

# Early Childhood Transition Practices that Support Inclusion



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**NECTC**  
national early childhood  
**transition**  
center



**CONNECT**

The Center to Mobilize Early Childhood Knowledge



A partnership between:



Founded by:



# In This Session We Will Discuss....



- **A model for thinking about child outcomes after transition**
- **Presentation of Evidence-Based Transition Practices**
- **Preview of Resources to Support Transition Planning from NECTC and CONNECT**
- **Reflection on implications of transition practices for pre-k through Grade 3 alignment.**
  
- **All in 1 ½ hours – Whew!!**

# Purpose of National Early Childhood Transition Center (NECTC)

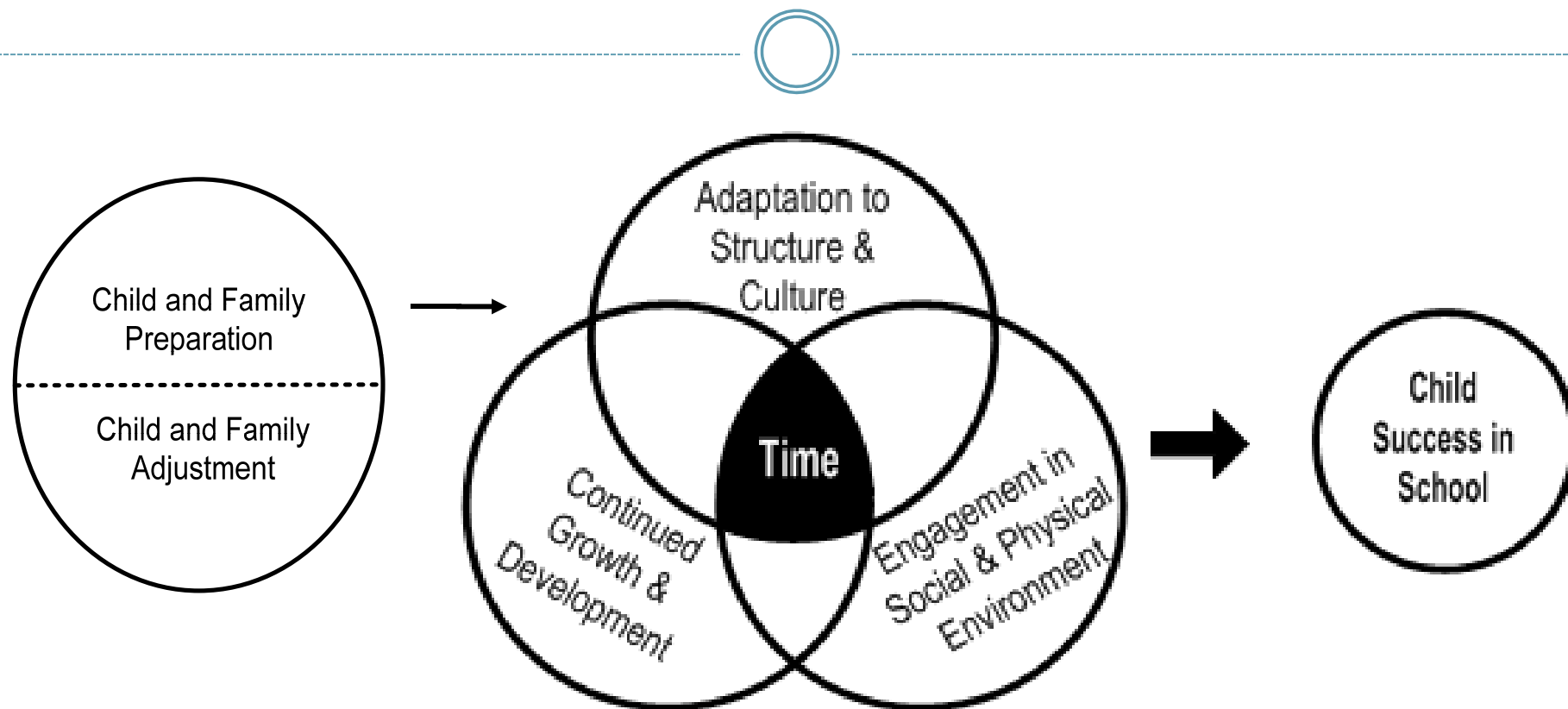


**To investigate and validate practices and strategies that enhance the early childhood transition process and support positive school outcomes for children with disabilities.**



U.S. Office of Special  
Education Programs

# Measuring Transition Outcomes for Children



**Figure 3**  
Child Outcomes of Transition

Rous, Harbin, & McCormick, 2006

# Evidenced Based Practices



## **WHAT DOES THE CURRENT RESEARCH TELL US ABOUT TRANSITION**

\* Using definition from What Works Clearinghouse, 2008)

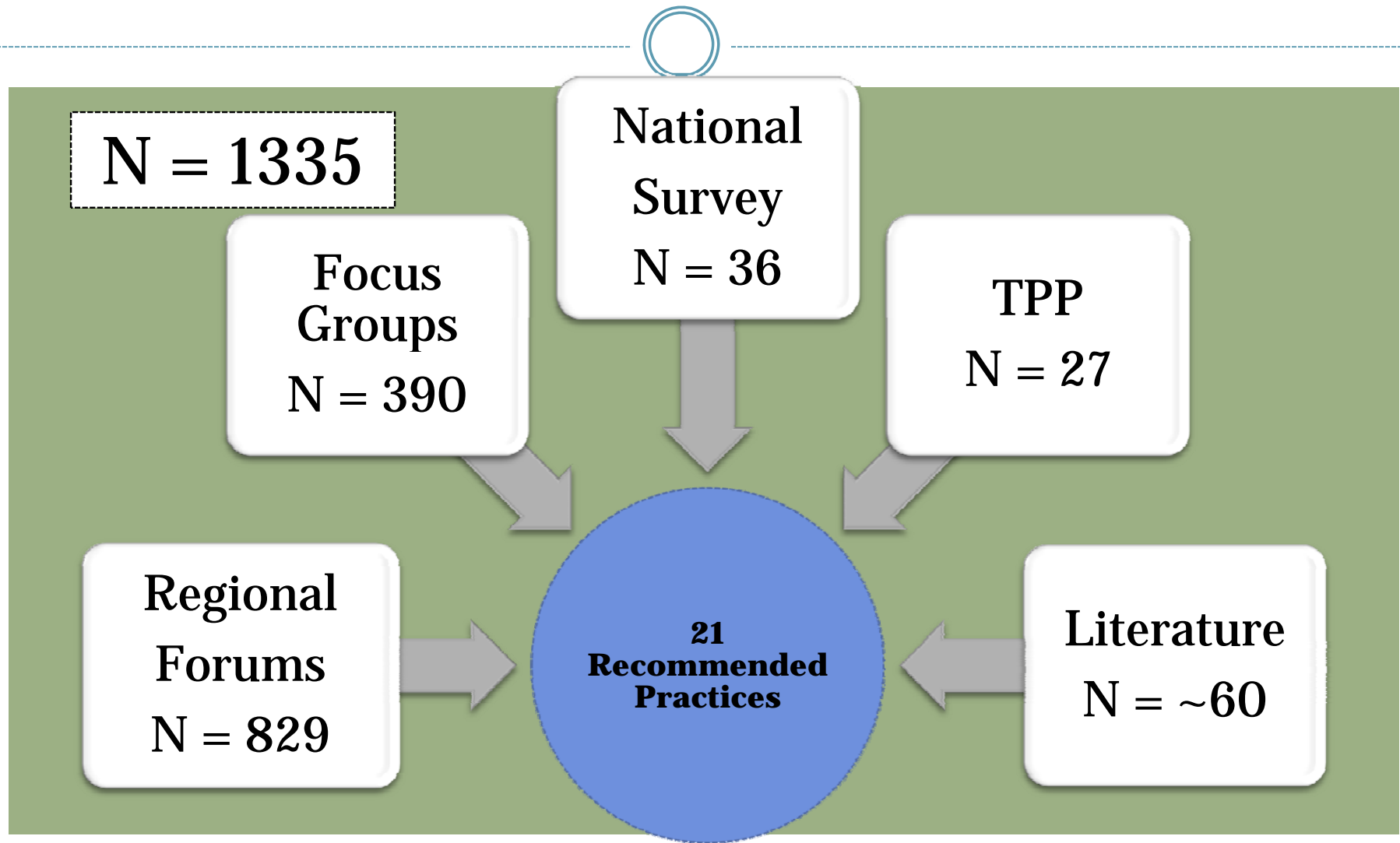
# Setting the Context



- **Research-Based Practices**
  - Validated by Research
  - A Moderate/Large Extent\* of Evidence for Children and Transition
- **Recommended Practices**
  - Validated by Key Stakeholders
  - Designed to Inform Decisions About Services
- **Evidence-Based Practices**
  - Best Available Research
  - Wisdom & Experience
  - Values

\* Using definition from What Works Clearinghouse, 2008)

# NECTC Charge: Identify Transition Practices & Strategies that Work



# Transition Practices & Strategies

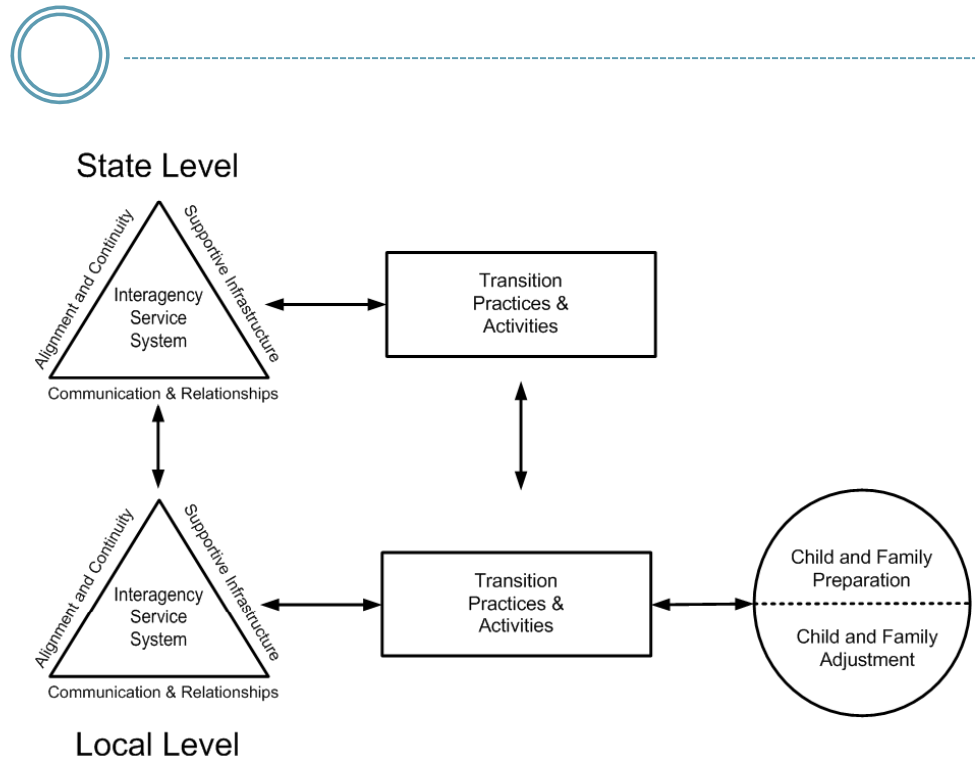


- **Practices = key elements of transition planning that are:**
  - broad and global,
  - can be implemented in ways that reflect a shared understanding of the intent of the practice, and
  - are regularly and consistently implemented across staff and programs.
- **Strategies = program or classroom specific activities used to implement a practice**

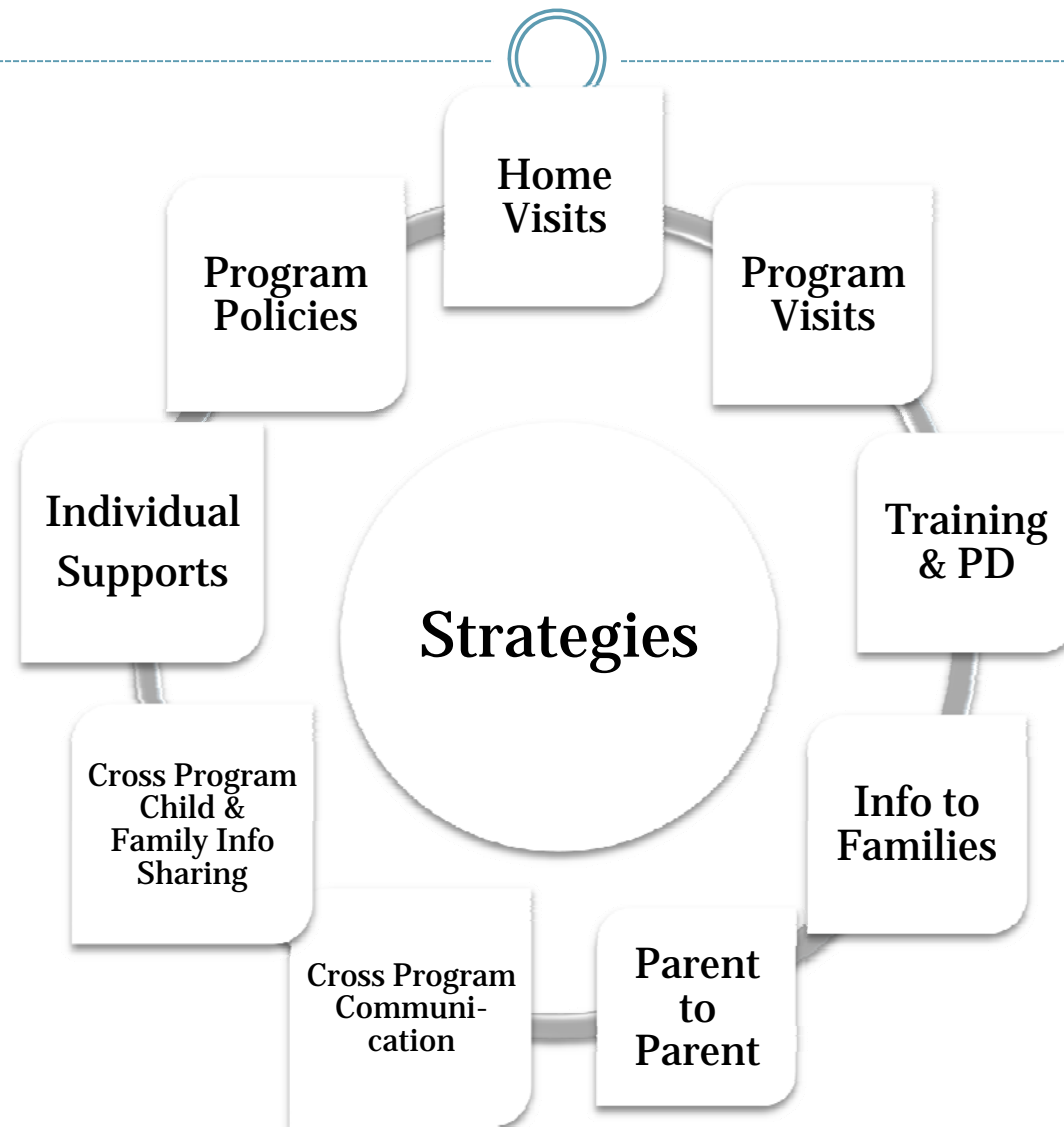
# Organization of 21 Practices

- **By NECTC Conceptual Framework:**

- Support Interagency Structure (7)
- Support Continuity and Alignment (4)
- Support Communication and Relationships (2)
- Support Child and Family Preparation (6)
- Support Child and Family Adjustment (2)



# Organization of the 1335 Strategies



# Research-Based Transition Practices



- **Some demographic factors relate to long-term academic achievement and social outcomes for children after transition.**
  - SES, family risk factors, quality of neighborhood & parent school involvement/satisfaction
- **Teachers and principals/directors view social skills as being more important for children's school readiness than academic skills.**

\* Using definition from What Works Clearinghouse, 2008)

# Research-Based Transition Practices



- **High quality child care & developmentally appropriate classrooms are associated with better academic outcomes, work habits, and social adjustment after transition.**
  - Choose & implement curricula that are developmentally appropriate
  - Conduct regular meetings to discuss continuity between programs
  - Provide administrators with training and information on developmentally appropriate practices, & opportunities to spend time in early childhood classrooms.
  - Conduct multi-level and cross-agency team (e.g., teachers, related services, preschool, kindergarten) training within a program on DAP, early childhood standards, curriculum and assessment.

## Discussion



*Conduct multi-level and cross-agency team (e.g., teachers, related services, preschool, kindergarten) training within a program on DAP, early childhood standards, curriculum and assessment.*

- How do you gain buy-in at the K-2 level?. What kind of professional development/institutional learning could support the kind of leaders we need?

# Research-Based Transition Practices



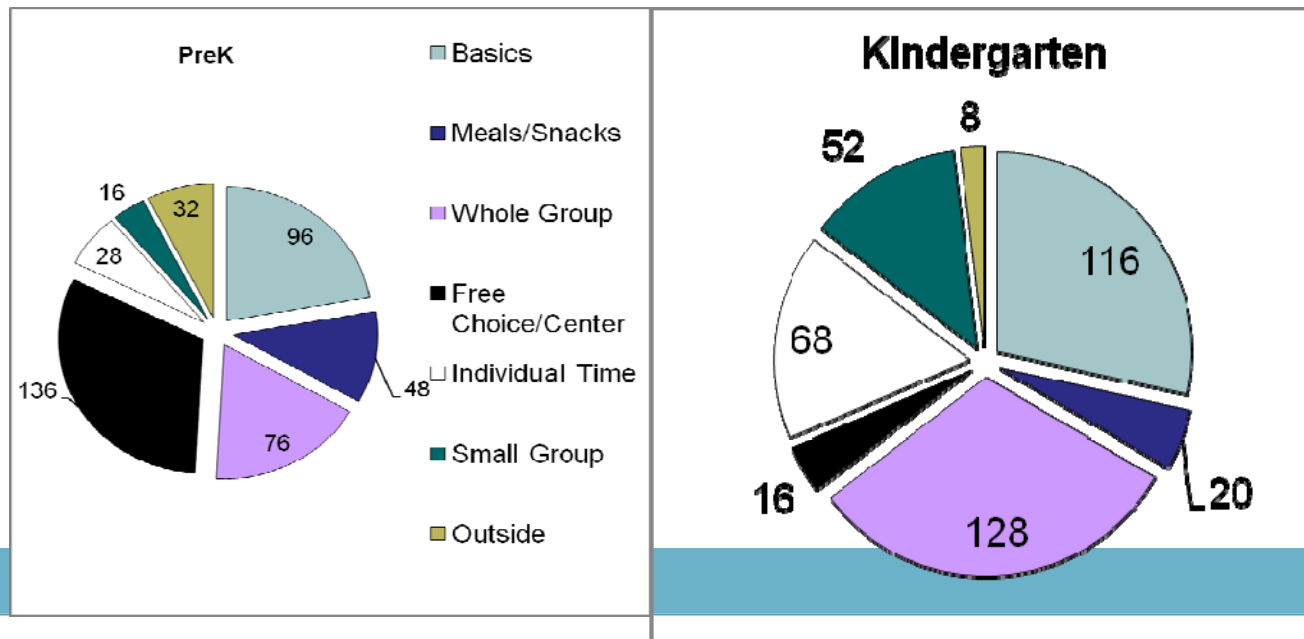
- **A match between sending & receiving environments, & teaching skills related to requirements in next environment result in more successful adjustment & positive outcomes after transition.**
  - *Conscious & transparent connections are made between curricula & child expectations across programs/environments.*
    - ✦ **Develop a coordinated curriculum or complete curriculum mapping**
    - ✦ **Conduct classroom visits (e.g., teachers/child visit incoming children's classrooms or visit receiving classrooms)**
    - ✦ **Implement specific strategies to help the child learn skills they will need in developmentally appropriate ways.**
    - ✦ **Modify the curriculum before the child enters a preschool or kindergarten class.**

# Discussion



A match between sending & receiving environments, & teaching skills related to requirements in next environment result in more successful adjustment & positive outcomes after transition.

- *How could using the kind of information portrayed in this graph promote conversation between PreK and K teachers?*



# Research-Based Transition Practices



- **A close, positive teacher-child relationship during & after transition associated with better cognitive outcomes for children.**
  - *Communication between early childhood and school age programs teachers/staff.*
  - *Engaging families in collaborative transition planning.*
  - *Identify the individual needs of children and families*

# Close-Positive Teacher-Child Relationships



- *Support communication between early childhood and school age programs teachers/staff.*
  - Development of an individualized transition plan for each child and family,
  - Frequent contact between early childhood and school age teachers/staff to discuss individual children's progress on a transition plan.

# Close-Positive Teacher-Child Relationships



- *Engaging families in collaborative transition planning.*
  - Conduct home visits before school and/or before a child starts school in the case of a three year old, to build rapport with the child and family, gather information, and discuss general classroom structures, activities, etc.

# Close-Positive Teacher-Child Relationships



- *Identify the individual needs of children and families.*
  - Arrange a class visit by the child and family before the child starts school to orient them to the new classroom environment.
  - Plan phase-in transition days for children to allow them to acclimate to the environment over the period of time

## Discussion



**A close, positive teacher-child relationship during & after transition associated with better cognitive outcomes for children.**

- *How do we help K-2 teachers understand their important role in this area?*

# Tools and Supports

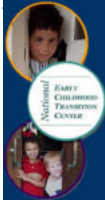


# Web-Based Tool Kit



- **Searchable Database**
  - Search by Practice
    - ✦ List of Strategies
  - Search by Category of Strategy
    - ✦ List Practice
    - ✦ List Strategies
  - Search by Barrier for Diverse Populations
    - ✦ List Practice
    - ✦ List Strategies

# Transition TIPS



NECTC

National Early Childhood Transition Center

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**NECTC**  
**Transition TIPS**

Toolkit of **P**ractices and **S**trategies

**Practices** are defined as key elements of transition planning that are broad and global in nature and can be implemented in ways that reflect a shared understanding of the intent of the practice and are regularly and consistently implemented across staff and programs.

**Strategies** are defined as specific program or classroom activities used to implement a practice.

[Need help navigating TIPS? Click here to download navigation tips! \(PDF\)](#)

#### Find strategies that are specifically recommended for children:

- from Diverse Backgrounds
- who have Significant Disabilities
- with Challenging Behaviors

#### Limit Search to the Transition from

- Early Intervention to Preschool
- Preschool to Kindergarten

#### Search by Conceptual Framework ([What is the Conceptual Framework?](#))

- select a Conceptual Framework Component -

#### Search by Practice:

- select a Practice -

#### Search by Category of Practice:

- select a Category of Practice -

# NECTC Website



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## WELCOME!

*Welcome to the new home of NECTC on the web. We hope that you will find it a valuable resource on transition. As we finish transitioning to this new website, you may experience some slight technical issues or errors that we missed or are still working on. You may contact us at the email below if you continue to experience problems or have questions.*

## What's New

The latest NECTC Transition Alert: [\*OSEP's Early Childhood Policy Letters Related to Transition.\*](#)

Findings related to thorough review of refereed research on early childhood transition to young children with disabilities and their families in

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

# Publications and Materials

To request accessible documents pl

## Title

### [Technical Report 6](#)

A Critical Incident Study of the Transition Experience for Young Children with Disabili

### [Technical Report 5](#)

A Review of Research in Early Childhood Transition: Child and Family Studies

### [Technical Report 4](#)

State Infrastructures to Support Young Children with Disabilities

### [Technical Report 3](#)

Recommended Transition Practices for Young Children and Families

### [Technical Report 2](#)

Transition Issues and Barriers for Children with Significant Disabilities and from Cult

### **Technical Report 1**

Strategies for Supporting Transitions for Young Children with Special Needs.

### **The information in this technical report can now be found at:**

*Rous, B., Myers, C.T. & Stricklin, S. (2007). Strategies for supporting transitions for young children with special needs. Journal of Early Intervention, 30(1), 1-18.*



[NECTC](#) > Home

WELCOME!

# CONNECT Modules : An EBP Approach to PD



Learn about practices to solve dilemmas in early childhood settings

Videos, activities and narratives will guide you through a process to learn about serving children with disabilities effectively.

[Read More About Connect Modules](#)

RESOURCES >

Library of videos, activities, handouts and supplemental materials

INSTRUCTORS >

Instructor community and guides for module facilitation

LEARNERS >

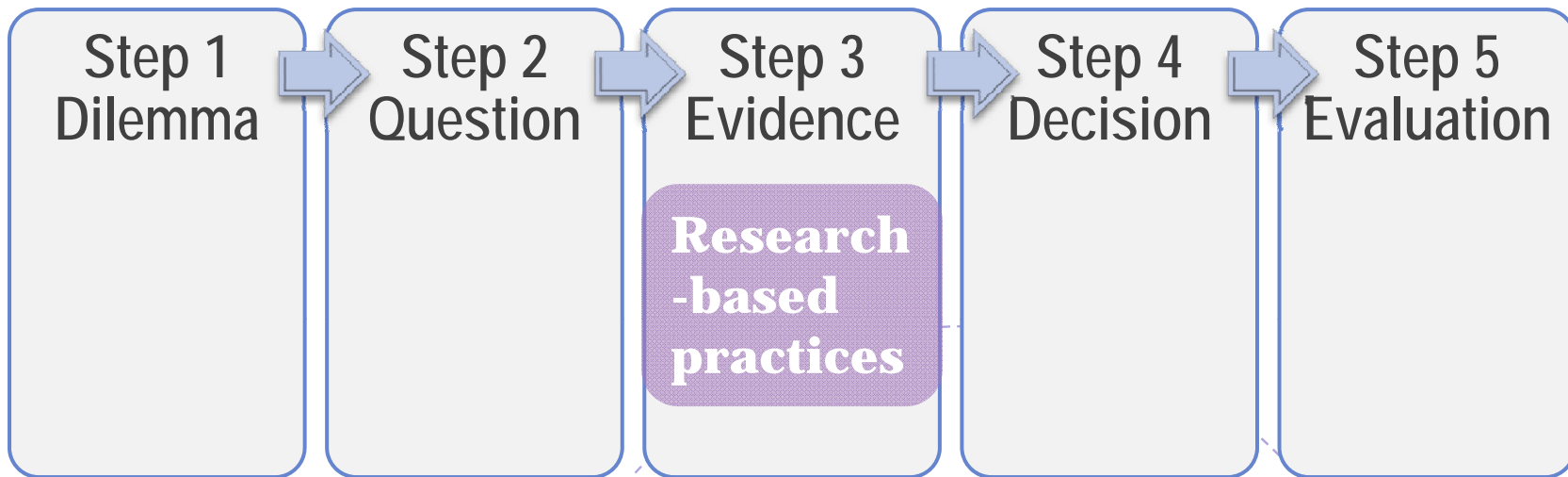
Web-based modules presented in a 5-step learning cycle



UNC  
FPG CHILD DEVELOPMENT INSTITUTE



Contributions



## 5 Step Learning Cycle - Process for Making Evidence-Based Practice Decisions



# Thank You



## Opportunity for Questions

Additional information:

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