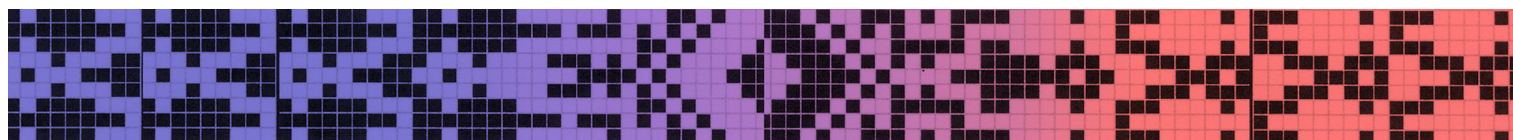


Effective Transitions in **FACE**



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Introduction

In this document, “transition” is used to mean a period of change and adjustment. It means changing from one place or relationship to another. It does not address transitions as specifically used in Special Education.

Transitions happen often in a family’s life: coming home from the hospital, moving to a new home, welcoming a new child into the family, beginning a new job or attending a new school. Transition can be met with joy, happiness, anticipation, uncertainty or apprehension. Change is viewed as a time of growth and new opportunities, but can be stressful. Most of us can use help making transitions smoothly and successfully.

What is Transition in FACE?

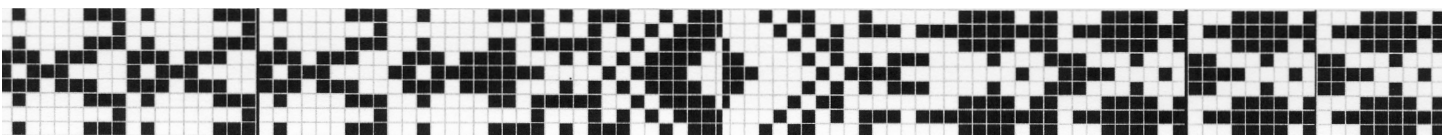
In the Family and Child Education (FACE) program, FACE transition is helping FACE families move from one learning environment to another. While we usually think of transitions in FACE as home-based to center-based and center-based to kindergarten, FACE transitions can also include additional options. Home-based families’ transition options can include: FACE Center-based; FACE home-based 3-K, if offered; public preschool or special services, if eligible; Head Start, if eligible; and FACE or public school Kindergarten. Center-based transition options can include: FACE Kindergarten, Public Kindergarten, home-based FACE, work, or higher education for adults.

FACE evaluations have repeatedly shown that the families who have participated in both home-based and center-based FACE have the greatest outcomes. For this reason, the FACE Guidelines (See Curriculum and Instruction Home-based Setting, section 1. e; Center-based Setting, section 2.d, g) and Implementation Standards (Assurances #7), require that programs establish transition plans and maintain procedures and practices to support successful transitions. This guide supports the guidelines and standards and shares important considerations when transitioning FACE families. A family’s success in FACE may be impacted in part by effective transition practices and activities. When families are well informed and have ongoing support, they are better prepared to adapt to change and meet their educational goals.

Why is Transition Planning Important?

A carefully planned transition is important to adults, children, families and FACE teams because it will:

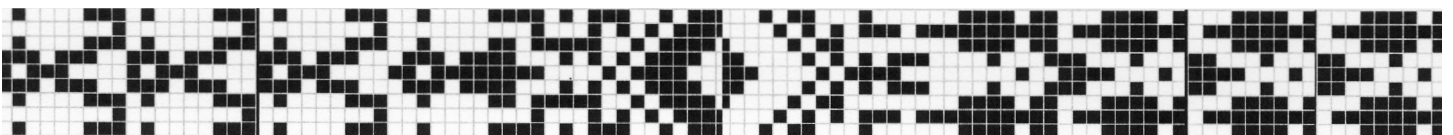
- prevent an interruption in services
- provide families with opportunities to be partners in the transition process
- facilitate the adjustment of children and parents to new learning environment
- eliminate the duplication of screenings
- provide space receiving staff with important information about families
- provide families with accurate enrollment and eligibility requirements
- decrease stress caused by changes that families will experience
- reduce fears of the unknown
- help families and staff build relationships



FACE Transition Action Plan—Guiding Practices

A Transition Action Plan should reflect the team’s philosophy, goals and activities. It is not a single event or a meeting, but an ongoing process. It is essential that the program plan includes steps for facilitating Individual Family Transition Plans as well as the program-wide transition activities.

- **Team Planning.** Transition planning is a part of the team’s planning agenda each week. The team plans, reflects and discusses program-wide transition activities and individual Family Transition Plans.
- **Assess Current Transition Plan.** The team will need to assess the current transition plan—practices, process and activities to determine how to use these materials to provide a foundation for developing or enhancing their program’s effectiveness in transitioning families. See the Transition Practices Checklist in the Transitional Tools section.
- **Involvement of the family.** Families and staff determine the “transition skills” the child and parent need in the next learning environment. The program and family build supports to anticipate and address difficulties the family and child may have in successfully completing the transition process.
- **Involvement of other community resources.** Staff is familiar with services, options and resources within the community and makes referrals.
- **Timelines for transition.** Effective planning reduces the stress of transitions for staff and families. A planning process with a timeline allows for the sharing and transferring of records, information and responses to families concerns and questions.
- **A written plan for the transition process.** The individual Family Transition Plan should serve this purpose for each transitioning family. It should be reviewed and updated frequently.
- **Ongoing and open communication and information sharing between the family and all members of the team.** Families should receive information in advance about the transition process, the components and steps in transitioning.
- **Formal methods to document that transition goals and activities are implemented and evaluated.** The Transitioning Steps and Follow-Up document in this packet should serve this purpose for each transitioning family.



Family-Focused Transition Activities

The following menu is offered as a sample of ideas and activities that programs can choose from to facilitate transitions for FACE families. The menu is sorted by type of transition, and within type it is sorted by likely staff member(s) who will initiate the activity. Some children and families need only a few of the activities, while other children and families may need more. As a team, discuss the activities as you develop your general **Transition Action Plan** as well as **Individual Family Transition Plans** for families. Add your own successful activities and ideas. Brainstorm new items to add to the menu.

Home-based to Center-based

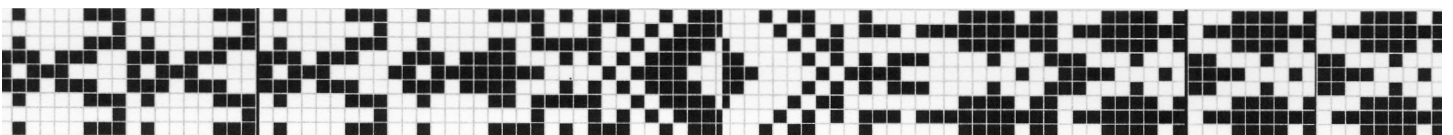
An introduction to transition begins upon enrolling home-based families. FACE parent educators begin planning for transition through family discussions about goals. Specific strategies and next steps are written no later than when a child turns 30-months of age. This preparation time is needed to schedule transition orientation, activities, meetings, and complete all necessary forms and transfer records.

Parents (Also see, Tips for Families to Prepare for Transitions in the Tools Section)

- Participate in school events.
- Talk with other FACE parents about their experiences.
- Participate in FACE Family Circles.
- Develop daily routines with child.
- Participate in home-based activities that will help prepare parent and child for transitioning.
- Set parent/child goals.
- Work with parent educator to begin the Individual Family Transition Plan.
- Participate in orientation, transition meetings.
- Meet the center-based team.
- Visit the preschool classroom and speak with the teachers.
- Talk with other FACE parents who have children in the preschool.
- Keep a “transition” folder of all info shared with you.
- Share important information with the team about you and your child’s needs, interests, strengths, concerns and goals.
- Other:

Parent educators

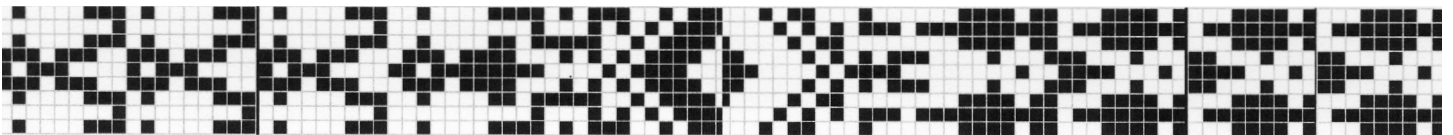
- Work with the family and team to develop an *Individual Family Transition Plan*—stepping out goals, strategies, activities and outcomes.
- Discuss family’s short-term and long-term goals for family, adult and child. Use the *Adult Goals and Achievements* form and the *Individual Services Record* (child development and parenting goals).
- Help parents prepare toddlers through routines, discussions, stories and pretend play about preschool.



- Encourage parents to promote group play and learning by taking their children to FACE Family Circles and community/tribal events.
- Give verbal and written information about center-based and community supports and services that may be available.
- Assist families with questions and concerns.
- Help families identify skills needed to be successful in the new learning environments.
- Provide FACE Family Circles that address both information and emotional support to families.
- Encourage parents to read books to children that discuss changes and moves.
- Create transition books/stories about the new school/class for parents to read to their children.
- Set-up opportunity for home-based families to experience the bus ride/route to the school.
- Provide tours of the building, playground; eat lunch in the cafeteria.
- Discuss with parents the process of the transfer of records and release of information forms.
- Introduce the school/classroom to the children and adults. Take pictures for the families to take home.
- Take photos during transition days. Make a RealeBook about FACE.
- Link home-based parents with a center-based parent to talk about their experiences transitioning into adult education class.
- Develop a folder of the child's and parent's work to share with new teachers.
- Use home-based documentation to support transition planning and sharing of information.
- Other:

Center-based team

- Develop a Transition packet for families enrolling in center-based.
- Conduct joint registration activities and parent information nights.
- Center-based team attend a personal visit with parent educators.
- Offer "Transitions" days that model examples of center-based activities.
- Send letters written to families by the early childhood teacher, adult education teacher.
- Ask center-based families to invite home-based families to RealeBook session.
- Conduct home visits with new families prior to the start of school.
- Develop a photo album of the new "environment."
- Talk to families during FACE Family Circle to get to know them.
- Principal/coordinator—encourage support and communication among center-based and home-based. Discuss transition expectations; connect to FACE standards and guidelines.



Center-based to Kindergarten

* Remember to give children time to become comfortable in preschool before beginning transition activities.

Center-Based to Kindergarten—Fall Activities

FACE Early Childhood Teachers

- Provide home-learning activities for the parent and preschool child.
- Encourage parents to promote peer connections outside of school.
- Later in the semester, invite kindergarten staff to observe a PACT Time in early childhood.
- Plan and discuss expectations for transition with kindergarten teachers.
- Maintain contact with former FACE early childhood students in kindergarten.
- Discuss with kindergarten teacher expectations and skills needed for successful transition.
- Share FACE Early Childhood Standards with kindergarten teacher.
- Discuss FACE to kindergarten transition plans with principal or administrator.
- Invite the kindergarten teacher to visit the FACE early childhood classroom.
- Invite the kindergarten teacher to observe a PACT Time in early childhood.
- Other:

Adult Education Teacher

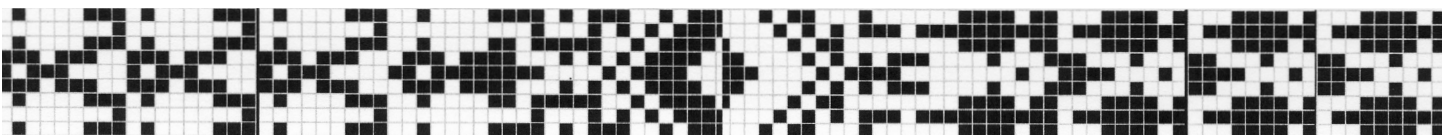
- Participate in regular meetings about FACE children entering kindergarten.
- Build on information shared with parents about transition activities for kindergarten children.
- Accompany parents on tour of the school.
- Ask early childhood staff to share FACE Early Childhood Standards with parents.
- Other:

Principal

- Encourage communication among early childhood and kindergarten staff.
- Support collaboration among programs.
- Discuss expectations for transitions with early childhood and kindergarten teachers.
- Discuss FACE kindergarten children with kindergarten and preschool teachers.
- Encourage parents to support peer connections outside of school.
- Observe PACT Time in early childhood and kindergarten.
- Other:

Parents

- Complete a tour of the school.
- Meet the principal.



- Parents with children in kindergarten, meet the kindergarten teacher.
- Visit kindergarten classroom during school's Open House.
- Talk with other FACE parents with children in kindergarten.
- Participate in PACT Time in your child's kindergarten classroom.
- Other:

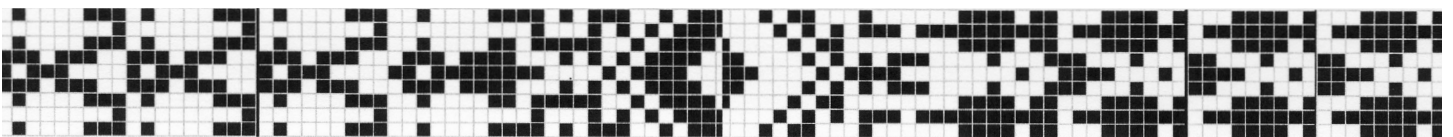
Center-Based to Kindergarten—Spring Activities

Early Childhood Teachers:

- Practice kindergarten routines.
- Introduce parents to kindergarten staff.
- Take preschool children to visit kindergarten classroom and listen to a story.
- Invite kindergarten teacher to preschool classroom to read a book.
- Observe PACT Time in the elementary classroom.
- Arrange for children to take a short ride on the school bus.
- Post pictures of and practice saying the names of kindergarten staff.
- Arrange for a "buddy" to accompany preschool child on a tour of kindergarten.
- Discuss the kindergarten daily routine with parents.
- Arrange a time for parents to observe the kindergarten daily routine.
- Provide Parent Time sessions about kindergarten readiness.
- Share written records of children's early childhood experience with kindergarten teacher.
- Discuss plans for continued services for children with special needs.
- Invite kindergarten children to visit FACE early childhood.
- Invite "special classes" teachers to share a short, fun activity.
- Read stories to preschool children about starting kindergarten.
- Give children opportunities to play on the kindergarten playground.
- Promote peer connections over the summer.
- Volunteer to present a Parent Time on expectations for kindergarten or other related topic.
- Promote peer connections over the summer (family literacy or family math days, summer reading programs).
- Other:

Adult Education Teachers

- Present Parent Time on topics related to school "readiness."
- Invite the kindergarten teachers to share information and answer parents' questions about kindergarten.



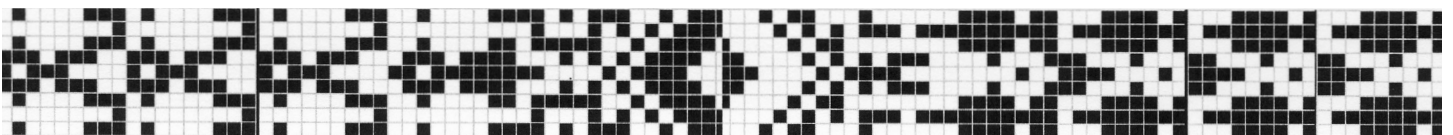
-
- Provide parents with magazines, books, or children’s books about starting kindergarten.
 - Arrange for parents to observe the kindergarten daily routine.
 - Introduce parents to “special classes” teachers.
 - Work with parents to develop RealeBooks about the kindergarten experience.
 - Other:

Principal

- Provide school handbook for FACE Parents.
- Provide opportunities for preschoolers to share activities with other preschoolers.
- Provide school orientation session for FACE parents during Parent Time.
- Other:

Parents

- Visit the kindergarten class.
- Read parents’ magazines, books, or children’s books about starting kindergarten.
- Read stories to your child about starting kindergarten.
- Take your child to play on the school playground.
- Talk with other parents of children from your child’s school.
- Talk with family members or friends who have school-age children.
- Discuss with your child what will happen on the first day of school.
- Practice daily routines of getting ready for school (bedtime, morning schedule)
- Other:



Adults Moving On from FACE

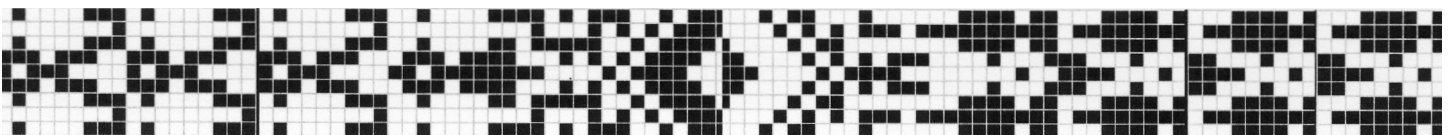
Preparing adults for transition is vital for success in their new roles and environments. With the accelerated pace of a changing world, preparation is key for adult learners. FACE offers parents ways to explore and understand what is happening in their changing lives by providing opportunities for role rehearsal, mentoring, and ongoing emotional and informational support. Adult Education Teachers can offer the following transition supports.

Adults moving to higher education

- Complete and discuss learning style inventory CASAS assessment with parents to determine their interests, strengths and needs.
- Assist parents in developing short-term and long-term goals.
- Discuss various education avenues with adults.
- Encourage adults to use the Internet to search colleges or vocational schools within and outside their area.
- Support the parent in exploring requirements for admission to the college or vocational school.
- Accompany parents on field trip to college admissions office.
- Assist the parent in completing paperwork for financial aid.
- Take a field trip to visit a college campus.
- Provide many opportunities for parents to make decisions and solve problems.
- Learn about special provisions or support for non-traditional students.
- Provide a Parent Time with a college student as the guest speaker.
- Discuss parents' college goals with the speaker in order for her to be better prepared.
- Other:

Adults moving to the world of work

- Spend time with parents to effectively understand and use all parts of the Worker Role Map.
- Complete and discuss learning styles inventory and CASAS assessment with parents to learn their interests,
- Include work-based learning opportunities in daily instruction.
- Assist adults in investigating career options.
- Help parents develop multiple plans for employment that lead to flexibility in career planning.
- Set up job shadowing experiences.
- Network with community agencies to provide parents with work and career options.
- Provide information for the office of vocational rehabilitation to assist individuals with disabilities.
- Ask military recruiters to provide information about career options.
- Create a career learning area with job descriptions, applications and information.
- Provide role plays and scenarios with classmates for activities such as job interviews.
- Organize a parent fashion show with clothing appropriate for a job interview.
- Assist parents in using the Internet to learn more about career options.
- Other:



Team Meeting: Transition Planning

Sample Transition Agenda:

The following is an agenda section that might be regularly included in team meetings:

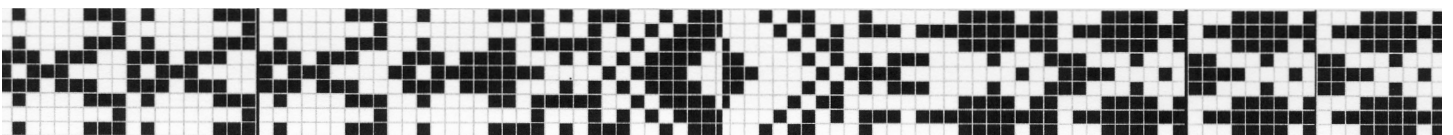
- Program-wide transition planning (See *Family-Focused Activities* for ideas.)
- Individual Family Transition Planning
 - Present new and/or update continuing *Individual Family Transition Plans* (lead by the identified “transition facilitator” for each family)
 - Home-based to center-based or elsewhere
 - Center-based to kindergarten or elsewhere
 - Follow-up and Evaluation on completed *Individual Family Transition Plans*

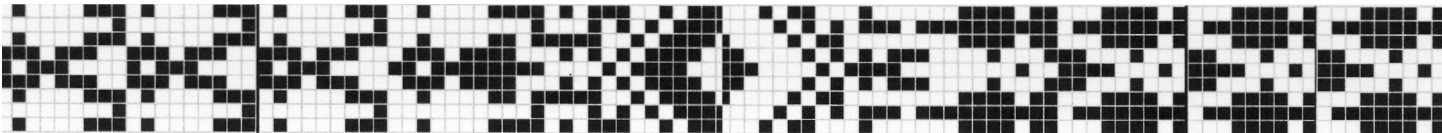
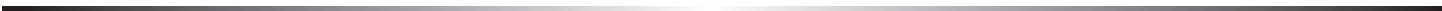
Before the team planning meeting, the transition facilitator might:

- Use the *Individual Family Transition Plan* to assist the family in identifying or clarifying needs, wants and preferences to determine if family’s needs can be met by FACE alone.
- Gather information to share during the meeting.
- Determine what is most important to deal with now—the purpose of the meeting.
- Some questions the transition facilitator may address: How long will the child and parent remain in the home-based component? What are the family’s preferences for future learning environments? Is there another FACE center-based family with similar experiences and goals who can share their transition experiences to preschool and adult education classes with the current family? When will the transition take place? When will transitional activities begin?
- Obtain any required consent form for sharing of information.
- Arrange for the transition agenda to be included in the team planning agenda.

Follow-up and Evaluation. The final step in any transition process is to follow-up on families’ adjustments to their new learning environments and to evaluate the process. This can be accomplished during a team meeting. Some questions to consider are:

- How is the child adjusting to the new learning environment?
- How is the parent/caregiver adjusting to the new learning environment?
- How does the family feel about the new learning environment? Is it a good match?
- Are there problems with which the family needs additional support? Are there community resources available?
- Do the receiving teachers need additional information?
- Does the program need more training in a specific area to support the family?
- How are transition goals being met?





Transition Planning Tools

This section contains hard copies of the following forms. There is also an electronic version—PDF file—of each one on the **Transition Planning Tools CD**. (The CD is attached to the master packet, in a 3-hole pocket folder, to be kept in the FACE Coordinator Manual. Each team member can copy the forms from the CD to their own computers.) The PDF files can only be printed, not manipulated. You will not be able to electronically enter data or change those documents.

Individual Family Transition Plan

pages 13 & 14

Transition Steps and Follow-up (plus sample; hard-copy only)

pages 15 & 16

Both of these documents should be started and maintained for every potentially transitioning family in FACE. They should be the basis for team planning and documentation on behalf of each of these families. These two forms are on the Transition Planning Tools CD as Word documents, as well as the PDF versions. The Word versions have “fields” which will allow you to enter information on the computer. Each time you enter a new family name, be sure to name each document appropriately. Identify one team member at a time to update the documents for a given family. (Save the changes after each addition/update.) For example, a parent educator is the likely person to maintain an *Individual Family Transition Plan* and a *Transition Steps and Follow-up* for a family they visit, who may be transitioning. When the family does transition to center-based FACE, the responsibility for updating the documents will likely change to a center-based team member.

Tips for Families—Moving from Home-based to Center-based FACE

page 17

This form can help a transitioning family think about the steps they need to take to prepare to transition to center-based FACE.

Evaluation of Your FACE Transition Practices

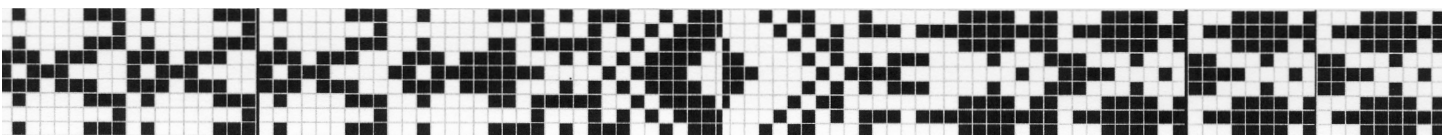
page 18

This is for use by your FACE team, as you evaluate and enhance your Transition Action Plan(s) for your program.

FACE Transition—Parent Information Sharing

pages 19 & 20

You can encourage parents to complete this form. It can give the team information that will help you work with the family to make a smooth, successful transition for them.

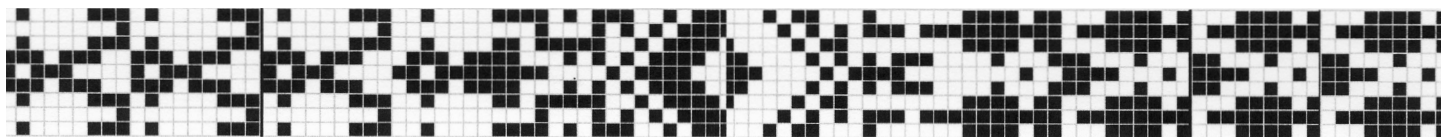


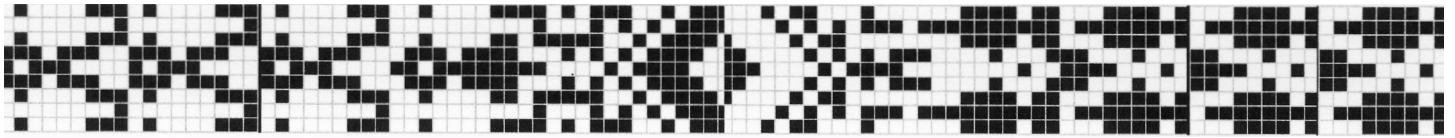
Using the Individual Family Transition Plan

- The *Individual Family Transition Plan* is the place to document strengths, needs, goals and background about a transitioning family. Parents, involved community agencies and the FACE team should be asked to share needed information during the transition process. FACE staff will need to share information with the receiving teachers and when appropriate share their expectations and ideas about how families handle changes in routines and relationships.
- To begin the *Individual Family Transition Plan*, the parent educator, early childhood teacher or adult education teacher—someone who knows the family that is transitioning—will need to start the process. This person will become identified as the “transition facilitator”.
- To gather information on the family (getting input from the family) using the *Individual Family Transition Plan*.
- To meet with the team to further develop the plan. More than one meeting may be needed to develop a complete plan.
- Review the plan periodically and revised at any time during the process. Information can be added and dated as necessary. Completion dates or additions to the plan can also be dated and documented on the form.
- A completed *Individual Family Transition Plan* does not take the place of transition discussions and meetings with the family. This is the time to review the information in the plan, check progress on steps taken and resources needed to assist in making a smooth transition.

Using the Transitioning Steps and Follow-Up Document

- The *Transition Steps and Follow-Up* form is the place to document each step necessary and each step taken on behalf of a transitioning family.
- It should be frequently reviewed with the family and during team meetings.
- The “transition facilitation” should update the form, making sure the responsible people are working to meet identified deadlines.
- Each “Next Step” should help move the family along in their transition.





Individual Family Transition Plan for FACE

Parent/guardian _____ Family ID # _____

Child _____ Birth date _____

Transitioning adult (if different from parent/guardian)

Name _____ Relationship to child _____

Family transitioning to: _____

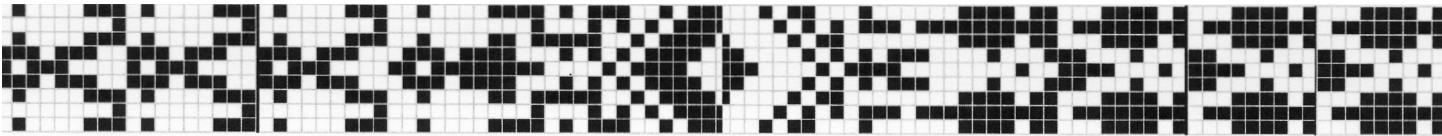
Date the transition planning is beginning: _____

Family

- Strengths/interests:

Adult

- Strengths/interests:
- Experiences the family has benefited from in FACE & other community services:
- Goals achieved in FACE:
- Concerns/expectations regarding the transition:
- Needs (supportive services/accommodations to facilitate transitioning):
- Goals:
- Other:



Child

- Strengths/interests:
- Current health & developmental information (Screening or assessment results; e.g., Health Record, ASQ, ASQ:SE, Work Sampling, EOWPVT):
- Needs (supportive services/accommodations to facilitate transitioning):
- Special considerations:
- Current services being received:
- Other:

Dates of reviews of Individualized Family Transition Plan:

Signature:

Date:

Parent/guardian: _____

Parent educator: _____

Early childhood teacher: _____

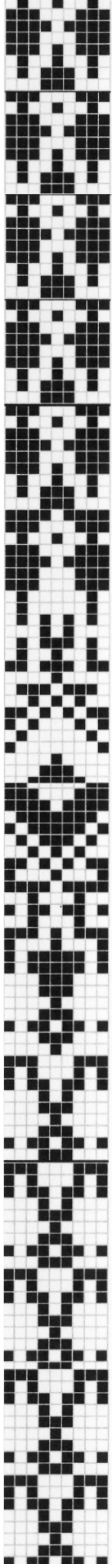
Early childhood co-teacher: _____

Adult education teacher: _____

Coordinator: _____

Kindergarten teacher: _____

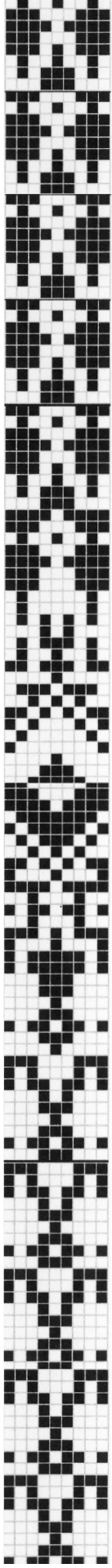
Other: _____



Transitioning Steps and Follow-up (FACE personnel and family)

Family name: _____ ID#: _____

Date	Who is responsible?	Description of next step	Deadline	Date completed

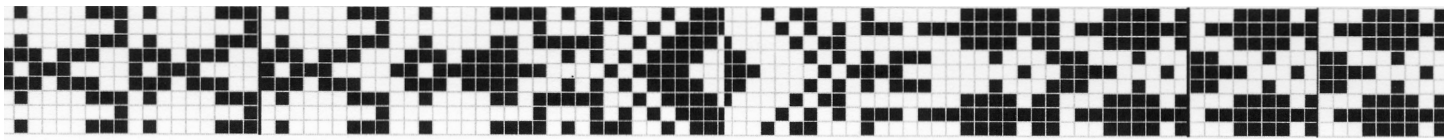


Transitioning Steps and Follow-up (FACE personnel and family)

Sample

Family name: _____ ID#: _____

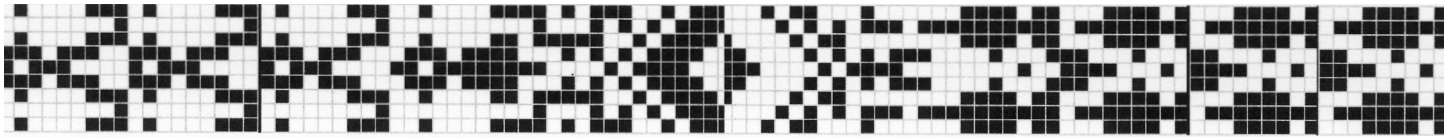
Date	Who is responsible?	Description of next step	Deadline	Date completed
	<p>Early Childhood Teacher</p> <p>Family, Parent Educator and Center-based Staff</p> <p>Adult Teacher and Parent Educator</p>	<p>Discuss preschool family-transition options with family</p> <p>Begin <i>Individual Family Transition Plan</i></p> <p>Discuss adult opportunities and expectations with family. Invite the family to Center-based FACE for a transition day.</p>		



Tips for Families—Moving from Home-based to Center-based FACE

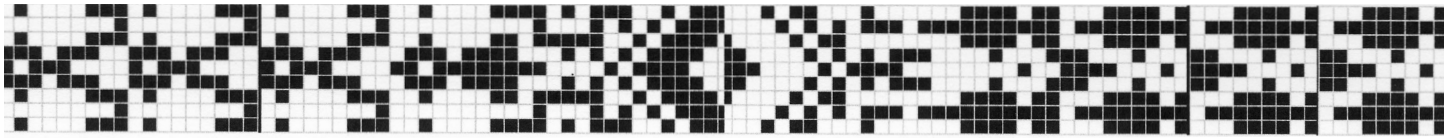
Specific transition goals may range from working with the child on some of the readiness skills to meeting with other parents who have already transitioned from home-based to center-based. Below are some general tips that families have used to prepare for transition:

- Plan ahead for transition—share family's goals, expectations; share things unique about you and your child.
- Complete and collect information on immunizations, screenings, services received from home visits, referrals, etc.
- Know and share strengths and needs of child and adult transitioning. Be prepared to share this information.
- Be an active participant in the current FACE component that you are enrolled in.
- Realize that some stress, uncertainty and separation anxiety are normal emotions.
- List concerns and share with parent educator.
- Talk to child about going to center-based FACE.
- Take child to meet the new staff and see the classroom.
- Visit the adult education classroom. Familiarize family with the center-based activities for parents and parent/child interactions.
- Read stories and look at books with child that portray children in school settings.
- Encourage child to play alone for short periods of time.
- Teach child self-help skills.
- Begin to work on potty training.
- Teach child to follow simple directions.
- Give child experiences with a variety of toys and materials.
- Give child experience being around other young children.
- Teach child to care for his/her own belongings (put things away).
- Encourage child to ask for help when needed.
- Encourage child to communicate with others.
- Encourage child to make simple choices (what toys to play with, what color of socks to wear, what fruit to eat for a snack, etc.)
- Practice separations from child, by leaving him/her in the care of a responsible adult
- Develop goals for child and for adult.
- Attend the transition meetings and activities. Ask questions throughout the process
- Attend FACE Family Circle meetings.
- Talk to other families who have made the transition. Try to identify aspects of the program that may be different or difficult for adult and child, and plan experiences. Talk to educator for more specific information.



Evaluation of your FACE Transition Practices

- There is a written plan for the transition process.
- Our transition practices provide continuity in services for both children and families.
- Our transition procedures include participation by all members of the team.
- Our transition procedures include developing timelines indicating when specific tasks will be carried out.
- All members of the team understand what the major transition events are, when they occur and who is responsible for each event.
- There are formal methods to document that transition procedures have been implemented and evaluated.
- Home-based and center-based currently have the opportunity to share information about transition.
- Staff from home-based and center-based have a good understanding of the expectations and curriculum goals of each component.
- Our transition practices involve assessment of family's transition needs and transition-related skills that will be helpful in center-based classes.
- Our transition practices include providing families with information about FACE's transition policies and procedures.
- Our transition procedures involve identification of the family's transition needs and family's perception of the adult's needs and the child's needs.
- Families are able to specify their preferred amount and type of involvement in the transition process.
- Active participation of the children and families for transition is a formal goal of our program.
- Our transition procedures include identifying methods the family and program staff will use to share information.
- Early intervention services, family empowerment services are a part of the transition action steps.
- Our transition plan includes a process for transitioning families from home-based to early childhood (FACE center-based, or childcare, preschool) from early childhood services to kindergarten, etc.)
- Overall, the transition plan has little or no need for improvement.



FACE Transition: Parent Information Sharing

Adult Name: _____

I can be reached at: daytime# _____ evening# _____

Address _____

Child's name: _____ Birth date: _____

As a parent/guardian, I plan to be involved in my child's education by:

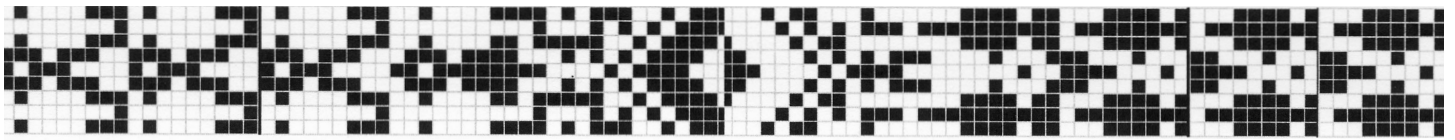
- attending parent/teacher conferences
- participating in PACT and Parent Time
- participating in FACE Family Circles
- volunteering in my child's classroom
- talking to my child's teacher regularly
- participating in PAT 3-K personal visits
- participating in field trips/family events
- sharing a hobby or skill
- teaching culture or language
- helping with school functions
- talking to my child daily about his/her day
- participating in shared reading/dialogic reading
- attending transitional activities
- Other: _____
- _____

I plan to work on my own goals by:

- taking GED/adult education/literacy classes
- attending college classes
- attending career/job training classes
- attending FACE Center-based classes for adults
- working fulltime
- working part-time
- attending Parent Time classes
- attending FACE Family Circles

I have questions about:

- the family transition plan
- registration/orientation
- transportation
- special education services
- community services
- enrollment requirements
- health/nutrition
- food program
- field trips
- home-based services
- Other: _____
- _____



My child (Please check all that apply):

My child:

- lives with both parents
- lives with one parent
- spends time with both parents on a regular basis
- lives with a grandparent

My child learns best when:

- I tell him or her how to do it
- He/she tries it on own

My child is good at or enjoys:

- shared reading
- scribbling/writing
- singing/rhymes/music
- drawing
- pretend play
- playing with others
- counting/puzzles
- self-help skills
- helping others
- sports/outdoor activities

When playing at home my child:

- likes to try new things
- is talkative
- is quiet
- pays attention
- is easily distracted
- asks for help
- is frequently frustrated

My child enjoys playing:

- alone
- in small groups
- in pairs
- in large groups

My child communicates best by:

- talking
- sign language

My child speaks:

- English

My child also speaks:

My child's favorite book(s) _____

My child's favorite toy(s) _____

My child's favorite food(s) _____

My child has been toilet trained since _____

Other information _____
