Resources & Connections

Supporting Quality Practices in Early Learning and
Early Intervention for Infants, Toddlers, & Their Families

This Issue's Theme:

Resources for Successful Transitions

This issue of *Resources and Connections* is devoted entirely to the topic of transitions for young children and their families who are making the transition from early intervention services to preschool or other appropriate services. This issue reviews core knowledge, provides a self-assessment on recommended transition practices, and guides us to a rich assortment of web resources that provide the knowledge and tools that we need to succeed in supporting successful transitions.

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Supporting Successful Transitions:

Do We Have the Commitment?

By Larry Edelman

After going on a "scavenger hunt" for research and other resources related to transition for children and families leaving early intervention (Part C) services, there is some good news and some not so good news to report. The good news is that over the past 15 - 20 years we have significantly broadened our knowledge base. We have recognized the urgent need to improve transition processes for children and families (Donegan et al, 1991; Hanson et al, 2000) and we have identified a broad range of proven recommended practices to help us do so (Byrd et al, 1991; Fink et al, 1993; Bruder & Chandler, 1993; Rosenkoetter et al, 1994; Hanson, 2005). The not so good news is that, unfortunately, many families still do not receive the kinds of effective transition services that they are entitled to and deserve (CDE/Part C/Federal Transition Compliance Plan, 2004). Despite knowing how important successful transitions are to achieving good outcomes for children and families, and despite knowing the specific practices that make a difference, we still do not use these practices consistently. What's the problem? *Does transition have to be so difficult?* Let's take a look at just five of the many factors that make transition challenging.

There is a tendency to focus on a single event or document. Transition is, all too often, regarded as the product of a single event, such as the transition meeting mandated by IDEA, rather than viewed as a process that unfolds over time. In reality,

> "…transition is actually a complex and gradual process rather than a specific event or product. This process begins long before the child moves to another setting or service program, and it extends well after the child has engaged in the new services and activities." (Hanson, 2005, p. 376)

By focusing only on a single event or document, families and providers do not allocate the time needed for planning, collecting and sharing information, involving all the stakeholders, identifying options, providing support, and making complex choices.

Teams sometimes focus on settings rather than outcomes. Transition from Part C involves more than just a routine "transfer" to Section 619. But at times, it seems that some transition teams assume that leaving Part C services automatically means that children will enroll in a district's early childhood special education program. When such an assumption is made, the question of whether or not the child is eligible for preschool services seems to be the only question asked. Such an assumption obscures other, more fundamental, questions such as "What are the family's desired outcomes for their child?" and "What are the full range of options available in our community?" Such narrow thinking and planning often leads to family disappointment when they are offered a very limited choice of programs, including very few inclusive service models (Hanson et al, 2000).

Interpersonal communication and collaboration can be challenging. Another reason why transition is sometimes difficult is because its success depends on effective communication and collaborative partnerships (Rosenkoetter et al, 1994; Hanson, 2005). Clear, timely communication and close collaboration are frequently cited as challenges given the many people who are often involved in the transition process. In addition to children and their families, others involved in the transition process include a range of *sending professionals* (e.g. service coordinators, early intervention practitioners involved in the child's current program, IFSP teams) and *receiving professionals* (e.g. preschool teachers, early childhood special educators, related services practitioners, administrators, IEP teams). Naturally, success among such a large and diverse group will depend on having individuals who are skillful in cross-agency communication and collaboration.

Interagency collaboration is often challenging. The literature on transition is resolute that formal interagency agreements

and ongoing interagency planning are essential to successful transitions (Fink et al, 1994; Shotts et al, 1994; Hanson, 2005). However, when programs find it difficult to work together it is very difficult to establish community-wide processes and procedures that facilitate smooth transitions and make clear who is responsible for each element of the transition process.

Transition can be very complex. On one hand, transition is very complex for children and families:

> "The process of transition is much more complex than is readily apparent. It involves far more than simply moving the child to a new classroom or a new school. Children and their families are forced to make a series of major adjustments to their schedules, expectations, and social ties, and they must do so in the first few years of the child's life." (Hanson, 2005, p. 377)

Transition is also complex for service coordinators, early intervention practitioners, early childhood special educators, and early care and education providers. Entire texts have been devoted to the topic (Rosenkoetter et al, 1994). Over the years many federal and statewide projects have been funded to demonstrate and facilitate the adoption of recommended transition practices (e.g. Bridging Early Services Transition Project, Project STEPS, FACTS/LRE, Project ACT). A new web based training module on transition being designed for a Part C program in the eastern USA has identified *16 distinct subtopics!* Transition IS somewhat complex – providers need to manage a range of aspects related to supporting a child and family's transition from Part C that might include: interagency collaboration and ongoing communication; eligibility determination; integration of the responsibilities of Part C, Part B, community early childhood providers, and families; IFSP and IEP requirements; transition planning meetings; locating inclusive options; provision of family support; and preparation of children for transition.

These formidable challenges are only five examples; there are others. Still, the question remains, "Does transition have to be so difficult?" And the answer, in a word, is *no.* We have the knowledge base to address these and other challenges. We know that schools and programs can, with little additional financial resources, implement a collaborative transition planning process (NECTC, no date). We have dozens of useful documents and web sites that offer concrete guidance on writing effective interagency agreements (Fink, et al, 1993; Hadden et al, 1995; Rosenkoetter et al, 1994). We have access to dozens and dozens of books, articles, web sites, and videos that describe a range of proven and effective recommended practices and practical activities that support successful transitions (Bruder & Chandler, 1993; Rosenkoetter et al, 1994; Rosenkoetter, S.E., 1995; Hadden & Fowler, 1997; Hanson, 1999; Hanson, 2005). In short, *we have the knowledge.*

So, what is the problem? Perhaps the problem is not that we do not know what to do; *maybe the problem is simply that we are not applying the knowledge that we have.* In the following section we'll look at some examples of the knowledge that we have regarding supporting successful transitions.

What do we know about transition?

How we support transition makes a big difference to families. We know that making the transition from early intervention to preschool or other programs can be very stressful for children and their families.

> "Change is stressful, but it's a normal, even healthy, part of life…However, nobody could have told me four years ago that change is good when it was time to transition out of our Early Intervention Program…" (Swedeen, 2001, p.12).

Research indicates that children with disabilities experience the same problems in transitions as children who are developing typically, but, often to a more significant degree (NECTC). The following quotes from parents whose families have experienced successful transitions attest that partnership, support, and guidance from providers help to reduce family stress, and lay a foundation of success for the child.

"The team really made us feel comfortable with our son's upcoming transition to preschool." - Colorado Parent

"As much help as possible is really needed and very much valued by the families -- it does help ease anxiety to have that support and guidance." - Colorado Parent

"… I felt a huge weight lifted from my shoulders. I am now excited for my son to start pre-school and move on like any other child." - Colorado Parent

It is important to establish shared goals for successful transitions. Transition means much more than a child moving from one program to another. It is important to have expansive goals that give substance to our transition efforts. Clear, comprehensive goals help communities work together toward a shared outcome. To what extent does your program or community clearly describe the *qualities* it desires for successful transitions? Following are some illustrative statements that might be referred to as goals, tenets, or outcomes of transition. Regardless of what they are called, they are statements that communicate *a value for the quality* of the transitions that a community desires for its children, families, and programs.

- Transition should be viewed as a process (Hanson, 2005).
- Program decisions should meet individual needs (Shotts et al, 1994).
- Services should be uninterrupted; appropriate services, equipment, and trained staff should be available in new settings (Shotts et al, 1994; Rosenkoetter, 1995; Bredekamp & Copple, 1997).
- Transition should be marked by ongoing communication and collaborative partnerships (Bredekamp & Copple, 1997; Hanson, 2005).
- Transition should model nonconfrontational and effective advocacy that families can emulate throughout their children's lives (Shotts et al, 1994).
- Transition should avoid any duplication in assessment and goal planning (Shotts et al, 1994).
- Transition planning should prepare children, families, and professionals

(Bredekamp & Copple, 1997; Hanson, 2005).
- Transition should orient the child to promote a joyful move to the new setting and encourage success (Rosenkoetter, 1995).
- Transition practices should reduce stress for children, families, and service providers (Shotts et al, 1994; Rosenkoetter, 1995; Bredekamp & Copple, 1997)
- Transition should meet legal requirements and make decisions in a timely manner (Rosenkoetter, 1995).
- Procedural supports should be developed to enhance successful transitions (Hanson, 2005).

Research has taught us many things about effective transition practices. The federally funded National Early Childhood Transition Center (NECTC) investigates and validates practices and strategies that enhance the early childhood transition process and support positive school outcomes for children with disabilities. In recent presentations, while acknowledging that there is still much to learn about transition, NECTC highlighted some of the things that are already known. Consider the extent that your programs and communities apply the following research findings to your transition activities.

- Family involvement in their child's program and education makes a difference, e.g. taking their child to visit their new program.
- Staff from sending and receiving programs must communicate with one another and the family about the child's needs and about the classroom experiences.
- Staff from sending and receiving programs must visit each other's programs/settings.
- Programs that establish a regular routine or schedule help to promote successful transitions because children have a sense of routine and predictability.
- Programs should have contact with all families (preferably by the child's teacher) before the child enters the program. The meetings should be low stress and designed for the school to listen to the parents.
- Community agencies must collaboratively develop processes and procedures to facilitate smooth transitions, including who

is responsible for implementing these procedures.

- A variety of transition strategies need to be offered to families and tailored to meet their individual needs rather than implementing a one-size-fits-all program.
- Support from the broader community is more likely to result in high quality services for children.
- A state agency's transition policies and "model" provide the foundation and direction for the nature of transition at the local level.
- States must develop a conceptual model for transition that is shared by all stakeholders.

Bruns and Fowler's (2001) comprehensive review of conceptual and empirical sources of information on transition was published as a technical report for The Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS). The review examined current research findings, recommended practice literature, and the work of federally funded projects. In concluding their report, the authors offered five factors that are critical in meeting the transition needs of young children with disabilities and their families from culturally and linguistically diverse groups. Again, programs and communities should consider the extent that the following factors are evident in their transition efforts.

- *Community Context.* An awareness and understanding of the community context is needed for planning, implementing, and evaluating transitions.
- *Collaboration.* An understanding of cultural traditions concerning education and interaction with professionals will assist in formulating realistic options for collaboration in transition planning, implementation, and evaluation.
- *Communication.* Communication with families is critical during times of transition; preservice and inservice training efforts must support the understanding of inter and intra-group differences in communication styles.
- *Family concerns.* Service providers, administrators, and policymakers must be responsive to family concerns when

planning, implementing, and evaluating transitions.

- *Continuity.* Continuity between home and program must be incorporated throughout the transition process.

Recommended practices. From the early 1990's the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC) began identifying evidenced-based practices that result in positive changes in child development and learning, family functioning, and attitudes attributed to services and supports for children from birth through age five and their families (Sandall et al, 2004). As a part of these efforts, Bruder and Chandler (1996) identified 22 indicators of effective transition practice. These indicators were developed by experts and were validated by service providers, parents, administrators, higher education faculty, and researchers. These indicators serve as program benchmarks for transition efforts. They are listed on page 8 of this issue, formatted as a self-assessment tool. Programs should use this tool to reflect on the extent that they infuse these practices into their work and identify goals for continual quality improvement.

Web Resources. The preceding discussion of what we know represents just the tip of the iceberg. There are vast repositories of knowledge on transition. If you find it too expensive to subscribe to journals or purchase costly texts, there is a treasure trove of useful guidance on the Internet, available through just a couple of clicks. Several annotated lists of web resources for transition appear later in this issue, including resources for federal guidance, Colorado guidance, essential reference sites, information clearinghouses, and helpful publications. And each site is likely to lead you to many more useful resources – check them out!

In conclusion. Having reviewed as much policy guidance, research/conceptual literature, recommended practices, and output from dedicated transition projects that I could find, I am left with two major impressions. The first is that effective transitions are largely dependent on the interplay of positive relationships and effective communication. Bruns and Fowler (2001) observed how the need for collaboration and timely communication is

evident across the recommended practices for transition. Without close communication and collaboration, there is a great risk of fragmentation, duplication, or discontinuity of services, as well as unmet family needs (Edelman, 2004). Additionally, a number of effective relationships are needed to assure successful transitions, including intra-agency, inter-agency, and family-professional relationships (Rosenkoetter et al, 1994). We need to recognize and support all of the relationships associated with transition as there is a cyclical bond between relationships and communication – communication builds and strengthens strong, positive relationships, which, in turn, support effective communication. Even when mismatches occur between family goals and the expectations of service providers, conflicts can be prevented or overcome if respectful working relationships have been established (Hains et al., 1991; Rosenkoetter et al., 1994; Hanson, 2005).

The second impression is eloquently captured by Hanson:

> "The missing ingredient often is the commitment to making these procedures work. This commitment is required of all participants in the transition process: teachers and other personnel, families, and administrators and policy makers. It is a commitment of time and energy to work with families through relationships; time to plan; openness to different points of view and different values; and the fostering of creative and multiple service options for individual children, rather than the provision of a predetermined menu." (Hanson, 2005, p. 393).

Supportive transition practices are not merely a function of a program's policy, but of individual practice. As Beth Swedeen, a parent leader in Wisconsin writes,

> "The difference between a smooth, successful transition and a challenging ordeal lies not with the program, but with individual providers and their teammates" (Swedeen, 2001, p. 14).

It has been suggested that a group of people working together perform only to the level of its least invested member (Avery, 2001). If this is true, then our success depends on all of individuals and programs involved with children's transitions committing fully to working closely with one another.

We *do* have the knowledge that we need to facilitate successful transitions for *all* families. If we make the commitment. ■

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Self-Assessment: DEC Recommended Practices for Transition

The DEC (http://www.dec-sped.org/) recommended practices are invaluable resources. Use this tool to reflect on how often your program infuses these practices into its transition activities.

Indicator of Recommended Practice	Program Self-Assessment			
	Not Yet	Sometimes	Often	All the time
State and Local Interagency Systems				
T1 Administrators, sending and receiving providers, and family and other caregivers develop written interagency agreements.				
T2 Formal mechanisms are in place for ongoing communication, within and between agencies.				
T3 Program providers, administrators, and families have adequate time to plan and prepare for transition.				
Families and Other Caregivers				
T4 Program staff inform families about anticipated transition as early as possible				
T5 Families can initiate transition when they believe it is necessary.				
T6 Families receive information about the transition process, the components and steps in transition, the child and family's options for future services, and options for participation in the transition process.				
T7 Families have opportunities to visit future program options and to talk to other families as well as service providers about future programs.				
T8 Families have the opportunity to jointly meet with sending and receiving providers.				
T9 Program providers have or receive adequate training to address issues of transition and to work with families during transition.				
T10 Families have a single point of contact (i.e., one individual) concerning transition.				
Sending and Receiving Providers				
T11 Service providers are familiar with tasks, time lines, roles, and responsibilities of all providers as designated on the interagency transition agreement and related procedures.				

Indicator of Recommended Practice	Program Self-Assessment			
	Not Yet	Sometimes	Often	All the time
T12 Service providers are familiar with service options and resources within the community and are able to make resource referrals.				
T13 Service providers visit each other's programs and share observations in planning for transition.				
T14 Service providers in the receiving programs prepare other individuals (i.e., children, staff members) for a child's transition into that program				
Child				
T15 Service providers and family members determine the transition skills the child needs in the next or receiving program.				
T16 Service providers, family members, and other caregivers assess transition skills in order to determine those skills that a child currently exhibits and those that a child will need in the next or receiving program.				
T17 Service providers, the child's family, and other caregivers develop plans to help a child acquire transition skills.				
T18 Service providers, the child's family, and other caregivers arrange or adapt the environment and use adaptive or assistive devices as methods to facilitate the development of transition skills as needed.				
T19 When possible, service providers assess and incorporate child preferences and opinions.				
T20 Service providers, the child's family, and other caregivers build supports to anticipate and address difficulties children may have in making transitions (e.g., visits to receiving program, gradual increase in attendance in receiving program).				
T21 Service providers, the child's family, and other caregivers plan for or allow adequate time for the child's adjustment to the new service or program.				
T22 Service providers, the child's family, and other caregivers have access to supervision, training, and support necessary to carry out the roles and responsibilities associated with preparing a child for transition.				

Source: Bruder, M. B., & Chandler, L. (1996). Transition. In S. L. Odom & M. E. McLean (Eds.), *Early intervention/early childhood special education: Recommended Practices* (pp. 287-307). Austin, TX: Pro-ed.

Article Review By Ann Grady

Lovett, D. and Haring, K. (2003). Family perceptions of transition in early intervention. *Education and Training in Developmental Disabilities, 38 (4), 370-377.*

Families with young children with disabilities experience many changes and transitions during the first few years of their children's lives. Families of infants and children with disabilities seek security and stability, but the nature of transition is change, and is inherently stressful. The coping strategies they adopt during these transitions have a significant impact on the intensity, duration, variety, placement, and quality of the special services their children receive. The authors explore families' experiences and perceptions of three major transitions that take place during the early years: 1) during a birth crisis and involved transporting the baby to a neonatal intensive care unit (NICU); 2) from the NICU to home; and 3) from an early intervention to a preschool program. Data for this study was collected by qualitative interviews conducted over time. Interview participants included mothers, fathers, extended family members, and close friends. Data was also obtained from photo albums, memory books, participant observations, and system record reviews. Forty-four variables emerged from the data, which led to themes and grounded theory around four key topics related to transition. The *communication theme* encompassed professional and personal communication involving how information was shared and received, referrals made, and resources shared. Personal communication included reactions of family members, friends, and other persons in social support networks. The *self-perception and coping* theme included the process of realization and adjustments to the child's needs, along with adaptations in roles and relationships and its effect on self-perceptions. *Social support* theme explored the use and value of support systems, both those that occurred in the family's natural environment, and in the formal system. Finally, a theme emerged that included *needs assessment and services,* which examined how professional's assessment and support of family strengths and needs impacted the nature of family involvement in the transition.

The limitations in the study include the fact that there were small numbers (48) of families interviewed, some were willing volunteers selected through purposive sampling, and all resided and received services in the same state. An advantage to the study was the fact that the families were interviewed on numerous occasions over time, yielding very rich data about the continuous nature of transition.

The authors of the article offer some guidelines for assisting families undergoing transitions in early childhood events and programs based on the findings of their research:
1. Be reliable and consistent when providing information.
2. Anticipate anxiety and address it with a predictable schedule of preparation events.
3. Interpret unfamiliar language to families and check for understanding.
4. Be accessible and present at meetings.
5. Be factual, supportive, and non-judgmental.
6. Help parents clarify and articulate their questions and expectations.
7. Provide guided opportunities for families to practice new skills in preparation for transition, especially medical and care-giving skills.
8. Allow parents (and children if appropriate) to experience new settings in a progression from neutral exposure (empty classroom) to active observation, to partial and finally full participation in the program.
9. Remember that family members may poorly comprehend highly emotive information. Provide follow-up interaction to build understanding and a foundation for coping with the information.

Remember that changes in services and/or placement can also mean changes in emotion states for families associated with changes in their perceptions of their child's or their own situation. Being sensitive to the situation can enhance communication between families and providers. ■

Transition Resources on the Web

Federal Guidance on Transition

Individuals with Disabilities Education Improvement Act of 2004
http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=108_cong_bills&docid=f:h1350enr.txt.pdf
The Individuals with Disabilities Education Improvement Act of 2004 (IDEA of 2004) is the nation's law that works to improve results for infants, toddlers, children and youth with disabilities. IDEA of 2004 was signed into law on December 3, 2004. The Office of Special Education and Rehabilitative Services (OSERS) is holding a series of public meetings in June and July of 2005 to receive comments and suggestions about the proposed regulations to implement programs under the recently amended law.

Below are links to shorter version of the proposed IDEA 2004 regulations (the official document is more than 600 pages.) These short versions came from Wrightslaw.

IDEA 2004 Proposed Regulations:
http://a257.g.akamaitech.net/7/257/2422/01jan20051800/edocket.access.gpo.gov/2005/pdf/05-11804.pdf

IDEA 2004 Regulations: Explanations and Commentary:
http://www.wrightslaw.com/idea/law/idea.regs.explain.pdf

While regulations implementing the IDEA 2004 are being prepared, the regulations implementing the 1997 law remain in effect, to the extent that they are consistent with the IDEA 2004 statute:
http://www.cec.sped.org/law_res/doc/law/index.php (see Transition from Part C to Part B – 300.132).

Guidance on Transition from the
Colorado Department of Education

Info Brief, Volume 4, No. 4 - Content of the IFSP: Transition
http://www.cde.state.co.us/earlychildhoodconnections/pdf/info_brief_transition.pdf
This important document clarifies Colorado's guidance regarding timelines and procedures for transition planning and developing a written transition plan.

Colorado State Plan Under Part C of the Individuals with Disabilities Education Act
http://www.cde.state.co.us/earlychildhoodconnections/pdf/state_plan2004.pdf
Plans regarding transition from Part C to Part B (section 619) or other appropriate services can be found on pp. 36-37

Transition Planning Process
http://www.cde.state.co.us/earlychildhoodconnections/transition.htm
This page on transition planning at the ECC web site offers links to a variety of documents that are useful to service coordinators, practitioners, families, and programs as a child and family begin the move from the Part C system into the Part B system or to other appropriate services. The documents include:

- CDE Part C/Federal Transition Compliance Plan
- Content of the IFSP: Transition
- Power Point Presentation, 1/25/05
- Guidelines for Developing Interagency Transition Agreements
- Checklist for Developing Transitions Plans
- Child and Family Transition Plan Samples
- Part C Database Transition Information

Colorado Rules for the Administration of the Exceptional Children's Educational Act (ECEA)
http://www.cde.state.co.us/spedlaw/download/ECEARules2005.pdf
These rules offer additional guidance on practices related to transition.

Useful Web Sites on Transition

National Early Childhood Transition Center (NECTC)
http://www.ihdi.uky.edu/nectc/default.asp
The NECTC (not to be confused with "NECTAC" – see below) site should be your first stop for information related to transition. Funded for by the Office of Special Education Programs, U.S. Department of Education, the NECTC's objective is to investigate and validate practices and strategies that enhance the early childhood transition process and support positive school outcomes for children with disabilities. In particular, be sure to check out their extremely useful "Transition Alerts" including their update on the major changes in transition in IDEA 2004 (http://www.ihdi.uky.edu/nectc/Documents/IDEA%20Reauthorization.pdf).

National Early Childhood TA Center (NECTAC) http://www.nectas.unc.edu/topics/transition/transition.asp
Another one of your first stops should be the NECTAC (not to be confused with NECTC – see above) web site, an invaluable resource for all topics related to Part C and Section 619. Visit their useful section on Transition from Part C to Part B of IDEA. The Transition page has numerous links to many useful sources of policy, information, and guidance on transition practices. One useful feature provides links to very useful transition materials from other states. Explore materials on Interagency Agreements, Training Materials, State Guidance, and Parent Handbooks at http://www.nectas.unc.edu/topics/transition/stateex.asp#train

Project ACT http://www.colorado.edu/slhs/ACT/
Funded by CDE, Project ACT provides information and technical assistance on practices and strategies responsive to families with children in early childhood care and education. Check out the Project Act strand on Transition Planning for Young Children.

Individualized Family-Centered Transition Planning Module
http://enspire.com/apps/eci/transition/movie.html
This training module was developed by the Texas Part C Program as a guide to writing transition plans that address each family's unique needs, concerns, priorities and resources as they prepare to leave Texas' Part C program. This module uses pictures, narration, text, case studies, and assignements to walk users through a family-centered transition process from referral to Part C through the child's third birthday.

The FACTS/LRE Project (Family and Child Transitions into Least Restrictive Environments)
http://facts.crc.uiuc.edu/
Funded by the Office of Special Education Programs, the FACTS/ILRE Project was initiated in 1993 and ended in 1999. In addition to providing training in many states, the project produced five highly informative transition manuals that are available on their web site.

Resource Guide: Selected Early Childhood/Early Intervention Training Materials
http://www.fpg.unc.edu/~scpp/~resourceguide/
The newly revised *Resource Guide* outlines almost 600 resources, including curricula, videotapes, programmed texts and discussion guides. Check out the resources on Transition.

Planning for Transitions: Training Guides for the Head Start Learning Community
http://www.headstartinfo.org/publications/Planning_Transitions/resources.htm
A list of materials and resources that provide information about transition planning. The information contained is aimed at assisting providers to develop plans for transition efforts in their communities.

STEPS Training and Outreach Project
http://www.ihdi.uky.edu/stepsweb/
Project STEPS provides training and technical assistance to state and local personnel and trainers in developing a community wide transition system.

Effective transition practices: Facilitating continuity. Training guides for the Head Start learning community.
http://www.headstartinfo.org/publications/infant-toddler_transitions/index.htm
The purpose of this guide is to enable parents, staff, and managers to support and facilitate infant and toddler transitions through responsive relationships that are secure, consistent, and continuous.

Useful Transition Publications on the Web

Bridging Early Services for Children with Special Needs and Their Families: A Practical Guide for Transition Planning by Sharon Rosenkoetter, Ann Hains, Susan A. Fowler, 1994
http://clas.uiuc.edu/fulltext/cl04154/cl04154.html
This text from Paul H. Brookes Publishing Co. is currently out of print, but is available on the web. Although 10 years old, there is a treasure trove of valuable information and practical guidance for improving transition practices. Be sure to explore the examples of program and community self-assessment questionnaires.

Minibibliography: Transitions from Infant Toddler Services to Preschool Education by Kathy Whaley and Susan Goode, 2004. http://www.nectac.org/%7Epdfs/pubs/transition.pdf
Published by NECTAC, this bibliography offers abstracts from more than 25 articles and other publications that focus on the transitions from infant toddler services to preschool education.

Early Transitions for Children and Families: Transitions from Infant/Toddler Services to Preschool Education by Marci J. Hanson, September 1999, ERIC EC Digest #E581
http://ericec.org/digests/e581.html
This digest from The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC) focuses on the transition from infant/toddler services to preschool education. This article is a good, brief overview that includes a discussion of essential elements for success.

Entering a New Preschool: How Service Providers and Families Can Ease the Transitions of Children Turning Three Who Have Special Needs by Mary Donegan, Dale B. Fink, Susan A. Fowler, and Michael W. Wischnowski   http://facts.crc.uiuc.edu/facts2/facts2.html
This publication of FACTS/LRE, discusses transition issues that children and families may experience when young children with special needs begin preschool. Strategies recommended in this publication are aimed at helping children adjust to the change, and assisting family members and staff at new settings.

Interagency Agreements: Improving the Transition Process for Young Children with Special Needs and Their Families by Dale B. Fink, Eileen Borgia, and Susan A. Fowler, 1994
http://facts.crc.uiuc.edu/facts1/facts1.html
This FACTS/LRE booklet focuses on the role of interagency agreements in facilitating the transition of young children and their families from early intervention services to preschool services. Included are program and interagency council roles in developing interagency agreements for transitions and sample agreements**.**

Writing an Interagency Agreement on Transition: A Practical Guide by Sarah Hadden, Susan A. Fowler, Dale B. Fink, and Michael W. Wischnowski http://facts.crc.uiuc.edu/facts5/facts5.html
A publication of FACTS/LRE, this manual provides detailed, step-by-step information about how to write an interagency agreement on the age three transition in your own community. Worksheets that help you move through the process of writing an agreement are provided**.**

Planning Your Child's Transition to Preschool: A Step-by-Step Guide for Families
By Lynette K. Chandler, Susan A. Fowler, Sarah Hadden, Lisa Stahurski, 1995
http://facts.crc.uiuc.edu/facts4/facts4.html
A publication of FACTS/LRE, this manual is written to assist families in preparing for the transition from early intervention services to preschool or other educational services at age three.

Facilitating Inclusion in Community Settings: Creating Environments that Support the Communication and Social Interaction of Young Children by Martha L. Venn, Dale B. Fink, Sarah Hadden, and Susan A. Fowler http://facts.crc.uiuc.edu/facts3/facts3.html
A publication of FACTS/LRE, the purpose of this booklet is to outline techniques that facilitate the inclusion of all children into community settings.

Transition is more than a change in services: The need for a multicultural perspective
by Deborah A. Bruns, Susan A. Fowler http://clas.uiuc.edu/techreport/tech4.html
This Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS) report examines the literature on transition practices for children, families, and service providers and programs.

Steps to Success: Communicating with your child's school
http://www.directionservice.org/cadre/success.cfm
This brochure offers parents suggestions for communicating with school personnel when developing an Individualized Education Program (IEP). Developed by the Consortium for Appropriate Dispute Resolution in Special Education (CADRE) and the National Dissemination Center for Children with Disabilities (NICHCY).

Selected Commercially Available Materials on Transition

Mariah's Story (1997)

Mariah Slick has Down syndrome. This video shows the steps in the story of Mariah and her family as they transition from infant-toddler intervention services to special education services at a nearby Head Start. The 11-minute tape is supported with extensive print and training exercises and is appropriate for any audience of students, practitioners, families, or administrators (Description taken from: Resource Guide: Selected Early Childhood/Early Intervention Training Materials, 2005).

Step Ahead: A Family Guide to Transition at Age 3 (1995)

By P. Smith, S. Rosenkoetter, & C. Streufert, Editors. Developed by the Kansas Coordinating Council on Early Childhood Developmental Services, Kansas Department of Health and Environment, Kansas State Board of Education, and Bridging Early Services Transition Project. Available also in Spanish.

Bridging Early Services Transition Project, Associated Colleges of Central Kansas (ACCK)
210 S. Main Street, McPherson, KS 67460
Phone: (620) 241-7754
FAX: (620) 241-5153

Turning 3, from C to B: Age 3 Transitions for Kids with Special Needs (2004)

For families who receive services for their kids with special needs, a child's third birthday is a time of change. The educational services that have been offered in the home will now be provided through a school. An Individualized Family Service Plan (IFSP) becomes an Individualized Education Plan (IEP). This video explains the age 3 transitions from Part C to Part B of the Individuals with Disabilities Education Act (IDEA). Interviews with families, providers, and school officials help demystify the process, ease concerns, and refocus on celebrating a child's entry into preschool. (Description taken from web site of Landlocked Films). Co-produced in Colorado by Imagine! and Kids Connections with Landlocked Films.

http://www.landlockedfilms.com/index.htm

Together We Succeed: Building a Better System for Transitioning Preschoolers with Disabilities (2003) By Padmaja Sarathy.

Get innovative strategies for developing and implementing a system for smooth transitions for preschool children with special needs and their families. "Together We Succeed" outlines a collaborative planning process for overcoming transition challenges — so you can effectively engage early childhood stakeholders in implementing this research-based system. Along with case examples, this guide provides activities to support the system's five components — to help you actively involve school personnel, early intervention agencies and early childhood trainers. This complete guide explains: legal requirements for transition; evaluation procedures to monitor the transition process; ways to make transition a more positive experience; and much more. Plus, you get reproducible forms, surveys and checklists to supplement the activities and implement the system. Loose-leaf binder, 139 pp. (Description taken from LRP web site)

http://www.shoplrp.com/product/p-300159.html

Contact Information

Looking for Training Opportunities?

Remember to periodically check out the **Early Childhood Activities Calendar** for training opportunities and other events:
http://www.cde.state.co.us/earlychildhoodconnections/calendar_ecc.htm

Request a FREE monthly email subscription to Resources & Connections:
http://www.cde.state.co.us/earlychildhoodconnections/Technical.htm

Past issues of Resources & Connections can be viewed online at:
http://www.cde.state.co.us/earlychildhoodconnections/Technical.htm

Do you have ideas for topics of future issues?
Send your ideas to Larry Edelman at edelman.larry@tchden.org

Contact Us
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