Early Childhood Transition Theory of Action

ECC

	CHALLENGES	BEST PRACTICES	IMMEDIATE OUTCOMES	LONG-TERM OUTCOMES
CHILDREN MAY EXPERIENCE	• Disruption in services • Limited and more segregated service options • Generic services without individualization • Fear and uncertainty with new setting	• Align curriculum expectations between programs • Teach important school readiness skills • Provide inclusive and individualized service options	• IEPs include goals that reflect school readiness • Instructional practices reflect curriculum alignment • Children receive individualized services at the start of school	Children are prepared for new settings and receive continuous services based on family-selected inclusive program options.
FAMILIES MAY EXPERIENCE	• Not knowing what to expect or what to do • Being unaware of all service options • Disrespect and exclusion during planning • Fear and uncertainty with new setting	• Provide clear and complete information in families' preferred formats and languages • Offer opportunities to visit new setting and ask questions • Engage families as valued and equal partners	• Families are informed of the transition process and service options • Families visit new school and meet staff prior to transition • Families are invited and supported as equal partners in all decisions	Families are informed, supported, and valued as equal partners and lifelong advocates for their children.
PRACTITIONERS MAY EXPERIENCE	• Poor communication between sending and receiving programs • Limited knowledge about effective transition practices • Uncertainty of how to meet child and family needs • Minimal leadership support	• Establish clear procedures, roles, and responsibilities for transition planning • Provide professional development to all practitioners engaged in transition planning • Initiate and sustain transition policies and procedures through strong and supportive leadership	• Staff implement all transition planning practices and procedures • All staff receiving professional development on best practices in transition planning • Agency and school leadership communicate and monitor transition planning expectations	Strong partnerships and shared responsibility for effective transitions exist among all sending and receiving programs and schools.