|  |  |
| --- | --- |
|  | **TRANSITION RESOURCES[[1]](#footnote-1)** |
| **EVIDENCE SOURCES** | **Federal Requirements for Transition from Part C to Preschool** [**https://ectacenter.org/topics/transition/reglaw.asp**](https://ectacenter.org/topics/transition/reglaw.asp)  *This site contains the specific provisions of the Individuals with Disabilities Education Improvement Act (IDEA) related to transition.*  **National Early Childhood Transition Center (NECTC)** [**https://www.ecrdi.info/publications-1**](https://www.ecrdi.info/publications-1)  *NECTC was a five-year research project funded through the U.S. Department of Education, Office of Special Education Programs to investigate and validate practices and strategies that enhance the early childhood transition process and support positive school outcomes for children with disabilities. The project used a multi-method approach to identify state, community, program, family and child factors that lead to positive school outcomes. NECTC products are available as free downloads, and include things like a 2016 research brief on a child outcome framework for the early childhood transition process and many other foundational studies.*  **A Review of Research in Early Childhood Transition: Child and Family Studies, Technical Report # 5**  [**http://www.niusileadscape.org/docs/FINAL\_PRODUCTS/LearningCarousel/ResearchReviewTransition.pdf**](http://www.niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/ResearchReviewTransition.pdf)  *This review of research summarizes major findings that relate to children in transition and are supported by a moderate/large extent of evidence, as well as findings with less significant correlation.*  [**http://www.niusileadscape.org/docs/FINAL\_PRODUCTS/LearningCarousel/ResearchReviewTransition.pdf**](http://www.niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/ResearchReviewTransition.pdf)  **US Department of Education, Office of Special Education Programs Resources on Transition**  [**https://ectacenter.org/topics/transition/osep.asp**](https://ectacenter.org/topics/transition/osep.asp)  *This site provides guidance and policy letters from the US Department of Education, Office of Special Education Programs, regarding the federal requirements for transition.* |
| **PRINT SOURCES** | **Connecting the Steps: State Strategies to Ease the Transition from Pre-K to Kindergarten**  [**https://na-production.s3.amazonaws.com/documents/Connecting-the-Steps.pdf**](https://na-production.s3.amazonaws.com/documents/Connecting-the-Steps.pdf)  *This 2017 brief analyzes actions taken by four states to improve the transition process: West Virginia, Colorado, Oregon, and Washington. It describes the actions each state has taken and discusses the opportunities and challenges with their various approaches.*  **Preparing for Transition from Early Intervention to an Individualized Education Program**  [**https://www.pacer.org/parent/php/php-c158.pdf**](https://www.pacer.org/parent/php/php-c158.pdf)  *This brief highlights the key components of the shift from a “family focus” to a “child focus” and offers insights and additional resources for supporting that shift.*  **Supporting Transitions:** [**Early Educators Partnering with Families**](http://hsicc.cmail19.com/t/j-l-uuhial-hdekiidu-n/)  [**https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/supporting-transitions-brief-two.pdf**](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/supporting-transitions-brief-two.pdf)  *This brief describes how to partner effectively with families during transition. It includes ways early educators and families can partner to plan for transitions into and out of programs and between program options.*  **Supporting Transitions:** [**Program Policies and Practices**](http://hsicc.cmail19.com/t/j-l-uuhial-hdekiidu-p/)  [**https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/supporting-transitions-brief-three.pdf**](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/supporting-transitions-brief-three.pdf)  *This brief explores ways programs can establish policies and practices that promote a collaborative approach to transition.*  [**Supporting Transitions: Working with Early Education Partners**](http://hsicc.cmail19.com/t/j-l-uuhial-hdekiidu-x/)  [**https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/supporting-transitions-brief-four.pdf**](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/supporting-transitions-brief-four.pdf)  *Use this brief to learn strategies to communicate and collaborate with other ECE programs, elementary schools, and community stakeholders. It identifies ways programs can promote continuity between programs.*  **Transitions and Alignment from Preschool to Kindergarten**  [**https://www.ecs.org/wp-content/uploads/Transitions-and-Alignment-From-Preschool-to-Kindergarten-1.pdf**](https://www.ecs.org/wp-content/uploads/Transitions-and-Alignment-From-Preschool-to-Kindergarten-1.pdf)  *This special 2018 report from the Education Commission of the States outlines strategies for how to best coordinate and align standards, assessments, and curricula between preschool and kindergarten to make the transition experience seamless for the child, family, and educators. State examples of best practice transition policies are provided from California, Massachusetts, and West Virginia.* |
|  | **TRANSITION RESOURCES[[2]](#footnote-2)** |
| **AUDIOVISUAL** | [**Engaging Families in the Transition to Kindergarten**](http://r20.rs6.net/tn.jsp?f=001lXbn42EQqImfs4DNBpMLmQ6mmQqxf_r6HNC_HkofjYxpKhGvyHw_rf_2GkwfRfO7RsIDEef6-RMj9DbEh4DtEUd_iWnSN6KGt9BBcRqqs2UvjnSLqAFoKMv6u2Sg89p8HLfgUGUVQtJ_TKbXEdWtF5mWXCU7S7N0GT_GayBhzVe0I-gESoNZPh0DV2DyJMpM4KHhN9APxw6vLBP75pH_ygVmuELS395vRQ064ofJ-a66_qaHWz5v-Q==&c=kj28l2MqZ_PsIFISzDEp0A4GHeaqMrHmCCFExjUtPenkOZoKVjsTSw==&ch=YMusLzBsc1dWkrhq63bfe8q3gtFui6NC-z1AdJ9ob0Rvba6JVPpCOg==)  [**https://eclkc.ohs.acf.hhs.gov/video/engaging-families-transition-kindergarten**](https://eclkc.ohs.acf.hhs.gov/video/engaging-families-transition-kindergarten)(English)  [**https://eclkc.ohs.acf.hhs.gov/es/video/comprometer-las-familias-en-la-transicion-al-kindergarten**](https://eclkc.ohs.acf.hhs.gov/es/video/comprometer-las-familias-en-la-transicion-al-kindergarten)(Spanish)  *This video provides strategies to support children and their families as they transition into kindergarten. It highlights the importance of strong partnerships between families, programs, and schools play in making this important transition successful.* |
| **ONLINE SOURCES** | **CONNECT Module 2: Transition**  [**https://www.connectmodules.dec-sped.org/connect-modules/learners/module-2/**](https://www.connectmodules.dec-sped.org/connect-modules/learners/module-2/)  [**https://www.connectmodules.dec-sped.org/connect-modules/learners/es/module-2/**](https://www.connectmodules.dec-sped.org/connect-modules/learners/es/module-2/)(Spanish)  [**https://www.connectmodules.dec-sped.org/wp-content/uploads/2019/04/CONNECT-Handout-2-1.pdf**](https://www.connectmodules.dec-sped.org/wp-content/uploads/2019/04/CONNECT-Handout-2-1.pdf) (Handout 2.1)  *Part of a series of seven instructional modules focused on evidence-based practices with an emphasis on inclusive settings and meeting the needs of diverse learners, this module focuses on effective transition practices. The module begins with a video dilemma that offers the perspectives of both a family and a child care teacher about the impending transition of a young child with disabilities. The module includes evidence, activities, handouts, and videos to support the process of making evidence-based decisions that support successful transitions. For example, Handout 2.1 provides a format for gathering information about a transitioning child to support the process. The module is also available in Spanish.*  **DEC Recommended Practices Module: Transition**  [**https://rpm.fpg.unc.edu/module-2-transition**](https://rpm.fpg.unc.edu/module-2-transition) (module)  [**https://rpm.fpg.unc.edu/sites/rpm.fpg.unc.edu/files/files/resources/LearningGuide-2-8-Transition-PlannedAndTimelyStrategiesTable.docx**](https://rpm.fpg.unc.edu/sites/rpm.fpg.unc.edu/files/files/resources/LearningGuide-2-8-Transition-PlannedAndTimelyStrategiesTable.docx)(Learning Guide 2.8)  *Completion of this module will enable learners to: 1) explain the program practices that can support a successful adjustment and positive outcomes; and 2) use a variety of planned and timely strategies to support successful adjustment and positive outcomes for both the child and family. The module introduces and illustrates the recommended practices for transition. For example, Learning Guide 2.8 provides a helpful format for developing a transition plan with specific planned and timely strategies. A companion Learning Guide provides additional resources for faculty and professional development providers to use in addressing the content of the module.*  **Transition Checklists**  [Transition from Hospital to Early Intervention Checklist](https://ectacenter.org/~pdfs/decrp/ASM-1_Informed_Clinical_Reasoning_2018.pdf)  [**https://ectacenter.org/~pdfs/decrp/TR-1\_Hosp\_to\_EI\_2018.pdf**](https://ectacenter.org/~pdfs/decrp/TR-1_Hosp_to_EI_2018.pdf)  [Transition from Early Intervention Services to Part B Preschool Special Education Checklist](https://ectacenter.org/~pdfs/decrp/ASM-2_Engaging_Families_Partners_2018.pdf)  [**https://ectacenter.org/~pdfs/decrp/TR-2\_EI\_to\_Preschool\_2018.pdf**](https://ectacenter.org/~pdfs/decrp/TR-2_EI_to_Preschool_2018.pdf)  [Transition](https://ectacenter.org/~pdfs/decrp/ASM-3_Authentic_Child_Assessment_2018.pdf) from Preschool Special Education to Kindergarten Checklist  [**https://ectacenter.org/~pdfs/decrp/TR-3\_Transition\_to\_Kindergarten\_2018.pdf**](https://ectacenter.org/~pdfs/decrp/TR-3_Transition_to_Kindergarten_2018.pdf)  *Three checklists are available from the Early Childhood Technical Assistance (ECTA) website to support practitioners and families to learn about and incorporate the Transition recommended practices. The checklists may be used to observe and rate transition practices, plan for interactions that reflect recommended practices, or reflect on transition practices with an eye toward improvement. Access all checklists at* [***https://ectacenter.org/decrp/topic-transition.asp***](https://ectacenter.org/decrp/topic-transition.asp) *or individual checklists at the links above.*  **Transition Illustrations**  [**https://ectacenter.org/decrp/topic-transition.asp**](https://ectacenter.org/decrp/topic-transition.asp)  *High-quality videos are available on the ECTA website to illustrate transitions to early intervention, early childhood special education, and kindergarten. Many offer family perspectives, and the multiple examples can support more effective practices by professionals and a better understanding of the transition process for families.* |

|  |  |
| --- | --- |
|  | **TRANSITION RESOURCES[[3]](#footnote-3)** |
| **ONLINE SOURCES** | **Transition Practice Guides for Practitioners**  [**https://ectacenter.org/decrp/topic-transition.asp**](https://ectacenter.org/decrp/topic-transition.asp)  *There is a transition practice guide for each of three contexts: transition from hospital to home; early intervention to preschool special education services; and preschool special education to kindergarten. Each practice guide describes what is recommended with particular emphasis on supporting family preparation, participation, and decision-making, offers an illustrative vignette and a short, exemplary video, and lists suggestions for additional resources. The Practice Guides are available in web and mobile device formats.*  **Transition Practice Guides for Families**  [**https://ectacenter.org/decrp/topic-transition.asp**](https://ectacenter.org/decrp/topic-transition.asp)  *Each of the three Transition Practice Guides for Families emphasizes the important roles for families in participating in each transition process, sharing concerns and preferences, and communicating and collaborating with planning partners. The Practice Guides for Families are available in web and mobile device formats, and in English and Spanish.*    **Transition to Kindergarten**  [**https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten**](https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten)  *Planning and implementing transition activities that strengthen connections can make a positive difference in children’s adjustment to kindergarten and ongoing school success. This website offers a collection of free videos, guides, and other helpful resources to support all phases of the transition process: gathering information, learning about evidence-based practices, and implementing practices effectively.*  **Transitioning Newborns from NICU to Home: A Resource Toolkit**  [**https://www.ahrq.gov/patient-safety/settings/hospital/resource/nicu/index.html**](https://www.ahrq.gov/patient-safety/settings/hospital/resource/nicu/index.html)  *This toolkit includes resources for hospitals that wish to improve safety when newborns transition home from their neonatal intensive care unit (NICU) by creating a Health Coach Program, tools for coaches, and information for parents and families of newborns who have spent time in the NICU.* |

1. This collection was compiled and annotated by [Camille Catlett](mailto:camille.catlett@unc.edu) for SCRIPT-NC and Great Start for Higher Education projects. It is current as of May 2020. Highlighting indicates resources that are available in English and Spanish. [↑](#footnote-ref-1)
2. This collection was compiled and annotated by [Camille Catlett](mailto:camille.catlett@unc.edu) for Great Start for Higher Education and SCRIPT-NC projects. It is current as of May 2020. Highlighting indicates resources that are available in English and Spanish. [↑](#footnote-ref-2)
3. This collection was compiled and annotated by [Camille Catlett](mailto:camille.catlett@unc.edu) for Great Start for Higher Education and SCRIPT-NC projects. It is current as of May 2020. Highlighting indicates resources that are available in English and Spanish. [↑](#footnote-ref-3)