



Transition Plan Toolkit

Strategies to Help Children & Families Adjust to Changes in Child Care & Education Settings





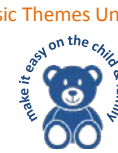
Transition Plan Toolkit

Transition Plans should be implemented for children to support daily transitions, as well as in & out of programs

Effective strategies staff can utilize with children & families during times of transition

Use as a tool for resource planning. Staff is **not required** to use all of the strategies listed for every situation

~ Basic Themes Underlying All Transition Plans ~



Primary Caregivers will establish secure relationships to support the cognitive & social-emotional growth of the child

Child Who is Entering Program for 1st Time



Schedule a child & family visit to the new setting



Conduct a home visit prior to enrollment



Complete the Infant Needs & Service Plan in center based programs (I/T only)



Ask the family about the child's preferences & personality



Child can bring something familiar to the new setting (i.e., pictures, toy, blanket)



Conduct a CST meeting when program accommodations are necessary



Provide handbook & program information to parent prior to transition

Provide transition information through newsletters &/or parent handouts

Provide parents training on their rights & responsibilities, decision making & early childhood curriculum

Provide parents with educational experiences to become advocates for their children

Use orientation & parent conferences to make any updates to the transition plan

Transferring from 1 Program Option to Another



Discuss new setting options with the family



Make sure proper paperwork & applications are in place



Schedule a child & family visit to the new setting, to meet their new teacher. If transferring to a home base model, conduct a home visit with the new home visitor.

Transferring from 1 Center to Another



Schedule a child & family visit to the new setting



Request/send child records to appropriate center



Meet with the receiving staff to discuss the child's routines, likes, dislikes, special accommodations, etc.

Transferring from 1 Agency to Another



Assist family in getting on new site's waiting list



Meet with the receiving staff to discuss the child's routines, likes, dislikes, special accommodations, etc.



Schedule a child & family visit to the new setting



The receiving agency will fill out a request for child's records to be sent by current agency

Strategies for All Types of Transitions



Conduct strategies in parent's home language

Obtain parental consent prior to transferring any records

Visit children in their new setting

Additional Strategies for Specific Situations, as Indicated



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Primary Caregivers will establish secure relationships to support the cognitive & social-emotional growth of the child

Pregnant Woman Transferring to Infant Center Base



Develop Family Partnership Agreement goals to include transition steps



Pregnant women can visit the center & meet the caregivers



Start planning with the desired center for the child's attendance at least 30 days prior to the birth due date



Complete application for infants born to enrolled pregnant women within the 1st 6 weeks of the child's birth. (Transition typically occurs when the infant is 6 to 10 weeks old).



Provide handbook & program information to parent prior to transition

Provide transition information through newsletters &/or parent handouts

Provide parents training on their rights & responsibilities, decision making & early childhood curriculum

Provide parents with educational experiences to become advocates for their children

Use orientation & parent conferences to make any updates to the transition plan

Transferring from Infant Side to Toddler Side



The receiving caregiver will visit the child on the infant side. The current caregiver will visit the toddler side with the child.



Meet with the receiving staff to discuss the child's routines, likes, dislikes, special accommodations, etc.



The family will meet with the current & future caregivers.



Child can bring something familiar to the new setting (i.e., pictures, toy, blanket)

Transferring from Toddler Class to Preschool



Transition discussion should start 6 months before the child's 3rd Birthday (or sooner, for programs operating a shorter schedule). Complete applications for the next setting 1 to 2 months prior to the child's 3rd Birthday.



Discuss different preschool options with the family



Schedule a child & family visit to the new setting



Meet with the receiving staff to discuss the child's routines, likes, dislikes, etc.

Transferring from Preschool to Kindergarten



Invite Kindergarten Teacher to Head Start classroom, home or parent meeting



Meet with the receiving staff to discuss the child. Share expectations & build relationships with the different schools.



Schedule a child & family visit to the new setting & meet new staff.



Have lunch in Elementary School cafeteria



Discuss different types of schools (public, private, charter, etc.) with the family & provide relevant registration information



Provide ideas/activities that families can utilize at home with their child

Complete **iksep** for each child.
Share results with parents & new elementary school.
Share other resources you used to track child's progress.

Additional Strategies for Specific Situations, as Indicated

Strategies for All Types of Transitions



Conduct strategies in parent's home language

Obtain parental consent prior to transferring any records

Visit children in their new setting



Transition Plan Toolkit for Children with Disabilities

Transition Plans should be implemented for children to support daily transitions, as well as in & out of programs

Effective strategies staff can utilize with children & families during times of transition

Use as a tool for resource planning. Staff is **not required** to use all of the strategies listed for every situation

~ Basic Themes Underlying All Transition Plans ~

Show child & family respect & compassion

Make it easy on the child & family

Make it easy on other teachers & staff

Prepare, plan, organize & communicate

Strategies for All Types of Transitions

Child with an Active IFSP/IEP Entering Program for 1st Time

Primary Caregivers will establish secure relationships to support the cognitive & social-emotional growth of the child



Provide handbook & program information to parent prior to transition

Provide transition information through newsletters &/or parent handouts

Provide parents training on their rights & responsibilities, decision making & early childhood curriculum

Provide parents with educational experiences to become advocates for their children

Use orientation & parent conferences to make any updates to the transition plan



Ensure the family has a signed Parent/Guardian Consent for Release of Information Form (R-34), indicating the child's current Special Education provider on the 1st page. This may include agencies contracted by the Part C Provider (IFSP).



Check the IFSP/IEP document for understanding of qualifying condition, services provided (by whom), the frequency & duration of interventions or any special accommodations/modifications recommended by the IFSP/IEP team for the classroom setting.



Contact the Disabilities Supervisor if a Child Success Team meeting is needed to support the child's attendance. Contact the Disabilities Supervisor or Designee for additional support when needed.



Follow up with parent within the 1st 2 weeks, to ensure the child is receiving the identified services, when not provided at the Head Start site.

Child with an Active IFSP Transitioning to an IEP



Caregiver/Home Educator will attend the transition IFSP meeting, usually no later than the child's 3rd Birthday



Caregiver/Home Educator will provide the family with an updated Parent/Guardian Consent for Release of Information Form (R-34), with the child's District of Residence indicated on the 1st page. Review document with the parent & request signature.



Contact the Disabilities Supervisor if a Child Success Team meeting is needed to support the child's attendance in a center-based program

Child with an Active IEP Transferring to Kindergarten



Conduct strategies in parent's home language

Obtain parental consent prior to transferring any records

Visit children in their new setting



Collaborate with the child's Special Education service provider to gain information regarding settings or services offered to support their needs in the coming year



Inform parents of Kindergarten or Transitional Kindergarten registration dates



Use work samples & classroom observations to prepare a statement of the child's present developmental level. Share during child's transition IEP meeting, located at the school where they will attend Kindergarten/Transitional Kindergarten. Discuss the following areas of development: Cognitive, Literacy, Social/Emotional, Physical (Fine & Gross Motor), Self-Help. Be prepared to discuss daily attendance & the ability to follow routines within the classroom setting.

Additional Strategies for Specific Situations, as Indicated