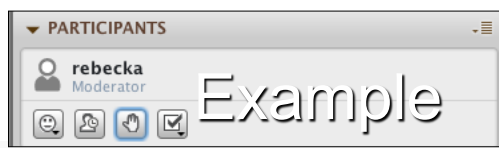
Mute Your Computer's Sound!



Call: 1-866-842-5779
Enter Code: 463 661 9330#


Raise Hand

Example



This is located on the left side of the screen under your name.

*6 to unmute when called upon



Polls

What is the presenter's favorite color?

A. Red

B. Blue

C. Green

D. Yellow

E. Purple

PARTICIPANTS

rebecka

Moderator

MAIN ROOM (1)

rebecka

Moderator (You)

Example

a

b

c

d

e

None

A

B

C

D

E

None

Chat

PARTICIPANTS

rebecka

Moderator

MAIN ROOM (1)

rebecka

Moderator (You)

CHAT - Supervised

- You joined the Main Room. (12:45 AM) -

rebecka

Hi

12:54 AM

Type in this white box

Room

Moderators

Example


Rollover the top or right side border to resize the chat box.

LOL!

Timers & Alerts


Look UP for this timer

Activity 00:00:17



An analog clock with a black frame and white face. The hour hand is between 11 and 12, and the minute hand is at 11. A red second hand is positioned between 10 and 11. The clock is set against a light green background with a subtle geometric pattern.

Introduction



Effective Strategies for the Transition Process

Caroline Gooden
National Early Childhood Transition Center Coordinator

A portrait of a woman with blonde hair, smiling, wearing a white lace top and a pearl necklace. The photo is set within a white rectangular frame on a light green background with a subtle geometric pattern.

Outcomes



Consider the components of a smooth transition process

Develop an action plan to facilitate a smooth transition process

Take Home Message

Transition is a Process

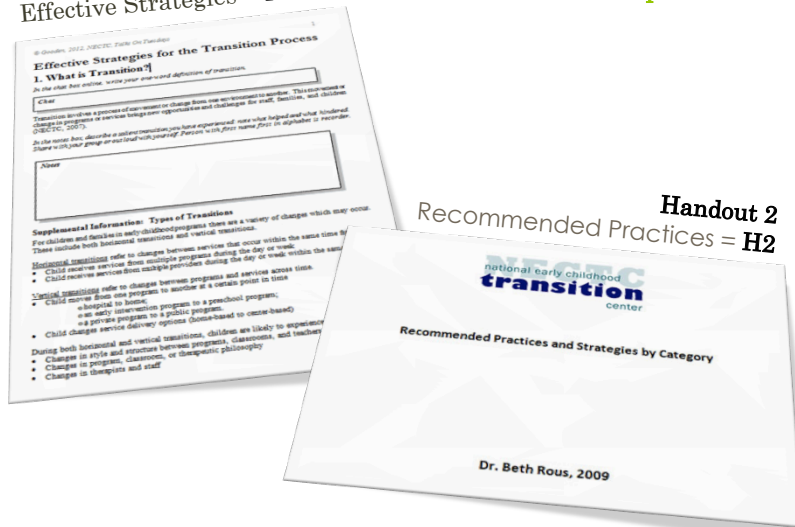


Transition plans need to be intentional & individualized

Materials for Today

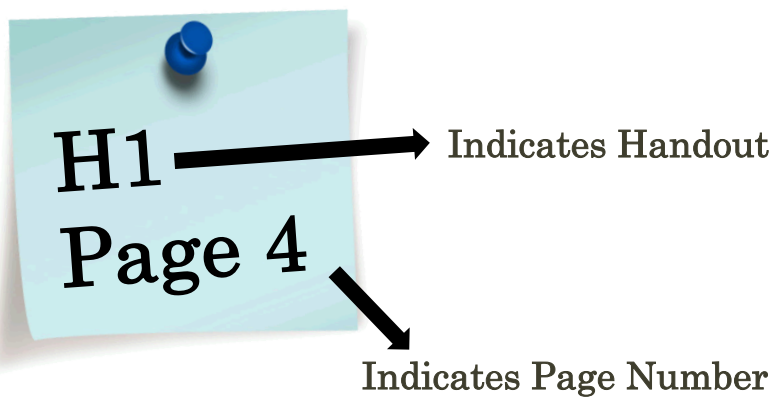
Handout 1
Effective Strategies = H1

Your Transition Experiences!



Instructions for Handouts

Handout 1-Effective Strategies = H1
Handout 2-Recommended Practices = H2



What is Transition?

H1
Page 1

Write your **one-word description of transition.**

On the
Effective
Strategies
Handout 1
and/or chat.



Why

H1
Page 1

Why are transitions
so important?

Reflect on a recent
transition you've had.
What helped?

List on Handout 1 and
in chat.




Why

H1
Page 1

Why are transitions so important?

Reflect on a recent transition you've had.
What made it difficult?

List on Handout 1 and in chat.



Build a Model

Considering your transition experiences,
let's build a model for effective, smooth transitions.

Reflect on the persons who need to be involved in the transition process.

Consider the processes that need to occur within the agencies that serve children and families as we reach forward to the next setting and back to the current setting.

Develop specific strategies for implementation with your children or a neighbor's child.

All participants have a role in the transition process.

Build a Model

H1
Page 2

Build a Transition Model

What persons and agencies need to be involved?

On Handout 1 list several persons or agencies; in chat, list at least one.



Build a Model

H1
Page 2

Build a Transition Model

What processes need to be included (such as communication, staff designated, curriculum shared) ?

On Handout 1, list all; in chat, list one.




Build a Model

H1
Page 2

Build a Transition Model

What strategies have been effective?

On Handout 1, list several strategies; in chat, list one.

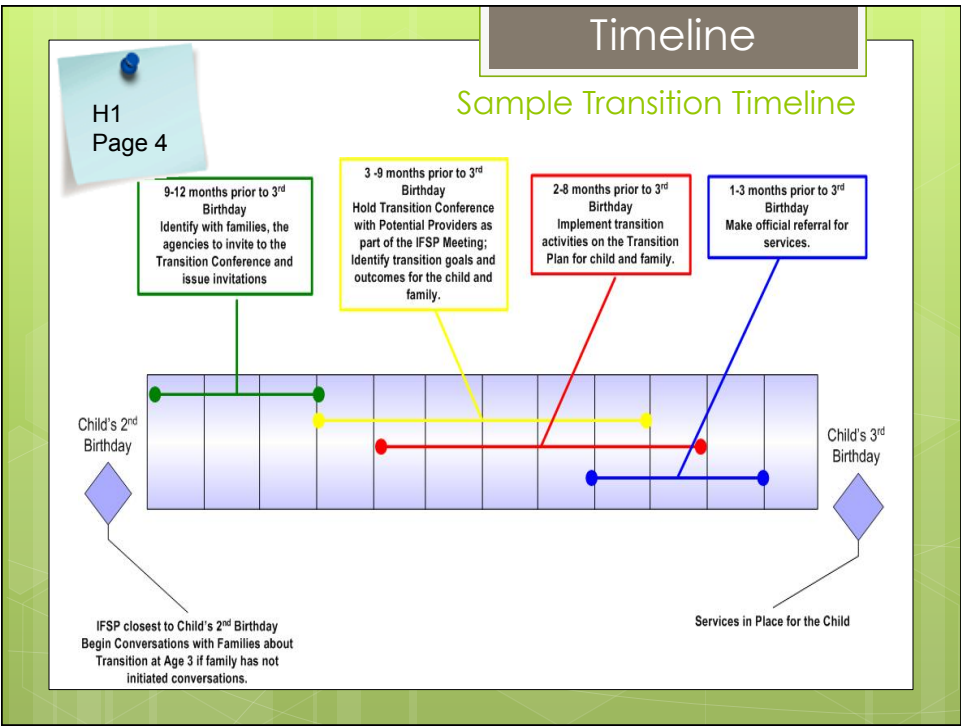
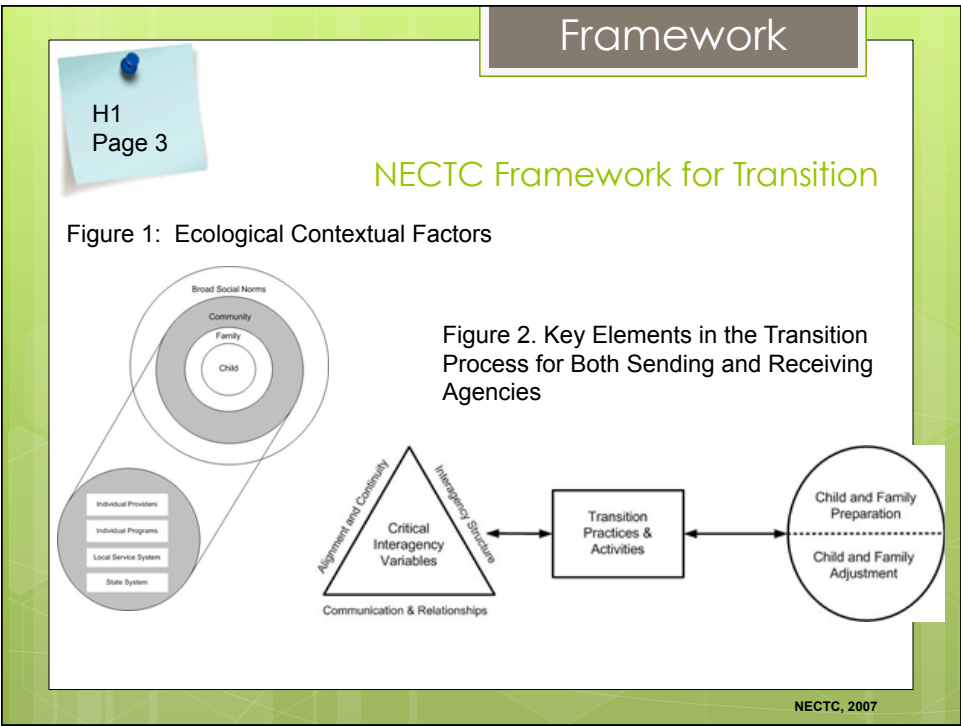
A photograph of a man with dark hair, wearing a white shirt, smiling as he builds a tall, wobbly tower using wooden Jenga blocks on a light-colored wooden table. The tower is made of several layers of blocks, some of which are slightly offset, giving it a precarious appearance. The man's hands are visible, carefully placing a block on top.

Review Poll

Review Thus Far

Complete poll; select one component that you would like to address to *IMPROVE* your current work or personal transition processes. Use the poll box below your name (next to raise hand feature).

- A. Designate key **persons** for transition
- B. Implement important **processes** for transition
- C. Implement more effective **strategies** and activities



What Works

H2
Page 3-13



21 Recommended Transition Practices (global) and Strategies (specific)

13 Practices support *interagency* services

8 Practices support *children* and families

Poll

Complete poll; check one practice you could implement to support *INTERAGENCY PROCESSES*. Use the poll box below your name (next to raise hand feature).

- A. Practice 1. Primary contact person identified in each agency.
- B. Practice 6. Agencies develop mechanisms to minimize disruptions in service.
- C. Practice 7. Staff and families are actively involved in design of transition process.
- D. Practice 11. Children practice needed skills for next environment.

Poll

Complete poll; check one practice you could implement to support *CHILD AND FAMILY PREPARATION*. Use the poll box below your name (next to raise hand feature)

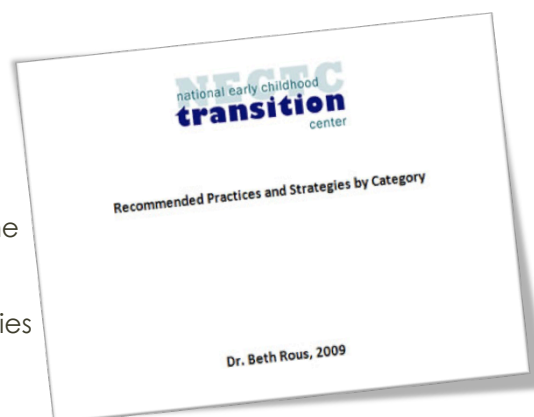
- A. Practice 14. Staff know key information about available community services.
- B. Practice 17. Families' needs related to transition are assessed and addressed.
- C. Practice 19. Families actively participate in gathering information about their child's development.
- D. Practice 21: Staff follow-up on children after the transition to support their adjustment.

Practices

H2

Resource for You

As needed, review the list of Recommended Practices and Strategies in Handout 2.



Toolkit

Let The Transition Tips Toolkit Help!

Practice computer search on NECTC website for locating practices and strategies.


Each participant can actively select choices.

Select categories, narrow selections, and print.



<http://www.hdi.uky.edu/SF/NECTC/practicerearch.aspx>

Website Tour



Practices are defined as key elements of transition planning that are broad and global in nature and can be implemented in ways that reflect a shared understanding of the intent of the practice and are regularly and consistently implemented across staff and programs.

Strategies are defined as specific program or classroom activities used to implement a practice.

Need help navigating TIPS?
Click here to download navigation tips! [\(PDF\)](#)

Find strategies that are specifically recommended for children:

- ☐ from Diverse Backgrounds
- ☐ who have Significant Disabilities
- ☐ with Challenging Behaviors

Limit Search to the Transition from

- ☐ Early Intervention to Preschool
- ☐ Preschool to Kindergarten

Search by Conceptual Framework (What is the Conceptual Framework?)

- select a Conceptual Framework Component -

Search by Practice:

- select a Practice -

Search by Category of Practice:

- select a Category of Practice -

[Clear Search Criteria](#) [Print](#)

Strategy

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/school liaison to work with health care providers.

Assign a transition coordinator to work geographically with sending provider/teacher, receiving program staff, & parent at transition planning meetings.

Use parent liaisons to support family program visits.

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

Family service workers assist families with transition.

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

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

<http://www.hdi.uky.edu/SF/NECTC/practicerearch.aspx>

Action Plan


H1
Page 5

Everyone Develop an Action Plan

Start with the goal in mind.

Determine outcome, practices, and related strategies for one child.

See example on Handout 1, page 5.




Outcomes

H1
Page 5

Develop Outcomes

Select one student from your caseload or within your group.

Determine and write a broad transition outcome for that student on H1 page 5 and in the chat.



Practices

H1: Page 5
H2: Pages 3-13

Select Practices

Select and **write 1-2 recommended practices for the outcome** based on H1 and Recommended Practices Handout 2; enter in the chat.



Strategies

H1: pg 4, 5
H2: pg 3-13

Develop Strategies

Select and **write 1-3 strategies per practice** based on Handouts 1 & 2 and your experiences, and enter one in the chat.



Questions



Resources

Harbin, G., Rous, B., Peeler, N., Schuster, J., & McCormick, K. (2007). *Desired Family Outcomes of the Early Childhood Transition Process*. Lexington, KY: Human Development Institute.

Rous, B. (2009). *Recommended practices and strategies by category*. Lexington, KY: Human Development Institute.

Rous, B. & R. Hallam. (2006). *Tools for transition in early childhood: A step-by-step guide for agencies, teachers, and families*. Baltimore: Brookes.

National Early Childhood Transition Center at
<http://www.hdi.uky.edu/SF/NECTC/Home.aspx>

NECTAC National Early Childhood Transition Initiative at
<http://www.nectac.org/topics/transition/ectransitionta.asp>

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