

# RECOMMENDED TRANSITION PRACTICES FOR YOUNG CHILDREN

## National Early Childhood Transition Center, 2008

### Overview

Transition between and among programs is a major part of the lives of young children and families. This paper presents the results of a national validation survey of early childhood and childhood special education professionals of key practices that support the transition process as children leave early intervention and enter pre-school and as they leave preschool and enter kindergarten. A total of 21 practices were identified through a series of studies that included administrators, providers and family members.

### Key Points of the Study

The survey was designed to determine:

- a. The extent to which early childhood professionals agree on a set of recommended practices for early childhood transition
- b. Whether there are specific transition practices that are perceived as better than others.

### A Selected List of Recommended Practices from the 21 Identified in the Study

1. A primary contact person for transition is identified within each program or agency
2. Staff and family members are actively involved in design of transition processes and systems.
3. Staff roles and responsibilities for transition activities are clearly delineated
4. Methods are in place to support staff-to-staff communication within and across programs
5. Families meaningfully participate as partners with staff in program and community wide transition efforts.
6. Individual child and family transition meetings are conducted
7. Staff follow-up on children after the transition to support their adjustment
8. Transition team members share appropriate information about each child making a transition.
9. Families needs related to transition are assessed and addressed.
10. Children have opportunities to develop and practice skills they need to be successful in the next environment.

### Conclusion

The transition process for young children has long been considered complex, given the need for coordination across the multiple systems and programs that serve young children. Therefore, it has been difficult to identify a set of transition practices that can address the diverse needs of families, yet are sufficiently discrete to be implemented successfully within and across the different programs that serve young children. The organization of this study was designed to provide that can be used and tailored to individual contexts and circumstances as a way to see the practice in action.

(2008). *Recommended transition practices for young children*. Lexington, Kentucky: The National Early Childhood Transition Center.