



ROAD MAP FOR TRANSITION

Bettianne Ford
Florida's Transition Project
TATS

PLANNING FOR TRANSITION

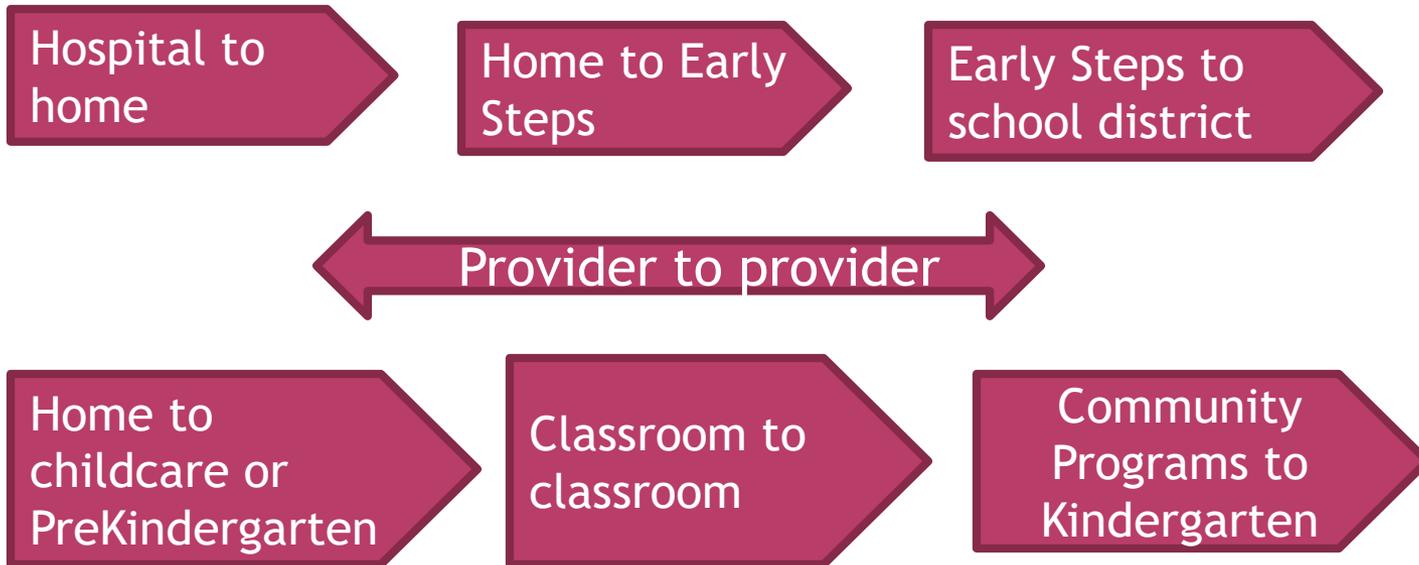
○ Today's presentation will answer questions, such as:

- What is transition?
- How does planning help children, families and staff?
- What resources do we have to help us get from here to there?

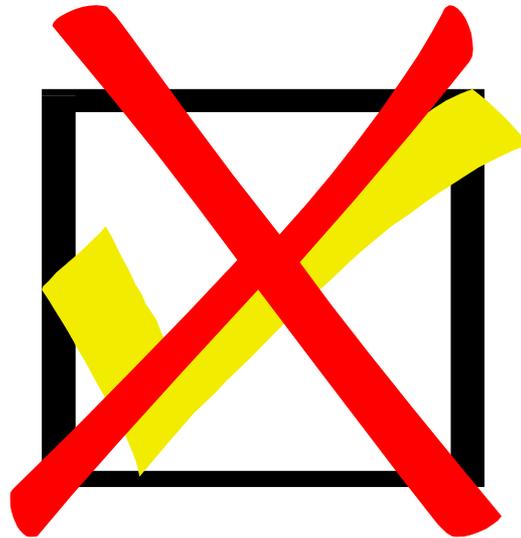


WHAT IS TRANSITION?

Change !
Movement !



TRANSITION IS A
PROCESS...



not an event

FEELINGS THAT SURROUND *TRANSITION*



Research suggests there are 3 factors that universally lead to stress for human beings:

- 1) Uncertainty
- 2) Lack of information
- 3) Loss of control

By providing families with information we can help diminish the stress around transitions.

TRANSITION INVOLVES...

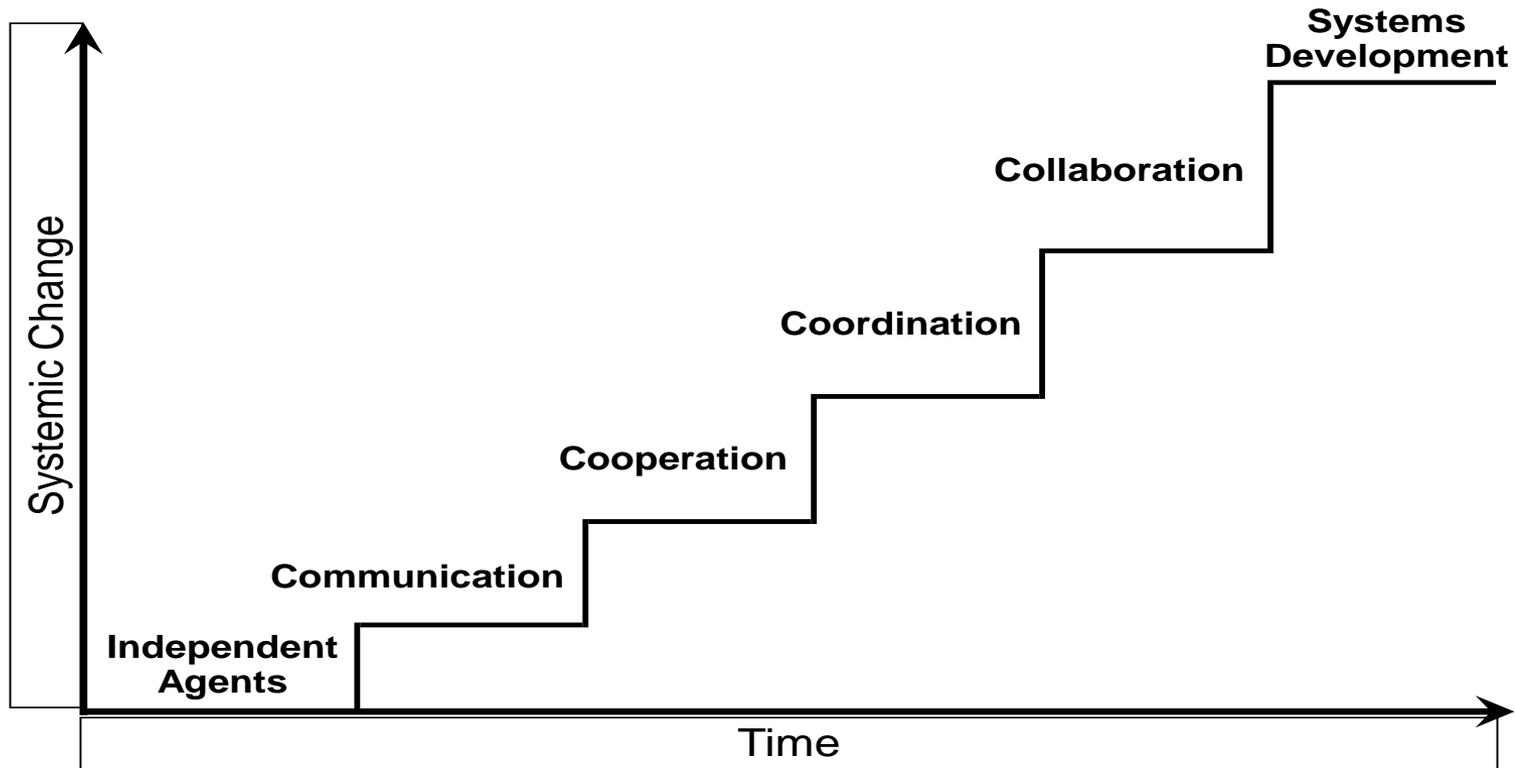
COLLABORATION AMONG
ADMINISTRATORS, STAFF/PROVIDERS,
FAMILIES, AND TEACHERS



COLLABORATION



Collaborative Systems Evolution



4 COMPONENTS OF A TRANSITION SYSTEM



1. Administrative

- State level -
 - Early Steps State Office
 - Department of Education
 - Other agencies
- Local level -
 - Early Steps, Head Start/ Early Head Start, childcare programs, Early learning Coalitions, VPK, school districts, other community providers

2. Staff

- Teachers
- para-professionals
- inclusion specialists
- related service providers

3. Families

Parents and child(ren)

4. Children

Preparing the child for transition

1. ADMINISTRATIVE - STATE GOALS

Transition at 3 Years for children with disabilities -

Federal Law - IDEA 2004
Florida Department of Health
Florida Department of Education

Required transition timelines for federal and state regulations for Part C (Early Steps) to Part B (school district)

100% compliance

- Individual Family Support Plan (IFSP)
- Transition Planning
- Notification to school district
- Transition conference
- Referral to school district

- -Evaluation/Determination of Eligibility
- -Individual Educational Plan (IEP) by the child's third birthday

GOALS OF LOCAL ADMINISTRATORS

Focus on Part C to Part B transition and other transitions

- Meet required timelines for transition at three years
- Plan for other transitions such as from Head Start or community programs to kindergarten

Build Partnerships and Collaboration

- Early Steps, School District PreKindergarten, FDLRS, Healthy Start, Early Head Start, Head Start, Early Learning Coalition, Department of Children and Families and the Community Based Care Agency, VPK, Division of Blind Services, and many other community partners.

Participate in the development of local interagency agreements

- Ensure a systematic approach - policies and procedures
- Develop connections among various programs

WHAT IS A LOCAL INTERAGENCY TRANSITION AGREEMENT?

- A document that defines the partners, roles and procedures that are involved in the system of transition in a local community
- It serves as a commitment for the partners to work together for the benefit of children and their families, as well as the staff/agencies who work with them.
- Some agencies are required to participate in interagency agreements and some are highly encouraged.



HOW INTERAGENCY AGREEMENTS GUIDE

- ◉ Provide a local roadmap for transition
- ◉ Broad-based - involve key community agencies and programs
- ◉ Cite federal and state regulations that impact the agencies involved
- ◉ Include information about agencies/eligibility requirements, procedures and timelines
- ◉ Include procedures for monitoring/evaluating success of the system - scheduled meetings
- ◉ Have a specific duration - usually 3 years
- ◉ Require commitment - signatures
- ◉ Include local contact information



2: STAFF



Role of Teachers/Staff in transition

1

Knowledge of children's developmental levels

2

Identify the skill levels of all children -ASQ and the Birth to Five Standards/other

3

Have a plan for targeting the skills that need improvement and work on those consistently through classroom activities

Important Milestones By The End Of 4 Years (48 Months)

Children develop at their own pace, so it's impossible to tell exactly when yours will learn a given skill. The developmental milestones below will give you a general idea of the changes you can expect as your child gets older, but don't be alarmed if your child takes a slightly different course.

Social

- Interested in new experiences
- Cooperates with other children
- Plays "Mom" or "Dad"
- Increasingly inventive in fantasy play
- Dresses and undresses
- Negotiates solutions to conflicts
- More independent

Emotional

- Imagines that many unfamiliar images may be "monsters"
- Views self as a whole person involving body, mind, and feelings
- Often cannot tell the difference between fantasy and reality

Cognitive

- Correctly names some colors
- Understands the concept of counting and may know a few numbers
- Tries to solve problems from a single point of view
- Begins to have a clearer sense of time
- Follows three-part commands
- Recalls parts of a story
- Understands the concepts of "same" and "different"
- Engages in fantasy play

Language

- Has mastered some basic rules of grammar
- Speaks in sentences of five to six words
- Speaks clearly enough for strangers to understand
- Tells stories

Movement

- Hops and stands on one foot up to five seconds
- Goes upstairs and downstairs without support
- Kicks ball forward
- Throws ball overhand
- Catches bounced ball most of the time
- Moves forward and backward with agility

Hand and Finger Skills

- Copies square shapes
- Draws a person with two to four body parts
- Uses scissors
- Draws circles and squares
- Begins to copy some capital letters

Developmental Health Watch

Alert your child's doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range.

- Cannot throw a ball overhand
- Cannot jump in place
- Cannot ride a tricycle
- Cannot grasp a crayon between thumb and fingers
- Has difficulty scribbling
- Cannot stack four blocks
- Still clings or cries whenever parents leave
- Shows no interest in interactive games
- Ignores other children
- Doesn't respond to people outside the family
- Doesn't engage in fantasy play
- Resists dressing, sleeping, using the toilet
- Lashes out without any self-control when angry or upset
- Cannot copy a circle
- Doesn't use sentences of more than three words
- Doesn't use "me" and "you" correctly
- Experiences a dramatic loss of skills he or she once had

From *CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5* by Steven Shelov, Robert E. Hannemann, © 1991, 1993, 1998, 2004 by the American Academy of Pediatrics. Used by permission of Bantam Books, a division of Random House, Inc.

www.cdc.gov/actearly



Learn the Signs. Act Early.

Role of Teachers/Staff

STAFF

4

Provide families with strategies to work on at home to promote the child's acquisition of skills

5

Know how to refer a child who may not be developing at a pace with his/her peers

6

Know what the teachers in the next educational setting expect of children

Role of Teachers/Staff in STAFF

7 Maintain ongoing communication with the sending and receiving teachers

8 Explain the transition process and procedures to families

9 Prepare children for transition by talking and demonstrating changes that will happen - in a positive way

Regulations, forms meetings, records, portfolio, etc.

Role of Teachers/Staff

STAFF

10

Participate in conferences or meetings regarding the child (with parents, other staff) i.e. development of individualized educational plan (IEP)

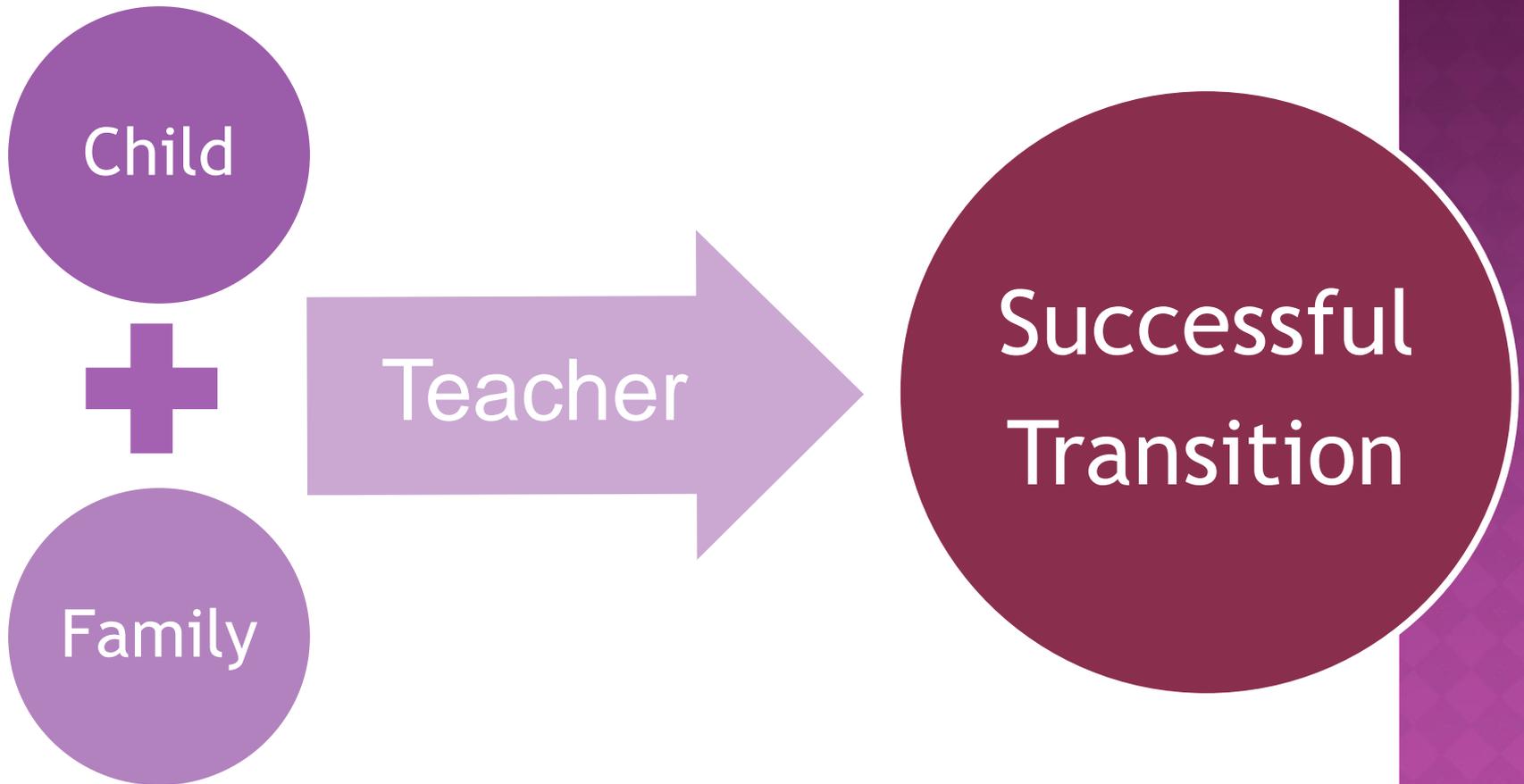
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Know the agencies and services/resources in the community and share the information with families as needed, to help them make the best choices for their child

12

Participate in training to support self and families in transition

TRANSITION EQUATION



3. FAMILIES - ENCOURAGE TO...

1. Get started early
- it makes the process easier

2. Attend all scheduled meetings
- evaluations, IEP, etc.

3. Determine choices and visit potential settings

4. Register in the program on time

5. Meet the teacher in advance if possible

6. Ask questions about schedules, supplies, transportation, volunteering...

7. Read to the child - books about transition

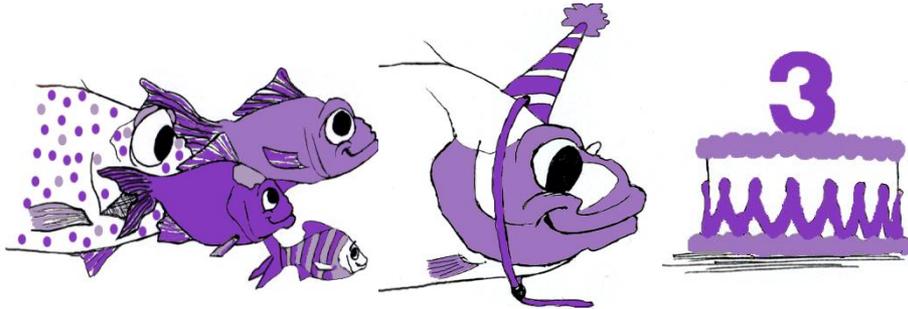
8. Share information about the child



RESOURCES

FLORIDA TRANSITION PROJECT

WWW.FLORIDATRANSITIONPROJECT.COM



- Tools <http://www.floridatransitionproject.com>
 - Getting to Know Me and My Family
 - Getting to Know Your New Teacher and School
 - Teacher to Teacher
 - Transition Booklet for Families- Transition at 3
- Video <http://www.floridatransitionproject.com>
 - Transition - DVD about Part C to Part B Transition

GETTING TO KNOW RESOURCES

- ◉ ***Getting to Know Me and My Family*** is designed for parents (or parents with the help of the teacher), to complete and send to the new teacher any time a child is leaving one program or classroom and entering another. It is designed for the family or teacher to complete as a hard copy and give to the new teacher.
- ◉ ***Getting to Know Your New Teacher and School*** provides teachers with a document into which they can enter information about themselves and the school on a template with form fields.
Once completed, the teacher can simply print out the number of copies needed and pass it out to the parents of children entering the classroom at the beginning of a new school year, or whenever a new child arrives.
- ◉ ***Teacher to Teacher*** offers a simple method for teachers or caregivers to communicate, with parent permission, key strategies used in the current classroom that have proven successful in working with the child. It also provides a follow up sheet for the new teacher or caregiver to let the former teacher or caregiver know how the child is doing after the transition has taken place.

TATS TALKS

Transition from
Early
Steps to school
district or
community

TATS TALKS WITH FAMILIES
ABOUT THE TRANSITION PROCESS
2011, Volume 1, Number 1

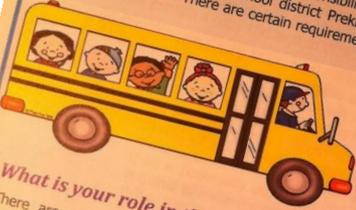
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What is the transition process from Early Steps to Pre-K?

In Florida, Early Steps is the comprehensive statewide program of early intervention services for infants and toddlers with disabilities. Early Steps has the responsibility of providing services until a child's third birthday. After that, the responsibility belongs to the school district Prekindergarten (Pre-K) Program for Children with Disabilities, or other community programs. There are certain requirements under the Individuals with Disabilities Education Act (IDEA) and a timeline of specific activities that must take place to ensure a smooth transition from Early Steps to Pre-K or other community programs.

Families and professionals work together to prepare for a smooth transition.



What is your role in the transition process?

There are many ways you can help to make the transition process go smoothly, such as attending scheduled meetings and taking your child to screenings, developmental evaluations, and physical examination appointments. In addition, you can gather important papers needed to assist with the transition process. These may include the following:

- Your child's birth certificate and social security card
- Proof of your residency, such as a recent copy of a utility bill
- A record of your child's immunizations
- Your child's recent individualized family support plan (IFSP) and any current reports from professionals providing services to your child

Ask your service coordinator for a copy of *TRANSITION—A Booklet to Help Children and Families Transition from Early Steps at Age Three to Other Community Programs*. It answers many questions you may have about the transition process, and includes information about programs that may be available in your community. A transition video is also available and may be helpful for you to watch. Your local Early Steps should have copies of both, or you may visit Florida's Transition Project (FTP) at <http://www.floridatransitionproject.com> to view or download them.

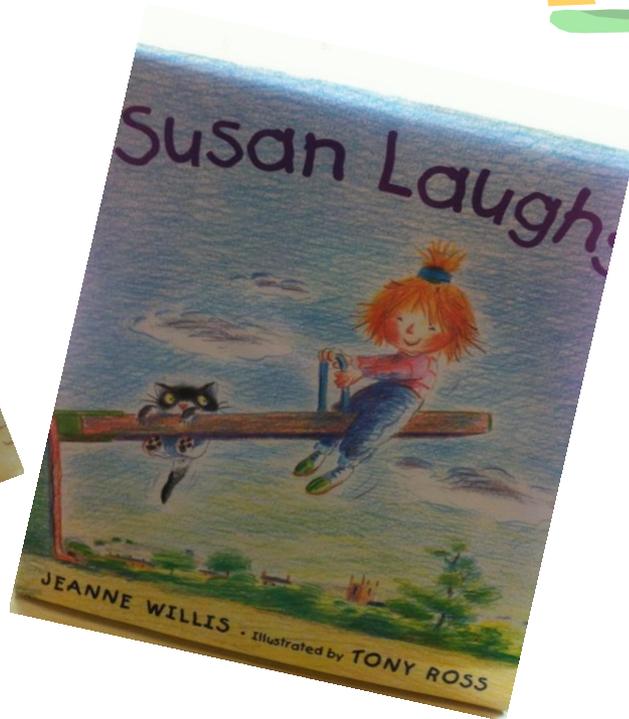
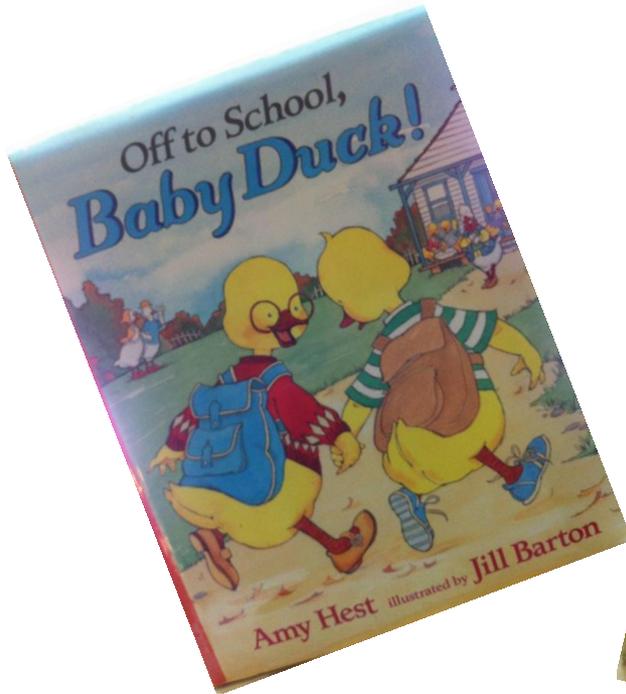


This TATS Talks discusses the transition process from Early Steps to Pre-K and the steps that are involved to ensure a smooth transition for the child and the family.



www.tats.ucf.edu

BOOKS HELP CHILDREN...



Children identify with the characters and become more informed –
parents, too!

BOOKS TO CONSIDER...



- ◉ *Bernard Goes to School*, by Joan Elizabeth Goodman
- ◉ *Billy and the Big New School*, by Laurence Anholt
- ◉ *Busy at Day Care*, by Patricia DeMuth
- ◉ *Emily's First Day of School*, by Fran Schiller
- ◉ *First Day Jitters*, by Julie Danneberg
- ◉ *Froggy Goes to School*, by Jonathan London
- ◉ *Hello School*, by Dee Lillegard
- ◉ *I'll Go To School If...*, by Bo Flood
- ◉ *Little Cliff's First Day at School*, Clifton L. Taulbert
- ◉ *Little Monster Goes to School*, by Alison Inches
- ◉ *Moses Goes to School*, by Isaac Millman
- ◉ *Off to School Baby Duck*, by Amy Hest
- ◉ *Special People, Special Ways*, by Arlene Maguire
- ◉ *Susan Laughs*, by Jeanne Willis
- ◉ *Timothy Goes to School*, by Rosemary Wells
- ◉ *Vera's First Day of School*, by Vera Rosenberry

From Transition Booklet: www.floridatransitionproject.com

4. CHILDREN

Children face many changes when they are transitioning....



CHILDREN / FRIENDS - CHANGES

○ Daily Routine

- More activities
- Transitions from one activity to another
- Lunch room
- Outdoor time

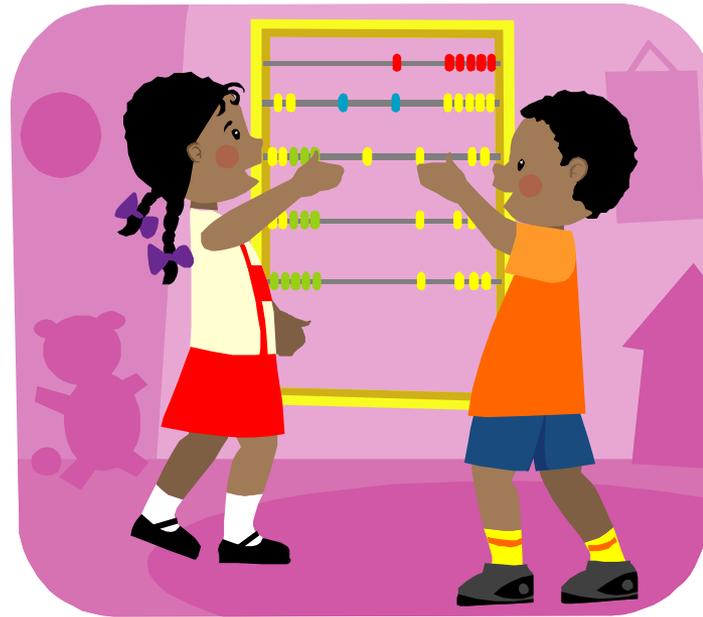
○ Expectations

- Classroom rules
- Developing friendships
- Social/emotional skills
- Self management skills
- Problem solving skills, etc

○ New building

○ Larger class size

○ Transportation





WHAT IS YOUR ROLE

Assist

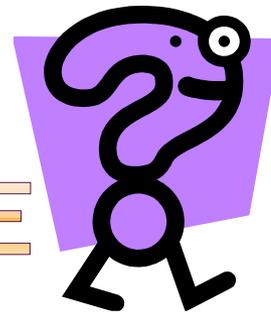
- teachers in developing instructional strategies to promote learning for all children

Know How

- to help teachers refer children about whom there are concerns - according to the system in your community

Support

- teachers in preparing for meetings with families if requested



WHAT IS YOUR ROLE

Encourage

- teachers to become more informed about transition and its importance to families

Promote

- Inclusion of children with disabilities and the classroom arrangements and materials that work for all children - including those with disabilities

Utilize

- Resources to promote better understanding

http://www.tats.ucf.edu/docs/Administrators_Checklist_Level_1_Final.pdf

<http://www.tats.ucf.edu/ProgE/walkThro.html>

http://www.tats.ucf.edu/docs/Supplement_to_Administrators_Walkthrough_Final.pdf

SUMMARY



- ◉ Transition is a continuing process
- ◉ Transition requires preparation, planning and collaboration in order to ensure a smooth process for children, families and staff.
- ◉ Systematic planning provides the road map



CONTACT INFORMATION

Bettianne Ford, Coordinator
352.372.2485



bettianne@floridatransitionproject.com
www.floridatransitionproject.com