

Transition in Early Childhood

First Steps to Preschool

Presented by:

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www.bereartc.org

WHAT IS THE DIFFERENCE BETWEEN FIRST STEPS AND SCHOOL DISTRICT PRESCHOOL PROGRAMS?

Several differences exist between the services offered through First Steps (the lead agency to serve children with disabilities B-3) and the school district (the lead agency at the 3rd birthday for children with special needs). Some differences between the programs are described below.

FIRST STEPS Early Intervention Services	KENTUCKY PRESCHOOL PROGRAM (for children with special needs)
What ages are covered? Birth to three (3) years (infants and toddlers).	What ages are covered? Ages three (3) and four (4), as of the child's 3 rd birthday.
What children are eligible? Children with a developmental delay, or children with a medical condition which has an established risk for developmental delay.	What children are eligible? Children with a disability that has an " <u>adverse effect on the child's educational performance.</u> "
Who determines eligibility? The eligibility team comprised of the parents, Point of Entry staff, and Primary Level Evaluator.	Who determines eligibility? The Admissions and Release Committee (ARC) comprised of a parent, school personnel, and others.
How is eligibility determined? 1) A multidisciplinary evaluation that shows the child has a significant delay in physical, cognitive, communication, social/emotional or adaptive development, or 2) The child has a medical condition with an established risk for developmental delay.	How is eligibility determined? Based on a multidisciplinary evaluation drawn from several sources, with required components (current within one year).
What are the basic services? Screening, service coordination, evaluation, assessment, developmental intervention, family services, nutrition, physical therapy, occupational therapy, communication development, vision/hearing services, respite, assistive technology, and transportation. The services are provided by multiple agencies, linked to First Steps, who work together to provide comprehensive services.	What are the basic services? Children eligible for special education and related services are provided services in the context of the placement the ARC has determined appropriate. This may be in a state-funded preschool program that focus on all areas of child development (physical, cognitive, communication, social/emotional, and self-help) or community preschool program. If appropriate, special education services may be provided in the home or a service provider location. "Related services" if needed to benefit from the specially designed instruction (e.g., occupational, physical, speech therapies; assistive technology; special transportation; parent education.
Where are the services specified? The type and amount of services to be provided in natural environments for the child and family are described in the Individualized Family Service Plan (IFSP). The IFSP addresses child needs and the family resources, priorities and concerns related to identified developmental needs of the child.	Where are the services specified? The type and amount of services for the child are in the Individual Education Program (IEP).
How are services provided? Services may be provided in a variety of natural environments. These environments are both places (home, center-based or community settings) and opportunities where a child can enjoy everyday developmentally appropriate activities with children who do not have a disability. The consultative approach used with families by First Steps supports quality interaction between the child and family. Together, they identify teachable moments within daily routines and practice strategies to assure that learning and development occur.	How are services provided? Services are provided in the least restrictive environment (LRE), which are settings where children with disabilities are educated with their peers who do not have disabilities. Preschool education and related services may be provided directly by the district, or through contracting or arrangement with other agencies. Settings include centers or classes; parent/ child programs at home or elsewhere; and programs where itinerant staff may visit hospitals or other community settings.

Transition from Early Intervention Services to Part B Preschool Special Education Checklist

This checklist includes practices to support the transition of toddlers from early intervention services into preschool or preschool special education services. The main focus of these practices is activities implemented in collaboration with family members and preschool program practitioners that promote positive relationships and child and family preparation and

adjustment to new settings and services. The checklist indicators can be used to develop a transition plan to ensure a child's and family's smooth transition from early intervention to preschool. The checklist rating scale can be used for a self-evaluation to determine whether the transition practices were used prior to, during, and after the transition.

Practitioner: _____ Child: _____ Date: _____

Please indicate which practice characteristics you were able to use as part of transitions for a child and family:	Seldom or never (0 - 25%)	Some of the time (25 - 50%)	As often as I can (50 - 75%)	Most of the time (75 - 100%)	Notes
1. Practitioners provide opportunities for parents/family members to discuss services and supports they think their child might need in a preschool setting or program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Parents/family members share their hopes, concerns, and ask questions about future programs and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Parents/family members are provided the information they need to participate and make informed decisions about a preschool transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Practitioners from the sending and receiving programs communicate with parental permission and provide on-going support to parents/family members and their child as they adjust to new programs and settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Parents/family members and early intervention practitioners share information about the child's capabilities, preferences, interests and needs with the preschool staff with parental permission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Practitioners actively involve preschool/preschool special education staff in the transition plan for the transition from early intervention to preschool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Parents/family members are provided information about the legal requirements and process for eligibility for preschool and IEP development for preschool special education or other community-based preschool programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Practitioners arrange for preschool program visitation by parents/family members and their child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

This checklist is based upon the following *DEC Recommended Practices*: Transition 1, 2
 The DEC Recommended Practices are available at <http://dec-sped.org/recommendedpractices>
 Access this checklist and other products at <http://ectacenter.org/decrp>
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Suggested Children's Books to Support Transition

Sending teachers can use stories to help children prepare for and understand the new environment to which they will be moving. Receiving teachers can continue to support the child by using stories as a follow-up and to lead discussions about how the children feel about their new environment. When selecting stories, keep in mind the type of transition the child will be going through. Stories should address not only the type of transition, but also issues about which the child is concerned. Remember, also, that the selected stories should be appropriate for the child's age, understanding, and interest level.

After reading stories related to transitions, use the following strategies to supplement and expand the information:

- Identify similarities and differences between the current environment and the new environment.
- Identify activities that will be fun or of interest to the child in the new setting
- Use components of the story to address the way the child may be feeling about the transition
- Highlight and discuss activities that may be unfamiliar to the child in the new environment.

General Separation from Parent/Arrival at New Environment

- **The Kissing Hand** by Audrey Penn
Chester Raccoon doesn't want to go to school; he wants to stay home with his mother. She assures him that he'll love school. She has a special secret that's been in the family for years--the Kissing Hand.
- **Oh My Baby Little One** by Kathi Appelt
It's always hard for Baby Bird and his mama to say good-bye on their way to school and work in the morning.

Transition to Childcare

- **Adam's Daycare** by Julie Ovenell-Carter
The plot of this book is one that many young children will identify with: being dropped off by a parent at a family-run daycare.
- **Carl Goes to Daycare** by Alexandra Day
A lovable Rottweiler accompanies his young owner on a visit to a daycare center. When the teacher accidentally gets locked outside, Carl takes charge.
- **When Mama Comes Home Tonight** by Eileen Spinelli
The remains of the day are softly romanticized in this gentle lullaby book about a mother and child reunion.
- **Will You Come Back for Me?** by Ann Tompert
Four-year-old Suki learns that she will be going to daycare while her mother helps her father in the office.

Transition to Preschool

- **D. W.'s Guide to Preschool** by Marc Brown
D.W., Arthur's little sister, tells all about what it is like to be in preschool, including essential information about such topics as bathroom breaks, storing things in a cubbie, and sharing at play time.
- **Don't Go!** by Jane Breskin Zalben
On the first day of preschool, Daniel gradually overcomes his nervousness as he plays in the sandbox, collects leaves, and bakes cookies. Includes tips for parents on getting ready for preschool and a recipe for pumpkin cookies.
- **First Day** by Joan Rankin
With a warm familial tone and gentle humor the anxiety many children feel on the first day of school is addressed.
- **Friends at School** by Rochelle Bunnett
Children who have mixed abilities busily working and playing at school. Emphasizes in a relaxed, natural way that even though some children may look different and have different abilities, all children like to do the same things.
- **I Love You All Day Long** by Francesca Rusackas
When a little pig worries about heading off to school for the day, his mother reassures him that her love for him goes everywhere he goes.
- **Mouse's First Day of School** by Lauren Thompson
This is a new "first" for mouse as he hides in a backpack and gleefully emerges into the brave new world of preschool.
- **My First Day at Nursery School** by Becky Edwards
On the first day of preschool, a little girl misses her mother, but on the second day she is excited to go back.
- **My First Day at Preschool** by Justine Fontes
Nate is worried about his first day at preschool. What clothes will he wear? What toys will he play with? What will he eat for snack time? Use the reusable stickers to help Nate have the best first day of preschool ever!
- **Ready, Set Preschool** by Anna Jane Hays
- **Wemberly Worried** by Kevin Henkes
Poor Wemberly, she worries about everything...big, little and in between. And what she's worried about most, is her first day of nursery school. Never fear, her teacher, Miss Peachum, knows just how she feel and introduces her to Jewel. Jewel worries about everything too.

- **What to Expect at Preschool** by Heidi Eisenberg Murkoff
Bestselling author and parenting expert Murkoff and Angus, the lovable "Answer Dog", help children and parents alike prepare for the first day of preschool. Full color.

Transition to Kindergarten

- **Countdown to Kindergarten** by Alison McGee
Follows a young girl getting ready for kindergarten This text deals with the fears an incoming Kindergarten student has about a skill she hasn't yet developed.
- **First Day Jitters** by Julie Danneberg
Sarah is afraid to start at a new school, but both she and the reader are in for a surprise when she gets to her class!
- **Froggy Goes to School** by Jonathan London
Froggy is nervous about the first day. Finally Froggy has a daunting-but-rewarding first day at school.
- **I Am Too Absolutely Small for School** by Lauren Child
When Lola is worried about starting school, her older brother Charlie reassures her.
- **Kindergarten Kids** By Ellen B Senisi
- **Little Rabbit Goes to School** by Harry Horse
- **Look Out Kindergarten, Here I Come!** By Nancy L Carlson
A young mouse enthusiastic about his first day of kindergarten. Available in English and Spanish
- **Mama, don't go!** By Rosemary Wells
- **Miss Bindergarten has a wild day in Kindergarten** by Joseph Slate
- **Miss Bindergarten Gets Ready for Kindergarten** by Joseph Slate
26 young animals get ready for their first day of school, while a teacher named Miss Bindergarten is hard at work preparing herself and her classroom for their arrival.
- **Molly Rides the School Bus** by Julie Brillhart
Molly is worried about riding the school bus on her first day of kindergarten, but a friendly older girl helps her adjust.
- **My First Day of School** by Nancy J. Skarmear
Daniel liked preschool just fine, but he is not so sure he wants to go to kindergarten.
- **My Kindergarten** By Rosemary Wells
- **Off to School, Baby Duck!** by Amy Hest
Apprehensive Baby Duck is helped through an intimidating new experience by her loving family in this reassuring remedy for first-day jitters.
- **OTTO Goes to School** by Todd Parr
- **School Bus** by Donald Crews
Follows the progress of school buses as they take children to school and bring them home again.
- **Sparky and Eddie: The First Day of School** by Tony Johnston
Even though they are not in the same class, two young friends are glad that they decided to give school a try.
- **The Night Before Kindergarten** by Natasha Wing
It's the first day of school! Join the kids as they prepare for kindergarten, takeoff on the classic Clement C. Moore Christmas poem.
- **The School Trip** by Tjibbe Veldkamp
Reluctant to show up for the first day of school; Davy builds his own school on wheels and creates excitement for the other students.
- **Timothy Goes to School** by Rosemary Wells.
Timothy portrays typical social interactions that occur in the classroom. Through Timothy's experiences, even the biggest school uncertainties become surmountable.
- **Tiptoe Into Kindergarten** by Jacqueline Rogers
A preschooler's discoveries as she spies on her brother's kindergarten class. For example, the lines "Crawling crawling/ I find cubbies/ full of goody things/ inside" accompany an ink-and-watercolor illustration of the girl sneaking cookies from someone's lunch bag.
- **Welcome to Kindergarten** By Anne Rockwell
- **Welcome Roberto! Bienvenido, Roberto!** By Mary Schwartz.
Annabelle is getting ready to start kindergarten, so her older sister gives her some advice.
- **Will I Have a Friend?** By Miriam Cohen.
During Jim's first day at school, nearly everyone seems to find a friend. In the end, so does Jim.
- **When You Go to Kindergarten** by James Howe
The author tells youngsters what school might look like and how they might get there, and describes some of the possible activities. The real value of this update is in Imershein's new full-color photos that dominate each page, bringing the world of school to life for anxious youngsters.

Your Child's Move from Early Intervention to Preschool Special Education Services

As your toddler approaches his or her third birthday, early intervention practitioners will work with you to plan your child's transition from early intervention and, if potentially eligible, to preschool special education services. This transition involves key decisions about your child's future. By communicating and collaborating with both the early intervention program staff and the preschool program staff, you can share information you need to actively participate in the transition planning process, share your concerns and preferences, and help your child adjust to the new setting and services.

[Watch a video of this guide](#)

Participating in the Transition Process

- Ask to talk to other families whose children have made the transition from early intervention to preschool special education services. Find out about their experiences and what worked well.
- Attend the transition planning conferences and meetings with early intervention and school district staff. Ask questions that will help you understand the transition process. How are preschool services different from early intervention services? The school district will give you a copy of your legal rights as a parent. Ask questions if anything about your legal rights is unclear.
- Transition meetings provide an opportunity to learn about your child's evaluation process. Ask about what happens when your child is evaluated and how the school district will determine if your child is eligible for preschool special education. Find out how you can participate, share your ideas, and support your child during assessments.
- During the evaluation, be sure to share your hopes and concerns for your child. Discuss what you would like to see your child doing and the supports you think your child may need.
- Visit different preschool programs in your community. Learn about the classroom routines, activities, and schedules. Ask about how supports and interventions would be provided for your child. Find out what skills would be expected of your child in the new setting.
- If your child is found eligible for preschool special education, you will participate in a meeting to develop your child's Individual Education Program (IEP). You are part of the IEP team. You can ask the early intervention program staff and others to participate in the IEP meeting. Share information about your child's capabilities, interests, and developmental needs and suggest goals for your child. Ask how the school district staff will work with your child to address their goals. Share your preferences for the preschool placement you think will be best for your child.
- Once the IEP is developed and services are ready to begin in the selected program, prepare your child for the new setting. Visit the new classroom with your child so he or she can meet the teachers, experience the classroom schedule, try out activities, and interact with other children. Identify and discuss with the teachers, situations you think your child will be able to negotiate easily and situations where he or she might have difficulty. Work with the program staff to consider and plan for the supports your child will need in the preschool setting.
- Once your child starts preschool, continue to communicate with the preschool staff to support your child's adjustment to the preschool programs.



A Quick Peek

Luis and Carla are making plans for their daughter Lily's entry into preschool. The early intervention and school district staff provide information about preschool programs in the community. The parents visit various programs, learning about the classrooms and their approaches. Having visited the programs before the IEP meeting helps them participate in discussions about the options and make informed placement decisions. During the IEP meeting, Luis and Carla discuss their preference for one of the preschool programs. Everyone agrees that this program is a setting where Lily's strengths will be acknowledged, and her developmental goals will be addressed. The school district will provide services and supports there. Lily's twin sister also will be a student in this preschool. Arrangements are made for the girls to visit the preschool together while their parents talk with the staff about Lily's abilities and needs. Luis and Carla are confident they can help Lily transition to preschool special education services and this new preschool program.

You'll know the practice is working when...

- Your child interacts with adults, peers, and activities in the new classroom
- Your child adjusts to the schedule and expectations of the new setting
- Your child learns new things as part of participation in the new setting

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Preparing for Transition from Early Intervention to an Individualized Education Program

Celebrate Change

Your child's third birthday is six months away, and you have been told that your family will be doing "transition planning" soon because the early intervention program ends at age three. This means your child may be moving from an Individualized Family Service Plan (IFSP) to an Individualized Education Program (IEP). If your IEP team determines your child does not qualify for special education services there can be a discussion regarding community-based services that may be available to you and your child. Understandably, you are anxious, but want to prepare your child and your family ahead of time. After all, transition planning can bring great rewards for you, your child, and the professionals that work with you. Your child can learn to adjust to new people, programs, or settings; and professionals can gain insight into your child and the materials, equipment, and techniques that will help your child most. You can learn new skills and strategies that may help with future transitions.

Moving From "Family Focus" to a "Child Focus"

Under the Individuals with Disabilities Education Act (IDEA), all children who qualify may receive special education services. Up to age 3, children are covered by Part C of IDEA. Part C focuses on helping the family meet the developmental needs of their child, such as learning to sit up, walk, or talk. These services are called "early intervention services." Typically provided in natural environments, such as the child's home or child-care setting, these services and outcomes for the child and family are defined in an IFSP.

At age 3, supports and services change as eligible children move from Part C to Part B of IDEA. Preschool services are covered in Section 619 of Part B; services that your child is eligible for from kindergarten until high school graduation or age 21 are addressed in the rest of Part B. The IFSP is replaced by an IEP (Individualized Education Program). This important document contains goals and objectives to address the child's unique needs as he or she learns the skills needed to prepare for kindergarten. As much as possible, Part B services are to be provided in the least restrictive environment. That means that your child should be alongside typically developing peers in settings such as preschool, child care, or Head start programs if the team agrees this is the appropriate setting.

In addition, services and supports change as your child moves from Part C to Part B. Members of the team who helped you develop the outcomes specified in the IFSP may be different from those who will help to develop your child's IEP. Instead of working with a service coordinator, you will work with an IEP case manager.

Knowing What to Expect at a Transition Meeting

At least three months before your child's third birthday, your education team will call one or more transition meetings to discuss your child's needs and early childhood special education program options. This meeting could be combined with a regularly scheduled IFSP meeting. You and the team will address a variety of topics, such as goals, timelines, and team members' responsibilities; your concerns; the need for any further evaluations to determine eligibility for Part B preschool services; and your special education due process legal rights. In addition, you may want to discuss:

- Differences between early intervention and special education preschool services.

- Options for where your child may receive early childhood special education services, such as community preschool, child care, Head Start, or pre-kindergarten.
- Information such as student-to-adult ratio, length of day, and family involvement.
- How special education services will be provided in the preschool program you select.
- Development of a new IEP for special education services or an Individual Interagency Intervention Plan (IIIP) if your child lives in Minnesota and also receives county or health services.
- Ways to help professionals understand the unique strengths and needs of your child.
- Transportation to the new program.
- Strategies to make the process a positive one for your child.

Many decisions are made during the transition meetings. Feel free to ask questions then or anytime during the year. You might, for example, want to know:

- When will my child make the transition to a new program?
- Who will arrange for me to visit the proposed program?
- Who is my contact person if I have other questions?

If the team determines that your child does not qualify for special education services, the team members can provide you with information regarding other community-based services that may be available for you and your child.

Preparing Your Family and Child

Making transition decisions with your team is just the first step. The next step is to prepare your family and child for the new teachers, children, schedules, routines, classroom activities, and expectations. To help make the transition easier, try these tips:

- Plan ahead. Allow enough time to make decisions.
- Talk with other families about what the process was like for them.
- Learn how to advocate for your child.
- Make sure your child’s medical, educational, and assessment records are up to date.

Be sure to include your child in the preparations. Knowing what to expect can help any child feel more confident going into a new situation. You might want to:

- Talk to your child about going to a new program and visit that setting.
- Read books about going to preschool.
- Provide opportunities for your child to play with other children.
- Encourage your child to communicate with others and ask for help when needed.

Related Information

PACER materials:

“[Early Childhood Transition Guidebook](#)”

“[A Guide for Minnesota Parents to the Individualized Education Program \(IEP\)](#)”

“[Understanding the Special Education Process](#)”

Web site: PACER.org

INFORMATION ABOUT MY CHILD

This form was designed to help families prepare for an Admissions and Release Committee (ARC) Meeting. Complete each section, take it to the meeting, and share the information with other team members.

These things please me most about my child:	Here's what my child does well:	My child really likes these:
Right now I'm most concerned about:	I would like my child to learn to do these things in the future:	My child learns more easily when:
I think these services would help my child:	Other help our family could use is:	I would like to be involved in my child's program in these ways:

Transition from Early Intervention to Preschool Special Education Services

Early intervention and preschool special education practitioners can support parents and caregivers during the transition to preschool special education by listening to parents' concerns and preferences, answering their questions, coordinating cross-agency communication, and providing parents clear and accurate information. Practitioners need to be sure parents and family members are informed and prepared to participate as decision-makers in the transition process.

[Watch a video of this guide](#)

Video courtesy of CONNECT

Practitioners support parent preparation, participation, and decision-making

- Start conversations about transitioning out of the early intervention program well in advance of any required conference where decisions might need to be made. Be sure parents have opportunities to share their hopes, goals, and concerns about preschool special education services. Provide information about and arrange visits to community programs or services the family is considering. Develop a transition plan with parents that lays out steps and services based on their interests in community programs and future services, including preschool special education services.
- Ask the school district for information about preschool special education services, parent rights, the evaluation process and Individual Education Programs (IEP) prior to the transition conference. This information will help support their preparation for actively engaging with the school staff. Ask parents and other caregivers to generate a list of any questions they have for the school staff. Offer to share their questions in advance with their permission.
- Invite a representative from the school district to attend the transition conference. This person should know about both the school system and the preschool special education program policies and requirements.
- During the transition conference, ask the school district staff member to explain parental rights, the evaluation process, the important role parents play in providing information about their child's abilities, and the IEP process. Encourage parents to share their ideas and to ask questions. Make sure parents know they can invite anyone they wish to the IEP meeting, including early intervention staff.
- Early intervention and school district staff, with parental consent, coordinate the transfer of relevant information, such as the IFSP and recent assessments. Ask parents how they would like to participate in evaluation assessments and observations of their child.
- Continue to support family participation and decision-making in the IEP process so that an IEP is developed and agreed to by age three. Make sure IEP team members listen and respond to parent preferences, concerns, and desired goals for their child. Be respectful of parent comments and questions. After the IEP is developed, help parents make arrangements to visit settings where services will occur and to meet the staff.

A Quick Peek

Sarah, a service coordinator, has known the Ramirez family for two years and has been talking to them about the upcoming transition out of early intervention services. They have told Sarah that after reading the written information Sarah shared, they understand the legal requirements for their daughter Lily's transition to preschool special education and are comfortable about expressing any concerns or wishes they have. Sarah has worked to develop a good relationship with Emily, the Early Childhood Special Education Coordinator, and the Special Education Director, so that she can share relevant information with them about Lily's needs and abilities. Emily met with Lily's parents during the transition conference and encouraged them to ask questions and share their wishes and concerns about Lily and future school services. Emily and Sarah attended the evaluation and the IEP meeting to support the Ramirez family's participation and decisions.



You'll know the practice is working if...

- Parents have the information about transition processes that they need to participate actively in transition meetings and discussions
- Parents communicate their wishes and concerns for their child with early intervention and school staff
- Parents make informed decisions about their child's services and supports

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Child Transition Profile

This profile is to be completed by the sending provider and family member and given to the receiving teacher to support the child's transition. This information does not replace a formal child assessment. However, it provides practical information that will help facilitate the child's ability to engage and adapt to the new setting.

Child's Name

Date of Birth

Age

Parent / Guardian

Parent contact phone number

Person(s)

Name

completing profile

Relationship to Child

Phone

Name

Relationship to Child

Phone

Name

Relationship to Child

Phone

Date completed

What are the child's favorite activities, people, and places?

Has the child had opportunities to play with peers in community or other settings?

Handout 2.1

Communication

What is the child's primary language?

How does the child communicate with others (both adults and peers)? Check all that apply and explain.

some words sign language communication boards and/or devices

Does the child ask for assistance/express needs and wants? yes no sometimes (please explain)

Does the child follow verbal directions? yes, 1-step directions yes, 2-step directions no sometimes

What strategies are effective if child exhibits frustration during communication?

List strengths and areas of focus for communication.

Include any additional comments on the back of this form.

Handout 2.1

Classroom Skills

Do you feel this child will use or require any supports to participate in classroom activities?

augmentative communication devices adaptive equipment other (e.g., pair with a friend or adult assistance)

Does the child show curiosity and enthusiasm for new activities? yes no sometimes (explain)

What helps the child adjust to new situations?

Social/Emotional

What comforts the child? (e.g., special toy, blanket, singing)

What frightens the child?

What types of play does the child engage in?

- individual – only plays alone
- parallel – plays next to a peer but does not interact
- cooperative – plays with another child, sharing toys or conversation

Include any additional comments on the back of this form.

Handout 2.1

Motor/Health

Does the child participate in self-care? hand washing toileting eating dressing

What support(s) does the child need to be successful in self-care?

Will the child need help moving around the building, playground or the classroom? yes (explain) no

Additional Concerns

What is the family or guardian most concerned about regarding the transition to preschool?

Include any additional comments on the back of this form.

Please include any artifacts that you think will help introduce your child to the receiving teacher and program staff at the preschool. This can include video clips, pictures, social stories, etc.

Transition Resources

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Berea Early Childhood Regional Training Center

www.bereartc.org

Transition One Stop

<http://www.transitiononestop.org/>

This site provides information related to the many transitions we encounter across our lifespans. It is designed as a resource for anyone going through, or helping someone with a life change, including people with disabilities who may have additional needs during times of transition.

National Early Childhood Transition Center

<http://www.hdi.uky.edu/nectc/NECTC/Home.aspx>

The National Early Childhood Transition Center's mission is to examine factors that promote successful transitions between infant/toddler programs, preschool programs, and public school programs for young children with disabilities and their families. The primary objective of NECTC is to investigate and validate practices and strategies that enhance the early childhood transition process and support positive school outcomes for children with disabilities.

Early Childhood Technical Assistance Center

<http://ectacenter.org/>

The ECTA Center supports state Part C and Section 619 programs in developing high-quality early intervention and preschool special education service systems, increasing local implementation of evidence-based practices, and enhancing outcomes for young children with disabilities and their families. Information related to IDEA regulations associated with early childhood is provided.

Early Childhood Learning and Knowledge Center

<https://eclkc.ohs.acf.hhs.gov/>

Supports ECE programs and educators in delivering quality services to children and their families across the country. Resources include information related to best practices for transition between early childhood programs.

KY-SPIN Parent Training and Information Center

<https://www.kyspin.com/>

KY-SPIN (Kentucky Special Parent Involvement Network) is a statewide organization whose mission is to link families and individuals with disabilities to valuable resources that will enable them to live productive, fulfilling lives. Resources include information related to IDEA eligibility, parent rights, advocacy, and challenging behavior.

PACER Center Early Childhood Resources

<https://www.pacer.org/ec/>

PACER Center is a national parent training and information center for families of children and youth with all disabilities from birth to young adults. PACER's Early Childhood Family Information and Resources Project gives parents of children ages birth through 5 years the confidence, knowledge, and skills they need to help their children obtain the education, health care, and other services they deserve.