

TRANSITION PRACTICES AND EXPERIENCES AT AGE THREE:

If We Knew Then What We Know Now

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Today We Will....

- Present and discuss preliminary findings from two studies.
 - Transition Experiences of Families and Children at Exit from Early Intervention
 - Transition Experiences of Families and Children at Entry to Preschool.
- Discuss implications for state and local policy and practice

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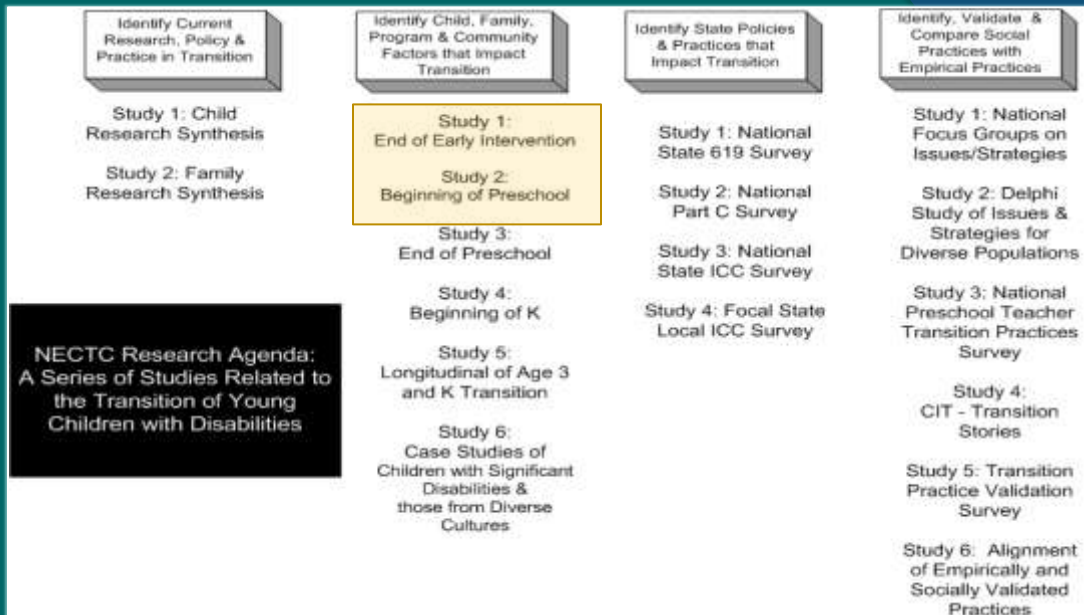
Purpose of National Early Childhood Transition Center (NECTC)

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



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Population and sampling

- Sampled from 5 states (Kentucky, Louisiana, Michigan, Oregon, Wisconsin)
- Study 1 = Children at Exit from Early Intervention
 - Up to 6 months before leaving early intervention programs
 - Approximately 24% summer birthday (May, June or July).
- Study 2 = Children at Entry to Preschool
 - Received early intervention services
 - Within 6 months of entry to preschool programs
 - Approximately 23% with summer birthdays

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Factors Investigated

- Child
 - Status, nights in hospital, disability, gender, race, amount of service (minutes), number of providers, receiving program
- Family
 - SES, maternal education, empowerment, supports, effort to access services, decision-making (for types and frequency of services), life outcomes (child & family)
- Provider
 - Training, professional development, discipline

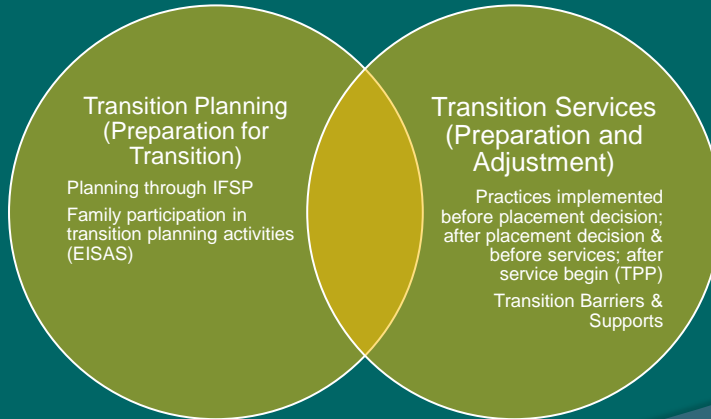
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Transition Services

Exit from Early Intervention

Entry to Preschool



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The State of the Evidence:
**What are family and child
transition experiences?**

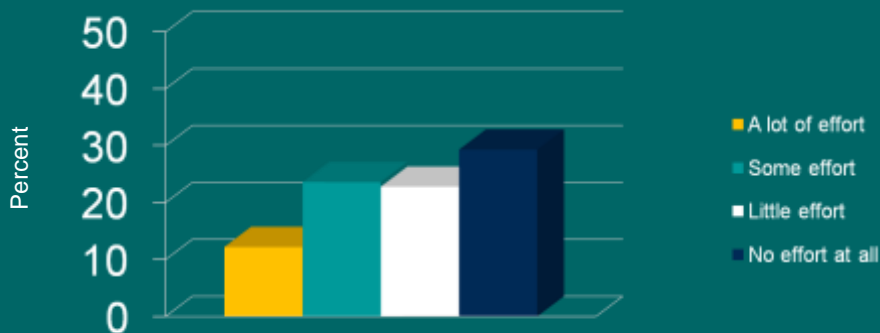
Change in Service Providers and Location After Transition

| Change in Service Structure | % |
|-------------------------------------|------|
| Same providers same place | 30.7 |
| Same providers different place | 2.1 |
| Different providers same place | 5.3 |
| Different providers different place | 48.4 |
| No Services | 5.3 |

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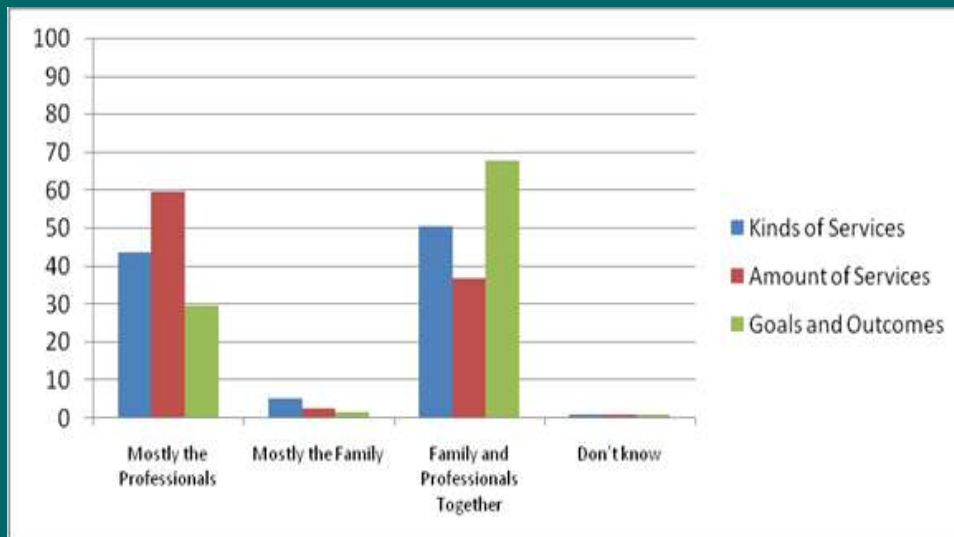
Family Effort in Transition Planning

Majority of families at entry to preschool reported expending little to no effort on transition planning



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Decision Making at Entry to Preschool



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Families Perceptions of Transition Planning for At-Three

- Families report being extremely satisfied with the quality of services they received
 - in early intervention ($x = 3.09$)
 - and preschool ($x = 3.62$) [1 = poor and 4 = excellent]
- Families believe they received about the right amount of services from providers in
 - early intervention ($x = 2.28$)
 - and preschool ($x = 2.24$)

[1 = more than needed; 2 = right amount; 3 = less than needed]

Family Perceptions of Transition Planning for At-Three (continued)

- ⦿ Families reported *their (family's)* overall situation was very good to excellent:
 - In early intervention ($x = 3.98$)
 - In preschool ($x = 4.04$) [1 = poor and 5 = excellent]
- ⦿ Families reported *their child's* overall life situation was very good to excellent:
 - In early intervention ($x = 4.08$)
 - In preschool ($x = 4.30$) [1 = poor and 5 = excellent]

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Identifying Transition Strategies and Practices

Transition Planning Services (N = 158)

| Items with Agreement (1 = strongly disagree; 7 = strongly agree) | Mean (SD) |
|---|-------------|
| If other than English, the transition planning process was conducted in the language most comfortable for my family and child. | 6.45 (1.46) |
| The transition process was explained to me in a way that I could easily understand (no professional jargon or complicated terms). | 6.23 (1.56) |
| A single contact person was available to help me and answer any questions or concerns I had about the transition planning process. | 6.03 (1.68) |
| I had the opportunity to talk about what was important to my child and family in preparing for the transition. | 5.83 (1.89) |
| I was encouraged to take as much responsibility as I was comfortable with in making decisions about what program(s) and services I felt were most appropriate for my child. | 5.78 (1.95) |
| Planning for the transition was started in adequate time so that I did not feel rushed. | 5.68 (1.98) |
| Various people working with my child had an opportunity to participate in or contribute information to the transition planning process. | 5.50 (2.16) |
| Decisions about the most appropriate program and services for my child were based on his/her individual strengths and needs. | 5.49 (2.23) |
| Professionals worked with me to gather information about the various programs and services in my community as plans were made for my child's transition. | 5.21 (2.15) |
| My family's schedule, finances, transportation, and other needs were taken into consideration when making decisions about my child's transition. | 5.10 (2.52) |

Transition Planning Services (N = 158)

| Items with Little Agreement (1 = strongly disagree; 7 = strongly agree) | Mean (SD) |
|---|-------------|
| I was encouraged to get as much information as possible about different programs by visiting these programs and talking with other parents. | 4.53 (2.41) |
| In preparing for the transition, the early intervention professional(s) and staff in the new program had an opportunity to work together to plan for my child's successful transition. | 4.52 (2.80) |
| I had the opportunity to continue any early intervention services and supports that my child and family needed during the transition. | 4.49 (2.81) |
| In preparing for the transition, my child and family had the opportunity to visit the new program before he/she started. | 4.28 (2.87) |
| In preparing for the transition, my child and family had the opportunity to visit the new program before he/she started. | 4.10 (2.92) |
| I worked with the early intervention professional(s) and staff from the new program to write the Individual Education Plan (IEP) that included decisions made during the transition planning process. | 4.04 (2.93) |
| Early intervention professionals worked with the staff in the new program to make sure that the right kind of materials and equipment were available to help my child be successful. | 3.81 (2.96) |

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Transition Planning through the IFSP

- Reviewed 83 IFSPs (40% of sample)
- Mean age of the child at time of IFSP meeting was 31 months (range 24 months to 36 months)
- IFSPs were primary listed as
 - Review (70.7%)
 - Initial (26.8%)
 - Amendment (2.4%)
- Few IFSPs indicated it represented the official transition conference (11.1%)

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Transition Planning Through the IFSP

- ~ 90% included explicit steps to support transition.
- Majority (83.8%) has separate transition section
 - 74.4% had pre-identified transition components
 - most common checklist with a place to check activities implemented , and section for timelines and person responsible for implementation.
- Of IFSPs with a transition section, 17.1% included non-duplicated steps and services to support transition in another section of the IFSP.

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Goals and Outcomes on IFSPs

- General Outcomes
 - Mean 3.2 (SD = 2.63) child outcomes (range 0 to 15)
 - Mean .5 (SD = 0.7) family outcomes (range 0 to 4)
- Transition Related Outcomes
 - Mean .32 (SD = .68) child outcome (range of 0 – 5)
 - For families, 3.5% included specific priorities, 3.5% concerns, 0% resources specific to transition

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Quality of IFSP Transition Outcomes

- Looked at 5 areas required through IDEA
 - family involvement; child preparation and adjustment; family knowledge of program options; transfer of records; planning for the official referral to the next environment.
- Looked at Quality via specificity of outcome statements:
 - nothing written; vague (e.g., checkmark on a checklist); some specifics written for child and family; detailed and individuated specifics.

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Transition Components/Quality on IFSP's

| Required Components | Outcome | | Quality of Outcomes | | | | | | | |
|---|---------|------|---------------------|------|-------|------|----------------|------|----------|------|
| | N | % | Nothing Written | | Vague | | Some Specifics | | Detailed | |
| | | | N | % | N | % | N | % | N | % |
| Family Involvement (n = 80) | 14 | 17.5 | 66 | 83.1 | 6 | 7.5 | 3 | 3.6 | 5 | 6.0 |
| Child Preparation and Adjustment (N = 79) | 49 | 62.0 | 30 | 38.0 | 43 | 54.4 | 4 | 5.1 | 2 | 2.5 |
| Knowledge of Program Options (N = 82) | 64 | 78.0 | 18 | 22.0 | 43 | 52.4 | 15 | 18.3 | 6 | 7.3 |
| Transfer of Records (N = 76) | 27 | 35.5 | 49 | 64.5 | 17 | 22.4 | 4 | 5.3 | 6 | 7.9 |
| Planning for Referral (N = 80) | 58 | 72.5 | 22 | 27.5 | 28 | 35.0 | 19 | 23.8 | 11 | 13.8 |

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Transition Services for Children at Entry to Preschool

Transition Strategies

- Child/Family Targeted (Time Oriented) Strategies (from TPP)
 - Before placement decisions were made; After placement decisions but before services were initiated; After services were initiated
- Families report a mean of 16.69 (SD = 6.90) of 27 practices as implemented.
- Practices happened more often
 - after the placement decision, but before services (70.9%)
 - before a placement decision (68.9%),
 - after preschool services started (49.9%)

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Before Placement Decision....

| 12 Practices 9 of 12 (75%) commonly used (70% or more of respondents) | Parent N =189 |
|---|--------------------------|
| Professionals asked about my child's interests and abilities during the assessment process. | 85% |
| My EI provider helped prepare me ahead of time for the transition process | 82% |
| I received the information I needed to make the decision about how my child's services would change. | 81% |
| I was included as an active team member in assessment of my child. | 80% |
| Assessment results accurately reflected my child's behavior and ability during daily routines. | 79% |
| Assessment results were useful in planning transition outcomes. | 78% |
| I had easy access to my child's records. | 76% |
| I had plenty of time to review assessment results and ask questions before decisions about my child were made. | 75% |
| I was the major decision maker in the decisions about where/when my child would go for preschool services. | 74% |
| I had a choice between different options for preschool and/or other services for my child. | 58% |
| I had the opportunity to visit different preschools before a final decision was made | 41% |
| I was offered the opportunity to talk with other parents about the experiences they had during the transition from the early intervention program to preschool. | 18% |
| Average Use of Practices | 8.09 |

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After Decision but before Services

| 8 Practices 4 of 8 (50%) commonly used (70% or more of respondents) | N =189 |
|--|---------------|
| I talked with preschool staff about the special needs of my child and/or details like meals, transportation, and the special services available. | 82% |
| I received information about the new setting, such as the name of a contact person, skills my child would be expected to have, assessments needed, etc. | 82% |
| I had the opportunity to visit the class my child will attend. | 77% |
| Early Intervention and preschool staff communicated with each other about my child's transition. | 76% |
| If there was a gap between the time my child turned three and the time he/she entered preschool, the early intervention program continued to provide us with services. | 33% |
| I was introduced to other families of children who would be in my child's class. | 21% |
| The preschool teacher visited us in our home | 20% |
| I was given contact information of other families of children who would be in my child's class. | 9% |
| Average Use of Practices | 4.36 |

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After Services Started

| 7 Practices 4 of 7 (57%) commonly used (70% or more of respondents) | N =189 |
|--|---------------|
| My child's preschool provider has shared information with me about how he/she is adjusting to the new setting. | 87% |
| At the time my child started preschool services, all or most needed services and resources as listed in the IEP were in place. | 81% |
| My child's records promptly followed him/her to the preschool or new agency. | 75% |
| My child's new teacher asked me about how I thought my child was adjusting to the new setting. | 71% |
| My child's teacher conducted ongoing assessment of my child's progress in order to modify goals or instruction for my child. | 70% |
| My child's teacher asked me to provide information on my child's progress, interests, and abilities as part of the ongoing assessment. | 57% |
| Staff from both the early intervention program and the preschool worked with me to solve any problems or difficulties encountered with the new setting.* | 56% |
| Average Use of Practices | 4.22 |

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Overall Findings from Study at Entry to Preschool

- Providers received little training or information around supporting the transition to preschool.
- Providers reported using transition practices more often for some children rather than for all children regardless of the focus of the practice (individual, group, or interagency/ collaborative)

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Overall Findings from Study at Entry to Preschool, continued

- There was no link between a change in location and providers (or no changes) and the effort families expended on transition planning.

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Overall Findings from Study at Entry to Preschool, continued

- Family involvement in decision making was related to transition planning....
 - The more involved families were in decision making related to services and their child's goals, the less effort they expended on transition planning and the more helpful they saw transition planning services
 - The more involved they were in decision making, the less effort they expended and families reported fewer transition practices as being implemented before placement decisions were made.

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Overall Findings from Study at Entry to Preschool, continued

- Family Empowerment was related to transition services
 - The more empowered the family, the more involved they reported being in transition planning
 - The more empowered the family, the more transition services they reported before the placement decision and after the decision but before preschool services were initiated.

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Overall Findings from Study at Entry to Preschool, continued

- Families of children who have more than one disability and with lower expressive language skills reported more effort expended on transition planning
- The more barriers a family reported encountering, the less involved they reported they were in transition planning.

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Questions or Comments

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