TEEM

A Manual to Support the Transition of Young Children with Special Needs and Their Families from Preschool into Kindergarten and Other Regular Education Environments

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UNIVERSITY CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES EDUCATION, RESEARCH, AND SERVICE
A Manual to Support the Transition of Young Children with Special Needs and Their Families from Preschool into Kindergarten and Other Regular Education Environments

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We also would like to thank Michaella Collins, Suzanne Paquette and Elizabeth Seyler for their invaluable assistance in preparing this manual.
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To: Users of TEEM Outreach Manual
From: Marc E. Hull, Ph.D.
Date: November 6, 1990
Subj: TEEM Outreach Manual

Thoughtfully-planned transition services are essential for the well-being of children with special needs and their families as they move from one setting to another. The establishment of a transition process which results in timely and comprehensive planning can help to ensure that children and their families are not stranded when the time comes for leaving Essential Early Education services. Collaborative efforts among families, administrators, and professionals to provide for the successful transition of children to kindergarten and other regular education environments will truly contribute to providing a comprehensive system of education services which Vermont's Act 230 states "will result, to the maximum extent possible, in all students succeeding in the regular classroom". The information contained in this manual and the network of peer training sites established throughout Vermont during Project TEEM/TEEM Outreach hopefully will assist in the ongoing enhancement of quality transition services for all children and families.

I encourage you to put this manual to good use. It is intended to be a useful compilation of information. If you encounter transition issues that need further clarification, please contact members of the early education team at the Center for Developmental Disabilities (656-1150) or one of our regional technical assistance consultants in the Department of Education (828-3141).
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CHAPTER 1 Introduction

This manual is designed to assist families and professionals plan for the successful transition of young children with special needs into the kindergarten of their local elementary school and other regular education environments.\(^1\) The manual describes a model which has enabled many Vermont families and professionals to collaboratively develop transition procedures resulting in the successful integration of young children with special needs in their local elementary schools. The model is the result of a three-year, federally funded Handicapped Children's Early Education Program model demonstration project entitled Project TEEM (Transition into the Elementary Education Mainstream). Project TEEM was developed, field tested, and refined with the cooperation and involvement of children, families, and professionals from five school districts in Vermont. This model for planning the transition and entry of young children with special needs into their local public schools was developed based on the following three criteria:

\- the model should address the strengths, needs, and characteristics of children, families, and school systems;

\- the model should promote the implementation of best practices in transition planning; and

\- the model should result in the successful transition of children to kindergarten and other regular education environments.

Entering kindergarten is a major milestone for young children. The transition into the public school system presents several significant challenges for each child. The child must adapt to and learn new routines, rules, and skills; become acquainted with new adults; and make new friends. The requirements for participating in this new setting are different from those in home, child care, or preschool settings (Fowler, 1982; Vincent, Salisbury, Walter, Brown, Gruenewald & Powers, 1980). The child's entry into kindergarten is also a major milestone for the child's family. The family is faced with a number of challenges including preparing and helping their child adjust to the new setting, learning the "ins and outs" of the local public school system, and becoming acquainted with the teachers and administrators who will play a

\(^1\) Regular education environments include the cafeteria, library, and playground, for example.
major role in their child’s education.

The child with special needs may have greater difficulty adjusting to new routines and materials than other children (Fowler, 1982; Vincent et al., 1980). The family of a child with special needs may also experience greater difficulty in helping their child adjust to the new setting (Johnson, Chandler, Kerns & Fowler, 1986; Turnbull & Winton, 1983). Families must learn new routines and rules; become familiar with new faces; negotiate new schedules and services for their child; and cope with the stress that accompanies leaving a familiar, supportive early childhood special education program and entering the elementary school program (Hanline, 1988; Hains, Fowler & Chandler, 1988; Johnson et al., 1986).

Children and families are not the only ones challenged when children with special needs make the transition to kindergarten and elementary school. Elementary-level special educators may find it challenging to provide services which support the child in the kindergarten classroom and other regular education environments. Kindergarten teachers who have not educated children with a wide range of needs and handicapping conditions may feel challenged in adapting their classroom program to the needs of the child. Major differences between early childhood special education and elementary school programs (e.g., eligibility criteria, curricular focus, service delivery models, family involvement, and/or program flexibility) must be addressed prior to the child’s entry into kindergarten (Hains et al., 1988; Hutinger, 1981).

If a child’s transition to kindergarten and other regular education environments is unplanned, the challenges and potential complications may be compounded. Possible consequences for the child include:

- the child may not receive the type, intensity, and quality of services needed (at least initially);
- the child may have difficulty adjusting to the new setting, new adults, new peers, new rules, and new expectations; and
- the child may have difficulty generalizing or maintaining previously learned skills.

Possible consequences for the family include:

- questions regarding the who, what, when, where, and how of services may be unanswered or may not be answered in a timely fashion;
- there may be a lack of information and support to help families address their feelings concerning their child’s adjustment to and participation in the new setting;
- the family may have difficulty adjusting to the new setting, new adults, new peers, new rules, and new expectations; and
• there may be a decrease in the quality and quantity of family-teacher communication and collaboration.

Possible consequences for the professional include:

• questions about the who, what, when, where, and how of services may be unanswered or may not be answered in a timely fashion;
• the professional may have difficulty providing the child with appropriate and timely services;
• the kindergarten teacher (and other regular educators) may feel unprepared and "dumped on";
• the professional may not have the personnel, materials, and other resources to provide the child with appropriate support and services; and
• the professional may need to expend time, energy, and resources in response to problems they, the child, and the family experience.

By contrast, a well-planned transition will have a significant impact on:

• the child’s potential for learning and successful participation in the elementary school setting;
• the family’s desire and ability to participate as partners in planning their child’s ongoing education; and
• the ability and willingness of professionals, particularly the kindergarten teacher, to accommodate children with special needs.

If the transition from early childhood special education programs to the elementary school mainstream is planned and coordinated, the potential challenges that children, families, and professionals face will be addressed.
Overview of the Manual

This manual provides information to assist the reader in:

- implementing best practices and strategies for the transition of young children from early childhood programs to the kindergarten and other regular education environments;
- establishing and implementing systematic procedures which incorporate the best practices in transition planning; and
- promoting successful transitions.

Chapters 2 and 3 and Appendices A and B provide information, tools, and planning processes necessary for accomplishing these goals.

**Chapter 2**, "Best Practices and Critical Activities in Transition Planning," presents five best practices for planning an individual child's transition to kindergarten. Critical activities for implementing each of the five best practices are also presented.

**Chapter 3**, "Project TEEM Model for Establishing a System-Wide Transition Process," presents guidelines for individual schools to use in the development, implementation, and evaluation of system-wide transition planning procedures. Recommended procedures, strategies, and examples, which illustrate how different school systems have developed their transition procedures are also presented. In addition, the chapter includes a policy statement developed by the Vermont Addison Northeast Supervisory Union which operationalizes the Union's transition procedures. The information in this chapter will help readers develop written transition procedures which incorporate the best practices discussed in Chapter 2.

**Appendix A**, "Information, Examples, and Forms for Implementing Best Practices and Critical Activities," presents materials and strategies to assist readers in implementing the information discussed in Chapter 2.

**Appendix B**, "Examples and Forms for Establishing a System-Wide Transition Process," provides examples and materials useful in following the steps described in Chapter 3.

**Appendix C**, "Project TEEM: An Overview," provides additional information concerning Project TEEM, including a description of school systems in which the model was field tested, demographic characteristics of participating school districts and early childhood programs, and evaluation data.

**Appendix D**, "Transition Planning: Recommended Literature," provides a list of materials Project TEEM staff recommend for parents and professionals involved in transition planning.

Best practices are those practices (or activities) that have been validated through current research and experience and have been determined to represent the current state of the art by a consensus of experts in the field. Project TEEM staff identified five best practices in the area of transition it recommends schools incorporate into the development and implementation of their system-wide transition processes. These statements of best practice have evolved through a review of the literature and other transition projects, and the experiences of Project TEEM in Vermont. The eighteen critical activities specifically delineate and operationalize each best practice statement. These best practices and critical activities, presented in TABLE 1, enable families and their children with special needs to make smooth, successful transitions from early childhood special education programs to kindergarten and other regular education environments.

TABLE 1

<table>
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<th>Best Practices and Critical Activities for Planning Transitions from Early Childhood Special Education Programs to Kindergarten and Other Regular Education Environments</th>
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TABLE 1 (Continued)

II. **Planning the child’s transition from an early childhood special education program to kindergarten and elementary school should occur in a systematic, individualized, timely, and collaborative fashion.**

5. Local elementary school staff should be informed well in advance about children with special needs who will be entering kindergarten.

6. Early childhood special education and elementary school staff who will collaborate with the child’s family to initiate and coordinate the transition planning process should be identified early in the transition process.

7. The child’s potential kindergarten classroom placement should be identified early in the transition process.

8. A transition planning team should be established for each child.

9. Information about the child and the education programs important to the transition process should be identified and exchanged among transition team members.

10. The child’s individual transition plan should be developed well in advance of his or her entry into kindergarten.

III. **The early childhood special education program should provide opportunities for the child to learn developmentally appropriate skills which promote the child's successful participation in kindergarten and other regular education environments.**

11. Skills for enhancing the child’s successful participation in the kindergarten classroom and elementary school should be identified early in the transition process.

12. Teaching and management practices and routines used in the kindergarten classroom and elementary school should be identified.

13. If appropriate, the child should be provided with opportunities to learn developmentally appropriate skills, and kindergarten routines and teaching practices should be integrated into the child’s preschool program.
IV. The elementary school should prepare to successfully integrate and educate the child in the kindergarten and elementary school.

14. Prior to the child’s entry into the elementary school, public school staff should obtain necessary training and technical assistance.

15. Prior to the child’s entry into the elementary school, the school should obtain necessary resources including personnel, instructional materials, and adaptive equipment and should complete building improvements.

16. Prior to the child’s entry into the elementary school, the transition planning team should determine strategies for promoting the child’s successful participation in each kindergarten and school activity.

V. The elementary school staff should provide the necessary services to promote and support the child’s placement, integration, and education in the kindergarten classroom and elementary school.

17. Elementary school staff should monitor the child’s participation in the kindergarten classroom and other elementary school settings.

18. Early childhood special education staff should provide the child, family, and elementary school staff with follow-up support.

The order in which best practices and critical activities appear in TABLE 1 and Chapter 2 does not necessarily reflect a specific order in which they should be implemented (e.g., a critical activity from Best Practice III may be implemented before one from Best Practice I).

Appendix A provides information supplemental to Chapter 2 and follows the same format, that is, best practices and critical activities are numbered consecutively. The appendix summarizes some of the experiences and collaborative work of individuals participating in Project TEEM and includes forms developed throughout the project’s implementation. Appendix A also contains TABLE 4 which provides a suggested sequence and recommended time lines for the implementation of the critical activities.

A brief discussion of each best practice and its associated critical activities follows.
Best Practice I: Family members should receive the necessary information, support, and opportunities to enable them to participate as equal partners in planning their child's transition.

Recognition that the family plays a constant and primary role in the child's life underlies the need for families to be an integral part of the planning process. A child's transition from an early childhood special education program to a regular kindergarten classroom is challenging for some families (Johnson et al., 1986). This transition highlights the fact that service programs and professionals are different from setting to setting throughout the child's life. Providing information, support, and opportunities for participation helps families address their goals and desires. Professionals must make partnerships with families an important goal (Hains et al., 1988; Hanline & Knowlton, 1988; Fowler, Chandler, Johnson & Stella, 1988; Johnson et al., 1986).

Project TEEM staff identified four critical activities which assist families in addressing their identified needs and goals and participating in the transition at the level they desire.

1. **Families should receive information about the school's transition policies and procedures.**

2. **The family's goals for their child's transition, the types of information and support needed, and their desired level of participation should be determined as part of the transition process.**

3. **Families should receive assistance in obtaining the desired information, support, and opportunities for participation in planning their child's transition.**

4. **The family and elementary staff should identify the methods they will use to share information once the child is enrolled in kindergarten.**

Implementation of these critical activities communicates to families that the school is committed to a planning process which enables children and families to enter the next placement with as much preparation as necessary. Families are an integral part of transition planning and need information which facilitates their contribution to the planning process and allows them to make informed decisions about their child. The involvement of the family and demonstrated support for that involvement by elementary
school staff establishes mutual trust and understanding between the family and staff and further enhances the development of a collaborative relationship.

**Critical Activity 1:** Families should receive information about the school’s transition policies and procedures.

Families must receive information about any transition planning activities which occur whether formal (i.e., written transition procedures and/or transition policies for all children) or informal (e.g., unwritten procedures which are neither system-wide nor commonly understood). Professionals may share this information with families as early as two years prior to a child’s transition. Providing this information informs families that the school system has a mechanism in place to support systematic transition planning. It also clarifies what to expect, how decisions will be made, and that the family’s involvement is valued.

Information about the transition should be given in person and in writing. Information provided verbally gives families the opportunity to ask questions. Written information provides families with something to refer to throughout the transition process. Project TEEM staff developed a brochure for parents which provides an overview of a typical transition process. Some model sites developed and distributed their own brochures to all families served through their early childhood special education program. Suggestions for implementing this activity are included on pages A-1 to A-2 in Appendix A.

**Critical Activity 2:** The family's goals for their child’s transition, the types of information and support needed, and their desired level of participation should be determined as part of the transition process.

It is critical that the early childhood special education program determine family aspirations and goals regarding their child's transition into kindergarten. Usually, a staff member from the early childhood special education program who has established a rapport with the family meets to discuss the family’s ideas regarding the transition. It is important to determine how the family and school can support each other in planning for the child’s transition (e.g., the family provides inservice training, the school provides transportation for classroom observations, or the school principal visits the child’s home). Addressing family-identified needs for information, support, and involvement serves to maintain a strong family-school partnership in the next educational setting. The
work of Susan Fowler and her colleagues (Fowler et al., 1988; Hains et al., 1988; Johnson et al., 1986) provides examples of specific instruments and procedures which enable professionals to implement these activities. For more information, see page A-2 in Appendix A.

*Critical Activity 3: Families should receive assistance in obtaining the desired information, support, and opportunities for participation in planning their child’s transition.*

Addressing a family’s information and support needs is an ongoing activity which begins with the family’s initial meeting with the early childhood special education staff and continues throughout the transition process. The assistance provided should be determined by the family and should enable them to address their information and support needs independently as much as possible. For example, if the family requests information concerning the elementary school, the early childhood special educator should provide the information or the name and phone number of someone at the elementary school who can answer the family’s questions (e.g., the principal or the kindergarten teacher).

Professionals should offer families numerous opportunities to participate in their child’s transition (Hains et al., 1988; Hanline & Knowlton, 1988; Johnson et al., 1986). Following are three essential contributions families make to the transition process and suggestions for encouraging family participation.

First, families can share information with their child’s current and prospective teachers. Families have a knowledgeable and invaluable perspective on their children. Because they see their child at home and in other settings, they alone have certain information concerning their child’s strengths, needs, likes, and dislikes. Offering opportunities for families to share this information will facilitate making decisions with accurate and complete information.

Second, families can communicate their personal goals and collaborate in the decision-making process. Families should assume a major decision-making role in planning for their child’s future because the results of those decisions directly affect the family. Transition planning procedures that maximize the family’s decision-making role will generate their support for decisions, foster feelings of trust toward the child’s future teachers and administrators, and positively affect the family’s role in future transitions.

Finally, families can promote a successful transition by assisting their child and professionals. Families are invaluable partners. Because they are with their child more often than are professionals,
families have a significant impact on their child's acquisition of skills and attitudes. Families may choose to assist in the transition by teaching their child specific skills for coping with changes and new settings. In addition, parents may assist professionals by demonstrating techniques they have found successful at home.

See pages A-2 through A-6 in Appendix A for more information about and examples of how school personnel may support families and provide them with opportunities for participation.

**Critical Activity 4:** The family and elementary school staff should identify the methods they will use to share information once the child is enrolled in kindergarten.

Prior to the child's entry into the elementary school, the family and receiving staff should agree upon a means by which to share information. Opportunities for communication between families and elementary staff may be less frequent than those between families and early childhood staff. Parents and teachers should discuss and clearly delineate how and when they will communicate with one another. Decisions made about information-sharing should be acceptable and comfortable to families and professionals. A form developed by Project TEEM to assist families and professionals in identifying ways to communicate with each other is at the end of Appendix A.

**Best Practice II:** Planning the child's transition from an early childhood special education program to kindergarten and elementary school should occur in a systematic, individualized, timely, and collaborative fashion.

For children to successfully enter kindergarten and elementary school, a transition planning process must exist which:

- is individualized to address the unique needs of the child and family,
- begins well before the child enters the classroom (e.g., at least one year prior), and
- promotes and reflects the collaborative efforts of families and professionals (Hutinger, 1981).

The transition process should address the specific strengths, needs, and characteristics of each individual child and family. Planning and carrying out the child's transition from an early
childhood special education program to the elementary school should be a collaborative effort among a number of individuals (i.e., the child’s family, early childhood special educators, kindergarten teachers, other special and regular education staff, district special education administrators, the building principal, preschool or day-care teachers, paraprofessionals, and other relevant individuals). Each individual brings a unique perspective and invaluable expertise to the planning process and can contribute to the success of the child’s transition. No individual has the expertise and knowledge to make all decisions and deal with all potential situations involved in the child’s transition.

Collaboration among all persons who have a vested interest in the child’s transition promotes:

- correct and appropriate Individual Education Plan (IEP) decisions concerning placement and/or services through shared information and expertise,
- ownership of the decisions made and positive feelings toward the child, and
- support and encouragement from administrators (particularly the principal) who view the child as their responsibility.

Project TEEM staff identified six critical activities which should occur to facilitate the implementation of a systematic, individualized, timely, and collaborative planning process.

5. Local elementary school staff should be informed well in advance about children with special needs who will be entering kindergarten.

6. Early childhood special education and elementary school staff who will collaborate with the child’s family to initiate and coordinate the transition planning process should be identified early in the transition process.

7. The child’s potential kindergarten classroom placement should be identified early in the transition process.

8. A transition planning team should be established for each child.

9. Information about the child and the education programs important to the transition process should be identified and exchanged among transition team members.

10. The child’s individual transition plan should be developed well in advance of his or her entry into kindergarten.
A description of each critical activity is presented below.

**Critical Activity 5:** *Local elementary school staff should be informed well in advance about children with special needs who will be entering kindergarten.*

Informing the local elementary school staff well in advance about children scheduled to enter kindergarten from an early childhood special education program ensures that school administrators are aware of those children whose transitions may require a greater amount of planning, preparation, and budget appropriations. Staff from the early childhood special education program may meet annually with the building principal to discuss briefly the entering children and their needs. It is recommended that this activity occur at least one year prior to a child’s entry into the public school (i.e., the preceding fall). If the child’s transition requires a great deal of preparation, families and professionals may need to exchange information earlier to have adequate time for making the necessary preparations. See page A-7 in Appendix A for examples.

**Critical Activity 6:** *Early childhood special education and elementary school staff who will collaborate with the child’s family to initiate and coordinate the transition planning process should be identified early in the transition process.*

An initial step in the transition process for each child (usually occurring at least one year prior to the child’s entry in the elementary school) is to identify those individuals who will assume responsibility for initiating and coordinating the transition planning process. The “transition coordinators” should include one or more members of the child’s family (if they so choose), one representative from the child’s early childhood special education program (the sending program), and one representative from the elementary school he or she will enter (the receiving program). If members of the child’s family choose not to be transition coordinators, they may assist in the selection of the coordinators, and the coordinators should work in collaboration with family members.

Identifying transition coordinators who represent the early childhood special education program and the elementary school program is important for promoting communication between the child’s family and the two programs throughout the transition process. The method of determining the representatives will vary from district to district. The transition coordinators’ role is to
ensure that each step in the transition planning process occurs in a systematic and timely fashion. Their responsibilities include:

- acting as a liaison between each program and the child’s family,
- initiating the transition planning process in collaboration with the child’s family,
- identifying key participants in the child’s transition and informing them about their potential involvement,
- facilitating the development of the individual child’s transition plan, and
- facilitating the implementation and coordination of activities critical to a successful transition.

Project TEEM staff found that the early childhood program staff person (e.g., the program coordinator or teacher) and family members typically assume responsibility for initiating the transition process, identifying and informing the elementary school transition coordinator, and coordinating activities that occur specifically in the early childhood educational setting. The elementary school staff person typically assumes responsibility for managing the planning activities that take place in the elementary school setting (e.g., preparing the receiving school). Transition coordinators usually assume other responsibilities including identifying who should be on the child’s transition planning team and facilitating the development of the transition plan. The roles and responsibilities of transition coordinators must be clearly delineated, and coordinators must have the time, flexibility, and authority to carry out their responsibilities. If, for example, the kindergarten teacher is the designated elementary school transition coordinator, he or she must have the principal’s support (e.g., release time for meetings) and authority to make initial decisions and carry out critical responsibilities. See pages A-7 to A-8 in Appendix A for more information and examples.

**Critical Activity 7:** The child’s potential kindergarten classroom placement should be identified early in the transition process.

Identifying the child’s potential kindergarten placement promotes individualized and timely planning in three ways. First, it enables the family and the receiving staff to develop a relationship early in the transition process. Second, it allows the kindergarten classroom teacher to observe the child in his or her current environment and determine how to prepare the classroom to best meet the needs of the child. And third, it enables the receiving classroom teacher to become actively involved in planning and sharing information about his or her program, which will help the early
childhood special education program identify appropriate strategies which reflect that particular teacher's classroom practices.

In many of the rural school districts which participated in Project TEEM, placement decisions were unnecessary because the family's home town had one kindergarten classroom. In school districts where more than one option exists, it is important to identify the child's potential kindergarten placement as soon as necessary based on the needs of the individual child. A comprehensive planning process will ensure, to the greatest extent possible, that the child's IEP goals are met in the new setting. Project TEEM staff found that placement decisions may be made up to one year in advance. Many elementary schools participating in Project TEEM also attempted to distribute children with special needs in all of the available kindergarten classrooms to prevent one classroom teacher from receiving all of the children making a transition from the early childhood special education program. This practice helps maintain heterogeneous classroom populations. See pages A-8 to A-9 in Appendix A for more information and examples.

**Critical Activity 8:** A transition planning team should be established for each child.

The formation of an individual planning team which involves everyone with a vested interest in the success of the child's transition into public school may contribute to the development of:

- an effective and efficient system for sharing information;
- a planning and decision-making process that acknowledges and addresses the concerns, goals, and ideas of everyone and promotes group ownership of decisions;
- a source/pool of expertise and energy; and
- a means for recognizing and supporting the efforts and participation of each member of the team.

The planning team, rather than one or two individuals, becomes the primary decision-maker and is responsible for implementing an individual transition plan.

The planning team should include the child's family, the early childhood and elementary school transition coordinators, the receiving kindergarten teacher (if a specific classroom placement has been made) or a representative kindergarten teacher, special and related services staff, paraprofessionals, the special education administrator, the elementary school principal, and other individuals identified by the family who provide services to the child and family (e.g., private preschool or day care staff, health services staff and social services staff). Project TEEM staff found that including
the kindergarten teacher and building principal in the planning team can be particularly critical because they provide considerable expertise and authority. The principal provides support for teachers and parents, and the kindergarten teacher offers knowledge concerning his or her classroom and curriculum and effective instructional procedures for all kindergarten-aged children.

The establishment and operation of a transition planning team has, in Project TEEM staff's experience, been essential for promoting a successful transition. It also has been one of the more difficult activities to implement. Finding times when everyone can meet and facilitating large group meetings in an efficient, positive, and collaborative manner requires considerable effort. Pages A-9 to A-15 in Appendix A contain materials and suggestions helpful in promoting effective team building and group processing.

**Critical Activity 9:** Information about the child and the education programs important to the transition process should be identified and exchanged among transition team members.

It is important that families, sending staff, and receiving staff identify their own information needs and determine a means for exchanging this information in a timely, satisfactory fashion. The work of Edgar and his colleagues (Gallaher, Maddox, & Edgar, 1984) highlights this particular practice. Their manual presents several strategies and ideas for promoting better communication and coordination between sending and receiving programs. Several steps include: (1) early childhood special education and elementary school staff specify the information they desire from each other and determine how the information will be exchanged; (2) early childhood staff compile a list of assessments and other information about the child and determine, with the elementary school staff, what and how the information will be transferred; and (3) early childhood and elementary school staff give each other feedback concerning the usefulness of the information received (Gallaher et al., 1984). Project TEEM staff developed a form for participating school districts which helps early childhood special education programs summarize pertinent student information to share with elementary school staff. See page A-15 in Appendix A for more information.

**Critical Activity 10:** The child's individual transition plan should be developed well in advance of his or her entry into kindergarten.

The development of a child's written transition plan ensures that transition planning activities are individualized. The transition plan should include:
• activities which promote the child’s and family’s successful transition,
• the individual(s) responsible for ensuring that the activities are implemented, and
• time lines for implementation of the specific activities.

The transition plan, developed by the child’s planning team, provides a mechanism to structure transition planning for a child and specifies the activities that must occur to ensure a transition which is satisfactory and successful for everyone involved. The scope and timing of activities in the plan will vary among children according to the amount and type of preparation necessary. Participating school districts have developed their own formats for these plans or adapted the Individual Plan of Action and/or the Individual Checklist developed by Project TEEM included at the end of Appendix A.

Best Practice III: The early childhood special education program should provide opportunities for the child to learn developmentally appropriate skills which promote the child’s successful participation in kindergarten and other regular education environments.

Kindergarten classroom and elementary school settings differ significantly from home and preschool settings (Fowler, 1982; Walter & Vincent, 1982; Vincent et al., 1980). Increased class size, daily routines, and typical kindergarten activities may require that children function more independently; acquire new skills in large group settings; learn new rules, routines and expectations; and learn to interact with new adults and peers. Transition planning begun prior to, or at the beginning of, the child’s last year in the early childhood special education program enables the child’s teachers and parents to provide opportunities for the child to learn skills which assist the child in adapting to the challenges of a new setting (Hains et al., 1988; Fowler, 1982; Vincent et al., 1980).

It is not the purpose of this best practice to promote or support decision-making about kindergarten “readiness.” This best practice and its associated critical activities emphasize providing opportunities to learn skills and using instructional practices that are developmentally appropriate and do not impose an extension of kindergarten- and early elementary-grade curricula into the preschool program. While parents and teachers may engage in activities which assist the child in adapting to the new setting, implementing this practice does not require that the child be “fully pre-
pared” before he or she can enter kindergarten. Children with and without special needs will enter the elementary school who do not demonstrate all the desired skills for successful participation. Regardless of the child’s abilities, the school system must be prepared to meet every child’s unique strengths and needs. Project TEEM staff identified three critical activities to operationalize this best practice.

11. **Skills for enhancing the child’s successful participation in the kindergarten classroom and elementary school should be identified early in the transition process.**

12. **Teaching and management practices and routines used in the kindergarten classroom and elementary school should be identified.**

13. **If appropriate, the child should be provided with opportunities to learn developmentally appropriate skills, and kindergarten routines and teaching practices should be integrated into the child’s preschool program.**

A description of each critical activity is presented below.

**Critical Activity 11: Skills for enhancing the child’s successful participation in the kindergarten classroom and elementary school should be identified early in the transition process.**

Vincent et al. (1980), Fowler (1982), and McCormick (1982) identified several student “survival” skills that kindergarten teachers have indicated are critical for participating in a kindergarten setting. These survival skills such as “following routines,” “following directions,” and “large group participation,” typically target important social-behavioral skills and very rarely include traditional academic skills (Vincent et al., 1980). Kindergarten teachers who participated in Project TEEM repeatedly confirmed this observation. When the child’s future placement is known, the receiving teacher’s priorities should be determined. For more information, see page A-16 in Appendix A. The early childhood staff can then incorporate appropriate skills in the curriculum.

Project TEEM’s “Classroom Survival Skills Checklist” and other forms included at the end of Appendix A enable parents and current and future teachers to identify skills that may be useful for children’s successful participation in the local elementary school setting.
Critical Activity 12: Teaching and management practices and routines used in the kindergarten classroom and elementary school should be identified.

In addition to identifying survival skills, it is important to identify instructional routines, teaching practices, and behavior management procedures used in the kindergarten classroom (Conn-Powers & Wiest-Brown, 1986; Fowler, 1982; Vincent, 1980). The kindergarten classroom may differ considerably from the early childhood program. Kindergarten activities may be conducted in large groups, whereas most preschool activities are conducted in small groups or individually; kindergarten large groups may be more structured than groups in the preschool program; and there is less individual teacher attention and direction in kindergarten. The preschool experience may not afford children the opportunity to develop skills for participating and learning in the kindergarten setting. Identifying the major instructional routines and practices of a new setting allows the child's family and early childhood educators to determine which practices are appropriate to include in the child's preschool program. It is important that these routines and practices be determined early in the transition process. Project TEEM staff developed an observational tool to assist in identifying the physical and social organization, and the instructional and management strategies used in the kindergarten classroom. See page A-16 in Appendix A for more information.

Critical Activity 13: If appropriate, the child should be provided with opportunities to learn developmentally appropriate skills, and kindergarten routines and teaching practices should be integrated into the child's preschool program.

The family and early childhood special education program staff may include the developmentally appropriate "survival skills" or "enabling skills" not already in the child's repertoire in the IEP implemented during the child's last year in the early childhood special education program. The early childhood special education staff should also incorporate opportunities for children to participate in kindergarten-like routines and include appropriate kindergarten teaching and management practices in the child's preschool program. See pages A-16 to A-17 in Appendix A for examples.
Best Practice IV: The elementary school should prepare to successfully integrate and educate the child in the kindergarten and elementary school.

As important as it is to prepare the child for the elementary school, it is even more important that the elementary school prepare the physical setting, staff, and curriculum for the child (Conn-Powers, Ross-Allen & Holburn, 1990). Preparation of the receiving classroom and school to serve the young child with special needs is absolutely necessary for a successful transition. It is unacceptable to place the burden of success on the child and family. Ultimately, the elementary school must meet the needs of every child.

There are many ways to prepare the elementary school to meet the unique needs of children with special needs. It is necessary to assess staff training needs, determine equipment required, and identify and remove barriers in the physical structure that prevent the child's access to certain areas of the school. If the elementary school staff feel they do not have the expertise to address the unique needs of the child, they should identify and obtain training and technical assistance. If additional materials or equipment are needed in the kindergarten classroom or elementary school to support the child and the classroom teacher, these resources should be determined and obtained. In short, all barriers to a successful transition must be identified and addressed prior to the child's entry into the public school.

Project TEEM staff identified three critical activities for preparing the building, classroom, curriculum, and instructional staff for the entering child.

14. Prior to the child's entry into the elementary school, public school staff should obtain necessary training and technical assistance.

15. Prior to the child's entry into the elementary school, the school should obtain necessary resources including personnel, instructional materials, and adaptive equipment and should complete building improvements.

16. Prior to the child's entry into the elementary school, the transition planning team should determine strategies for promoting the child's successful participation in each kindergarten and school activity.

A description of each critical activity follows.
**Critical Activity 14:** Prior to the child’s entry into the elementary school, public school staff should obtain necessary training and technical assistance.

In many school districts, implementing a systematic transition planning process that promotes the integration and education of children with special needs in the elementary school presents significant challenges for the professionals involved. For example, many elementary school staff feel they do not have the training or time to deliver services to children with special needs within the kindergarten classroom and elementary school. These types of challenges can be addressed through training and technical assistance and through administrative support such as providing release time and hiring substitutes so staff may participate in planning and training activities. There must be a formal process for the child’s planning team to identify and obtain needed information and skills for everyone involved in the child’s transition.

Project TEEM staff developed a form for use by the transition planning team in identifying what information, resources, and skills the elementary school staff may need to provide an appropriate education for the child. This procedure should be implemented early in the transition process and repeated often as new information is gathered about the child. See pages A-17 to A-18 in Appendix A for additional information and examples.

**Critical Activity 15:** Prior to the child’s entry into the elementary school, the school should obtain necessary resources including personnel, instructional materials, and adaptive equipment and should complete building improvements.

One of the transition planning team’s major roles is to identify the additional resources the elementary school may need to successfully educate the child. Some children, because of their social, physical, and learning needs, may require additional staff, new learning materials, adaptive equipment (e.g., special chairs, a prone board, or a computer), and physical plant adaptations and improvements (e.g., ramps for wheelchairs, wider bathroom doors, or an elevator to promote access to all parts of the school building) to enable them to participate as fully as possible in the day-to-day activities of the school and classroom. These additional resources must be identified and obtained prior to the child’s entry into the elementary school.

In many school systems, it is particularly important that the transition planning team identify needed resources early in the transition process. Schools typically plan and submit their budget proposals one year in advance. If costly resources must be acquired or barriers removed, it is imperative that these future ex-
penses be incorporated in the budget. Project TEEM staff
developed a simple form, located at the end of Appendix A, for use
by the planning team to evaluate the accessibility of the school's
physical environment. Additional information and examples are
included on pages A-18 to A-21 in Appendix A.

\* Critical Activity 16: Prior to the child's entry into the elementary school, the
transition planning team should determine strategies for promoting the child's
successful participation in each kindergarten and school activity.

It is critical that the child's transition team develop a plan that
specifies the goals, adaptations, strategies, and resources neces-
sary for ensuring an integrated, appropriate educational experience
before the child enters the kindergarten classroom (Conn-Powers et al., 1990). Planning in detail how the child will participate in each
activity during the school day helps to ensure that all resources are
in place from the first day of school and that the child's goals and
needs are met effectively throughout the day.

A recommended procedure for implementing this critical activ-
ity is the development of an integration plan. A form is included at
the end of Appendix A that specifies:

- the child's daily schedule;
- the social and educational goals to be addressed during
each activity;
- the person(s) responsible for each activity;
- the necessary adaptations (including special materials
  and/or equipment); and
- the additional intervention procedures and strategies
  necessary for ensuring a successful, integrated
  educational experience.

The development of this plan for educating and supporting the
child (and school staff) in the elementary school typically occurs in
the spring of the child's last year in the early childhood special
education program. The transition planning team examines the
typical kindergarten day and the individual child's strengths and
needs and then identifies:

- the kindergarten activities that typically and naturally elicit
  the skills and behaviors the child needs to acquire and into
  which the child's IEP objectives can be integrated (rather
  than creating separate "special" times for working on the
  same skills), and
- the additional skill needs and intervention strategies neces-
  sary for promoting the child's social and educational partici-
  pation in each kindergarten activity.
Not only are special education and related services integrated into the kindergarten routine, but an underlying goal is to promote and support the child’s integrated participation in the kindergarten classroom. This plan helps to ensure that there is coordinated delivery of services from the first day of school and represents a final effort by the planning team to make the child’s transition as successful as possible. An example is included on page A-23 in Appendix A.

Best Practice V: The elementary school staff should provide the necessary services to promote and support the child’s placement, integration, and education in the kindergarten classroom and elementary school.

The best practices and associated critical activities already discussed have primarily emphasized what can and should be done prior to the child’s entry in kindergarten and elementary school. Implementation of the critical activities described should enable the child’s planning team to accomplish a successful transition.

Best Practice V focuses on the child’s actual entry into the kindergarten classroom. Its purpose reflects the major goal of Project TEEM — to promote the successful integration and education of young children with special needs in regular education settings. This best practice and its associated critical activities ensures that the child’s placement is successful by prescribing the implementation of activities for identifying and addressing unforeseen problems. This best practice implies that the transition planning process should not end once the child enters elementary school. The planning team should continue to serve as a resource after the child’s transition. If problems arise, they can be identified and addressed by the team quickly and effectively.

Project TEEM staff identified two critical activities for ensuring the child receives the support and services he or she needs to participate and learn in kindergarten and elementary school.

17. Elementary school staff should monitor the child’s participation in the kindergarten classroom and other elementary school settings.

18. Early childhood special education staff should provide the child, family, and elementary school staff with follow-up support.

A description of each critical activity follows.
Critical Activity 17: Elementary school staff should monitor the child’s participation in the kindergarten classroom and other elementary school settings.

The primary goal of this activity is to establish procedures for monitoring the child’s progress and, if necessary, develop an intervention plan to address people’s concerns. Kindergarten teachers and families are frequently concerned that the child with special needs will be “dumped” in the classroom with little support or services available. A monitoring system, in conjunction with a well-delineated plan for educating and supporting the child, should provide a support system which adequately addresses these concerns. Project TEEM staff developed a format for a monitoring plan which is included at the end of Appendix A.

Critical Activity 18: Early childhood special education staff should provide the child, family, and elementary school staff with follow-up support.

Many families and professionals communicate the need for the early childhood staff to maintain some involvement or at least be accessible after the child’s entry into elementary school. Early childhood staff, along with the child’s family, have considerable experience with the individual child. They may have invaluable ideas for successfully addressing unforeseen problems.

Establishing a simple procedure for families or elementary school staff to gain access to the child’s former teachers is sufficient for carrying out this critical activity. Some schools which participated in Project TEEM simply confirmed with the early childhood special education staff that it was appropriate to call if they needed help. Project TEEM staff recommend that the child’s transition planning team (including the early childhood staff) meet once after the child has entered the elementary school. The purpose of this meeting is to assess how well the transition is going and to begin planning the child’s transition to first grade. See page A-24 in Appendix A for more information and examples.

Summary

Implementing the best practices and associated critical activities presented in this chapter will support families and professionals in planning for the transition and entry of young children with special needs into the kindergarten classroom and elementary school. Incorporating these best practices in the development and
implementation of a school's transition process will contribute to a more satisfactory and successful transition for young children, their families, and the professionals involved. While the timing and extent to which the critical activities are implemented will vary among children, families, and school systems, their implementation is necessary at some level.
CHAPTER 3 Project TEEM Model for Establishing a System-Wide Transition Process

This chapter outlines steps to guide school systems in the development, implementation, and evaluation of systematic transition planning procedures which incorporate the best practices and critical activities presented in Chapter 2. The Project TEEM model does not prescribe a single, standard model for transition planning. Rather, it provides families and school systems with information, guidelines, and a planning framework or structure to establish a transition process. The model promotes the active collaboration of families and early childhood and elementary school personnel in developing a transition process which addresses the unique needs of families and individual schools or districts in planning for the successful transition of all children with special needs to kindergarten and other regular education environments. The Project TEEM planning model includes the following five major steps. See Appendix B for examples from Vermont districts and schools which participated in Project TEEM and blank forms for use in implementing some of the activities outlined in this chapter.

✓ Step One: Establish a Planning Team

The planning team is responsible for developing a system-wide transition planning process. The team should be composed, for example, of parents and direct service personnel from sending and receiving programs, including early childhood staff and kindergarten teachers, building principals, the special education administrator and staff, school board members, and other relevant personnel. Establishing a broad-based planning team is important for several reasons. First, it ensures a transition planning process is developed which addresses the unique concerns and needs of everyone involved. Second, it collectively focuses a number of people with different perspectives and expertise on commonly identified transition problems. And finally, involving a broad constituency promotes a greater understanding of, ownership for, and commitment to the process developed. As one principal noted, a planning team promotes shared power and leverage in developing a transition process that meets the needs of all concerned. It is critical that early childhood and public school administrators support the activities and decisions of this planning group and be members of the team.
Once established, the planning team must continually identify the training and technical assistance its members require throughout the process of developing transition procedures. The team should meet several times to acquire information about best practices in transition planning and to draft system-wide procedures.

Planning teams participating in Project TEEM noted that there must be a key person in the school district to “get the ball rolling” — someone who identifies the need for systematic transition planning and is committed to initiating the process. The special education administrator, an early childhood staff member, and/or the building principal typically identified key people and either recruited them as members of the planning team or invited a number of individuals representing a broad constituency to a general information meeting or inservice about transition planning. A planning team was recruited at the end of this “awareness” session or introductory inservice.

The composition of teams from districts participating in Project TEEM varied according to the different types of service delivery in the district. Teams included parents, principals, special education administrators, early childhood special education staff and/or other early childhood staff (e.g., from Headstart or private preschool), kindergarten and first grade teachers, speech-language pathologists, learning specialists, paraprofessionals, related services personnel, and other individuals identified by a school or district as important to the planning team. The inclusion of parents on the team is critical. One principal noted that parents will ensure that the process addresses their concerns and will be committed to making the transition process work. A form for identifying potential planning team members is included in Appendix B.

✓ Step Two: Develop Goals and a Philosophy Statement Regarding Transition Planning

The involvement of all planning team members in the development of goals and a philosophy statement addressing transition planning should promote involvement in, commitment to, and ownership for the transition process to be developed. Drafting a philosophy statement based on identified goals serves as a guide for developing, implementing, and evaluating transition procedures. Once written, transition procedures should address the identified goals and operationalize the philosophy.

Participating teams used a collaborative process to draft their goals and philosophy statements. The planning team must first determine current transition practices so all team members have a
common framework from which to proceed. Members of the team can then identify their issues or concerns regarding current and/or past transition practices and their goals for future transition planning. This process ensures that everyone’s concerns and expectations are addressed by the team’s goals and philosophy and allows individuals with diverse backgrounds and expertise to work together toward a shared objective. (These activities may take place during a designated inservice or in an initial planning meeting.)

Project TEEM staff developed a number of transition goals which provide planning teams with a model to adapt and adopt. These goals are presented in TABLE 2.

### TABLE 2

#### Goals of a Successful Transition

To promote the rapid adjustment of the child and family to kindergarten and elementary school.

To enhance the child’s successful participation in kindergarten and elementary school.

To ensure the uninterrupted provision of appropriate services to support the child’s integration and education within kindergarten and elementary school.

To support and empower the family as an equal partner in the transition process.

To promote collaboration among all individuals who are or should be involved with the child’s education.

To increase all participants’ satisfaction with:
  - the transition process,
  - their participation in transition planning, and
  - the results of the transition process.

To increase the likelihood that the child is maintained in the kindergarten classroom and that the transition process continues to ensure the child’s successful participation in subsequent regular education environments.

The Transition Philosophy and the Goals Statement of the Vermont Franklin Northwest Supervisory Union are included as examples in Appendix B.
Step Three: Develop Written Transition Planning Procedures

Written transition planning procedures promote timely and systematic transition planning and ensure the development of a process which has clearly defined and coordinated roles and responsibilities and can be individualized for each child and family. Written procedures are relatively easy to share to keep everyone informed and promote their understanding of the school’s transition process. Written procedures also prevent confusion, promote continuity, and minimize disruptions when there is staff turnover.

Participants in Project TEEM noted that written procedures provide a “sense of security” because there is a system in place which promotes shared responsibility for planning and can meet the individual needs of all involved. Participants noted that a formal system supports parents by addressing their individual concerns and by enabling staff to be responsive to children and families involved in transitions.

The planning team meets to record the specific activities, strategies, roles, and responsibilities of key individuals involved in the transition process and potential time lines for accomplishing each activity. The written procedures should address the concerns and goals of the team and incorporate and support implementation of the five best practices in transition planning.

To assist planning teams, Project TEEM staff developed a worksheet which lists the five best practices and critical activities for promoting their implementation discussed in Chapter 2. This worksheet, a sample section of which is completed on the following page, includes space to record procedures for implementing each activity, who the responsible persons are, and time lines for initiating and completing each procedure or activity. The worksheet also assists the planning team in assessing and identifying what transition activities already exist and whether they adequately address the implementation of best practices. This worksheet is a guideline. Teams may choose to use it completely or in part or may develop their own format for drafting procedures. However the team chooses to proceed, the resulting draft of transition procedures will undergo numerous revisions and adaptations as people use it on an ongoing basis for transition planning. See Appendix B for a blank copy of the worksheet.

Planning teams should meet as often as necessary to draft transition procedures. The amount of time involved will depend on a number of factors such as whether or not transition procedures already exist, the length of planning team meetings, and the number of individuals involved in writing the procedures. If planning teams choose to meet for half days, drafting procedures may re-
**BEST PRACTICE:** Family members should receive the necessary information, support, and opportunities to enable them to participate as equal partners in planning their child's transition.

<table>
<thead>
<tr>
<th>Critical Activities and Procedures</th>
<th>Time Line</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide families with information about the school's transition policies and procedures. Procedure: During home visit, discuss district transition process. Provide and review parent handbook which outlines transition activities.</td>
<td>On individual basis up to two years prior to transition</td>
<td>Family Early Childhood Staff</td>
</tr>
<tr>
<td>Determine family's goals for transition, types of information and support needed, and desired level of participation. Procedure: Based on discussion during home visit, family, if so desires, determines some initial goals and additional information and support needs.</td>
<td>Same as above and ongoing</td>
<td>Family Early Childhood Staff</td>
</tr>
<tr>
<td>Provide family with assistance, as needed, to obtain desired information, support, and opportunities for participation in planning child's transition. Procedure: Based on individual family preferences</td>
<td>Ongoing</td>
<td>Additional Transition Team Members, Relevant Others</td>
</tr>
<tr>
<td>Identify methods the family and elementary staff will use to share information once child is enrolled in kindergarten. Procedure: &quot;Brainstorm&quot; options and refer to Project TEEM's &quot;Home-School Communication Form.&quot;</td>
<td>Spring prior to transition</td>
<td>Family Relevant Receiving Staff</td>
</tr>
</tbody>
</table>

Sample of Worksheet to Draft Written Transition Procedures
quire three to four meetings. If planning teams meet for one or two hours at a time, the process may require up to eight meetings. To function successfully and efficiently during these meetings, teams should engage in collaborative team behavior including using an agenda generated by the team and assigning specific roles (e.g., a facilitator/encourager, a recorder and a timekeeper) which team members share on a rotating basis. Refer to Appendix D for resources on collaborative team processes.

One special education administrator stressed that developing transition procedures is similar to curriculum development and should be accorded the same level of importance and amount of time. She noted that it is much more effective to devote one or two full days to developing procedures than to meet repeatedly for one or two hours after school. A concentrated period of time helps the planning team focus on the development of procedures without the distraction of events and situations typical of a school day.

During Project TEEM, some districts devoted inservice time to developing a transition process and provided additional release time for half- or full-day work sessions. Other planning teams met successfully for one or two hours after school throughout the year after the initial inservice. In one district in which Project TEEM staff provided technical assistance to help the team develop a transition process, the superintendent supported the efforts of team members by granting them re-certification credit.

Written procedures may be either school-based or district-wide. The level of autonomy of each school within a given district may have an impact on which type of procedures is chosen. Some Project TEEM participants felt that if school personnel write their own procedures, they may assume more responsibility for implementing them. And in districts where individual school-based procedures were developed, a set of district-wide procedures could be synthesized from the common elements among the individual sets of procedures. Other schools chose to draft procedures for their particular school, implement and gain support for them for a year, evaluate implementation of the procedures, and then adapt them for children's transitions to all schools. Many teams have written procedures to facilitate transitions across all grade levels and even for post-school placement.

After the planning team completes the written draft of transition procedures (using either the Project TEEM worksheet or its own process), the team should review the procedures to ensure that they will meet the goals and operationalize the philosophy statement developed in Step Two. The team should then choose a format members feel will work best for their school or district and can be easily shared with families and district personnel. See Appendix B for examples of written planning procedures.
Step Four: Gain System-Wide Support and Commitment

It is critical that the transition procedures have the support and involvement of all parties not participating in the development process to ensure that:

- the process addresses the needs and goals of the sending and receiving programs,
- there is administrative support for and involvement in the planning process for individual transitions, and
- staff are equally committed to the planning process and the implementation of best practices for children and families.

The planning team must identify strategies to promote system-wide knowledge and understanding of the transition process and elicit feedback which can be incorporated into the written procedures. The procedures must be shared with all potential users, particularly program administrators who were not involved in their development. Dissemination strategies may include presentations by members of the planning team for families, direct service staff, administrators, and school boards.

Administrative support is critical to successful implementation of transition procedures. Administrators may:

- dedicate inservice time to addressing concerns specific to the transition of individual children;
- hire substitutes and arrange release time for staff to plan and visit among programs;
- attend meetings and participate in transition planning for individual children;
- support decisions made by individual planning teams;
- advocate for funding or changes in the system; and
- reinforce the efforts of families and sending and receiving staff through articles in school newsletters, announcements at school board meetings, and communication with other districts, for example.

Administrative endorsement of transition planning will provide the impetus for all district staff to commit to the transition process.

Support for and commitment to the process from other school or district staff (e.g., teachers and paraprofessionals) may require that they change their professional roles. Individuals may need to acquire new skills in collaborative team work, communicating with families, observing future educational environments (i.e., the physical set-up, routines, and instructional strategies), targeting
and acquiring resources, engaging in advance planning, adapting curriculum, and providing consultation and assistance to peers. School staff may assume new roles as cooperative team members and may change their attitudes as they learn to view parents as equals in the education process, accommodate differences by allowing adaptations and alternative activities to occur in the classroom, and work cooperatively as team members. In addition, school staff must willingly share unique skills, "brainstorm" and seek alternatives to overcome perceived "barriers" to transition and integration, commit to gaining new knowledge (e.g., through in-service or one-to-one consultation), and share successes and learning experiences with staff in future educational settings.

Individuals from planning teams made several suggestions for promoting ongoing awareness and understanding of and support for the transition process including:

- incorporating transition procedures into the district or school handbook,
- reviewing transition procedures during inservices and orientations,
- sharing transition procedures at primary team meetings early in the school year,
- pairing staff members familiar with the process with those unfamiliar with it to provide orientation to the procedures,
- holding meetings in each building to explain procedures to new people and provide review for others,
- sharing procedures with school boards (e.g., making slide presentations illustrating how procedures apply to individual transitions), and
- including information on the transition process in school newsletters.

Transition planning policies state a district's philosophy regarding the transition of children from one educational placement to another and may be developed over time. In general, policies govern school districts' actions, and the development of a policy clearly demonstrates a school district's commitment to a particular aspect of educational service — in this case, transition planning. The adoption of a policy statement regarding transition planning facilitates implementation of a district's philosophy and ensures that transition planning becomes an inherent part of the educational system. A group of individuals representing planning teams from the five elementary schools in the Vermont Addison Northeast Supervisory Union participating in Project TEEM developed the policy presented in TABLE 3 on the following page.
TABLE 3
Policy on Transitioning Students Within Addison Northeast Supervisory Union

PURPOSE

It is the philosophy of the Addison Northeast Supervisory Union that all children have the right to equal access to quality education. Students with handicaps within this Supervisory Union, shall be integrated into the least restrictive educational environment that will assure them a free appropriate education.

POLICY

- Each school will transition students with handicaps from one educational environment to the next with maximum opportunities for emotional, social, physical and academic growth.

- Each school will have and follow a written set of transition procedures. Elementary transitioning procedures must be consistent with receiving procedures at the high school.

- Each school will form transition teams which may consist of sending and receiving teachers, special educators, administrators and other appropriate people. The teams will be responsible for the implementation, monitoring; and evaluation of the transition process based on the IEP and current policies and procedures in compliance with federal and state laws and regulations within special education.

- Each school will provide parents/guardians opportunities to be involved in the transition process.

- Each school will prepare students for transition to the next environment by identifying those skills critical for functioning in the next environment and incorporating them into the student’s current program.

✔ Step Five: Evaluate the Transition Process

Evaluating the transition process promotes its effectiveness in addressing the needs and goals of its participants and ensures that
the process is implemented consistently. The evaluation may assess: which procedures were or were not implemented, the extent to which parents and educators are satisfied with the procedures implemented, the child placement and service outcomes of the transition, and the extent to which parents and educators are satisfied with the child’s transition.

Transition procedures should be evaluated during their initial implementation and annually thereafter. Members of teams from schools participating in Project TEEM who developed procedures offered the following suggestions for evaluation. School districts may:

- have the team members who developed the procedures review them after a year of implementation and make necessary revisions,
- review the procedures at scheduled primary team meetings,
- revise the procedures informally as personnel and needs change and institute a formal system for incorporating revisions into the original procedures (e.g., an elementary school principal noted that when their transition process breaks down, a meeting is scheduled to discuss how to “get back on track”),
- review the procedures yearly at a designated staff meeting, and/or
- form a curriculum study group to ensure ongoing evaluation and revision of the transition process.

Many teams who developed the original transition procedures added an initial evaluation procedure to their written draft to ensure that evaluation is an integral part of the transition process. One planning team member noted that it is necessary to go through actual transition planning for at least a year to see what works and what should be changed.

An elementary school principal stressed that, regardless of changes in the process, it is important that those who develop the procedures congratulate themselves for a job well done. The process may change as a result of evaluation, but as one member stated, “We won’t go back to not doing it!”

**Summary**

The transition of young children with handicaps to kindergarten and other regular educational environments presents several challenges. A successful transition requires that a number of critical elements be in place. There must be system-wide commitment to the goals of the transition process and system-wide under-
standing of and support for implementing the transition process. The transition process must address the individual needs of children, families, and educators and incorporate current best practices. The TEEM model provides families and educators with information and a reliable planning framework from which to develop their own model for transition planning.
APPENDIX A

Information, Examples and Forms for Implementing Best Practices and Critical Activities

Appendix A includes additional information, examples from Vermont districts and schools which participated in Project TEEM, and forms for use in implementing the best practices and critical activities discussed in Chapter 2. Examples and a sample of one planning form are integrated in the text. Blank copies of the sample form and all other planning forms are included at the end of the appendix in the Transition Planning Packet.

BEST PRACTICE 1: Family members should receive the necessary information, support, and opportunities to enable them to participate as equal partners in planning their child’s transition.

◆ Critical Activity 1: Families should receive information about the school’s transition policies and procedures.

Families should have information about:

- the local education agency’s (LEA’s) transition policy,
- the transition process of the local school district or elementary school,
- available kindergarten placement options, and
- the planning necessary for their child’s transition and the family’s role in the planning process.

Families may receive this information through some or all of the following means:

- discussion with the early childhood staff, the special education administrator, and/or the local school principal;
- written materials such as handbooks or brochures;
- videotapes; or
- discussion with other parents, (for example, parents whose children have made the transition into the elementary school may talk with groups of parents in the early childhood program).
The early childhood staff in the Grand Isle Supervisory Union developed a handbook entitled *Transition to Kindergarten: A Parent's Guide*. It includes: general information on the transition to elementary school, a transition timeline, a kindergarten observation form for parents, information on transition team meetings and a form for meeting notes, a list of key people involved in the transition, and a section written by a parent on the parent's role in the transition process. (See References Cited for a complete citation.) Parents and school personnel from other participating schools suggested the possibility of a school-wide handbook for all families, not just for those with children entering from the early childhood program. A school-wide handbook might include a sample daily schedule and expectations in the kindergarten classroom.

Through Project TEEM, parents and educational personnel developed a brochure on transition planning, available upon request. The brochure addresses transition issues and the role of the family in a question/answer format. Other Project TEEM participants suggested giving parents a one-page summary of the school/district transition procedures. In any written material, it is critical to define terminology and acronyms specific to the education profession.

**Critical Activity 2:** The family's goals for their child's transition, the types of information and support needed, and their desired level of participation should be determined as part of the transition process.

The early childhood teacher is usually the person who has established and maintained a consistent and close relationship with the family and is probably the most appropriate person to meet with the family and listen to their concerns, questions, and desires, for example. In some instances, programs may use an informal or formal written parent interview.

**Critical Activity 3:** Families should receive assistance in obtaining the desired information, support, and opportunities for participation in planning their child's transition.

Families should have opportunities to:

- participate in developing the system-wide transition process if none exists,
- be active members of the individual transition planning team by contributing their expertise and participating in problem-solving.
• share information about and goals for their child through formal and informal parent interviews,
• observe future placement options in order to make informed decisions,
• provide input into their child’s educational program,
• mutually decide on a plan for sharing information between home and school once the child enters the new placement,
• participate in monitoring their child’s progress once he or she enters the elementary school, and
• share information with school board members to facilitate awareness of the need for a system-wide transition process and the support and resources required to implement it.

Project TEEM participants stressed that parents should observe all environments and situations in which their child may function — for example, during the bus ride, getting on and off the bus, in the classroom, in hallways, in the bathroom, on the playground, in the cafeteria, in physical education, and during daily transition times. Parents are encouraged to see, to the greatest extent possible, what is required of their children in various settings and situations. These observations will help them gather important information in a variety of contexts so they can contribute appropriate and relevant suggestions and make informed decisions throughout the transition process.

One transition team member noted that the parents of a child entering the local elementary school were very concerned about her transition and the support she would receive from the elementary school staff. Once the child entered the school, the planning team held monthly meetings throughout the school year to follow her progress and set new goals. The classroom teacher sent notes to the parents and, initially, worked with the classroom instructional assistant to be sure the instructional assistant implemented the program the team had developed. The team member noted that the parents became more and more comfortable with the school staff, but that the staff had to commit extra time and effort toward this goal.

Some means by which school staff may support family involvement include:

• discussing with families options for participation;
• being sensitive to the differences between families and allowing families to be involved if and when they are ready and at whatever level of participation they choose;
• listening to families and valuing the expertise they can contribute toward planning their child's transition and integration into the elementary school;
• making an “extra effort” with families by initiating and taking advantage of informal communication (e.g., talking with families in the community, making informal contacts when parents visit the school, and, if agreeable and convenient for the family, visiting them at home before their child enters the school);

One receiving first grade teacher in the Addison Northeast Supervisory Union was invited by the family to a party at their home to celebrate the acquisition of a new wheelchair for their child scheduled to enter the teacher’s classroom. The family, in turn, attended a gathering at the elementary school to celebrate the custodian’s completion of an adapted computer table for their child.

• using language which parents understand and avoiding the use of jargon and acronyms; and
• helping parents schedule time to observe potential future placements.

Parents should observe potential future placements during the fall of the school year so they see what is expected of children just entering kindergarten. Some of the kindergarten teachers participating in Project TEEM noted that parents often observe in the spring for the first time and are very discouraged when they observe children who have been in kindergarten for nearly a full school year. If at all possible, parents should observe future placement options in person. Parents whose children have physical handicaps can provide important input on how to arrange a classroom to best accommodate their children’s needs.

One early childhood teacher schedules appointments in the fall for parents of children in her program to observe kindergarten classrooms, and she encourages them to observe again in the spring to see the children’s progress. If parents cannot observe the future placement options in person, one early childhood teacher suggested making a videotape of the kindergarten and elementary school activities and routines to show the parents at their convenience. Another early childhood teacher stressed that she encourages parents to pay particular attention to the kindergarten routine, activities, and physical environment, not the individual kindergarten teachers.
Project TEEM staff identified six additional means by which school staff may support family involvement in their child's transition.

- School staff should schedule meeting times to accommodate the family's schedule as much as possible. One participating special educator noted that if a family is unable to attend a meeting, she speaks with them prior to the meeting and visits them after the meeting to review the outcome.
- School staff should help "less confident or expressive" parents meet with other parents who might assist them in working with public school staff. School staff might facilitate creation of a parent support group linking parents who have already experienced their child's transition process with parents who have not. One parent suggested that parents in a support group talk about issues and together look at specific materials in a booklet written for parents on transition planning.
- School staff should invite parents to share information about their child with receiving school staff through individual and/or group meetings, or through participation in an inservice for school staff. Families should also be encouraged to advocate before their school board members for resources.
- School staff must be sensitive to the fact that some parents may have had difficult school experiences and may require a great deal of nurturing to become involved in their child's educational planning.

At the end of Project TEEM, one elementary school was applying for a grant to establish a staffed room for parents within the school where they could go to maintain the same level of contact with the elementary school as they had had with the early childhood program. This opportunity for contact would be available to families year after year as their child progressed through the grades.

- School staff should make families familiar with and part of their local school system, particularly if they do not have other children in the system.
One school invites parents to their Open House a year before their child is scheduled to enter the elementary school. The school also sends the school newsletter to parents during their child’s last year in the early childhood program. An early childhood teacher in another district suggested the possibility of giving parents tours of the elementary school after the early childhood program ends in the morning, giving parents the opportunity to meet the building principal. Some schools provide parents with packets or handbooks containing information about the kindergarten routine, schedules, snack money, the gym, and the library, for example.

- Finally, school staff should identify potential resources for helping them meet parents’ identified needs (e.g., respite care, counseling, support of another parent, or transportation).

The family’s active participation in transition planning also may help ease the family’s potential apprehensions and fears about their child’s move to a new placement. The following article from a state-wide newsletter for parents was written by a parent from one of the model sites participating in Project TEEM. The parent’s daughter attended the local kindergarten program one day a week during her last year in the early childhood program in preparation for full-time enrollment in the kindergarten classroom the following school year.

Lisa the Kindergartner! “I had thought last October when Lisa began attending the kindergarten class on Friday mornings at the East Montpelier Elementary School that maybe her time there could be increased to two or three days a week toward the end of the school year. We had our ‘transition’ meeting last week. When we got to the part about ‘OK, it’s the end of the school year now, and we need to talk about Lisa spending more time maybe in the kindergarten class,’ both the special education and kindergarten teachers said they felt Lisa was ready to attend full-time and saw no reason she couldn’t start in two days. ‘Oh, my gosh!’ I thought. I wanted to stand up and say, ‘Listen here. Lisa may be ready, but her mother isn’t. Can’t we talk about this?’ Then I wanted to laugh, cry, jump up and hug the teachers and run out of that room all at the same time. I wonder if anyone knows how much energy parents expend to remain calm and business-like in some meetings. Lisa has been at East Montpelier Elementary School for four days now and I’m doing very well, thank you.” - Joanne
Critical Activity 4: The family and elementary school should identify the methods they will use to share information once the child is enrolled in kindergarten.

Families and school staff may share information through phone calls, notebooks transported by the child, or formal or informal meeting times, for example. The Home-School Communication Form at the end of this appendix may be used to identify mutually agreeable ways for families and school staff to communicate.

Best Practice II: Planning the child’s transition from an early childhood special education program to kindergarten and elementary school should occur in a systematic, individualized, timely, and collaborative fashion.

Critical Activity 5: Local elementary school staff should be informed well in advance about children with special needs who will be entering kindergarten.

The early childhood program coordinator in the Central Vermont district attends a weekly Pupil Personnel meeting in the local elementary school and shares information on children scheduled to enter the school. The principal, the receiving elementary special education staff, and other appropriate individuals (e.g., kindergarten teachers) attend these Pupil Personnel meetings.

In another district, the early childhood teacher meets with all the elementary school principals to inform them about children entering their schools before the principals finalize and submit their annual budget requests.

In a third district, the early childhood coordinator and special education administrator inform receiving school principals each January about the group of children scheduled to enter the elementary school in two years. There is a follow-up meeting in the fall to update the principals about any newly identified children entering kindergarten the next year.

Critical Activity 6: Early childhood special education and elementary school staff who will collaborate with the child’s family to initiate and coordinate the transition planning process should be identified early in the transition process.
Individuals who serve as transition coordinators vary among the schools and districts participating in Project TEEM. Along with the family, if they so choose, and one of the early childhood staff, the elementary school principal may assign a coordinator from his or her building or there may be a district-wide transition coordinator. A special educator from the elementary school may serve as the transition coordinator for his or her building or grade levels.

One of the early childhood staff in the Grand Isle Supervisory District is usually the “transition coordinator” in the beginning of the transition process, but as the process evolves and receiving staff become more involved, one of the receiving staff assumes this responsibility. In the Montpelier Supervisory District, a staff member from the early childhood program and one from the elementary school share the role of transition coordinator.

One of the early childhood staff in Montpelier noted that, for her, the key factor in a successful transition process is when one of the elementary school staff assumes responsibility for coordinating the transition process. This commitment establishes shared responsibility and facilitates a shift in ownership for the child’s education from the early childhood program to the elementary school.

**Critical Activity 7:** The child's potential kindergarten classroom placement should be identified early in the transition process.

Several participating schools began making placement decisions earlier than was customary for children entering the elementary school from the early childhood program. At the time of placement, if the receiving kindergarten teacher has not been a member of the child’s planning team (i.e., there is more than one kindergarten teacher and thus a representative teacher has been on the planning team), he or she should become an active planning team member.

Some planning teams have a child attend their future kindergarten classroom one or more days a week during the child’s last year in the early childhood program. This strategy introduces the child to kindergarten and allows the classroom teacher to interact with him or her prior to the transition. One kindergarten teacher noted that she felt much more relaxed about the transition after becoming familiar with the child prior to the child’s enrollment in her classroom full-time.

The decision to have a child attend kindergarten while still in the early childhood program depends greatly on the individual child and family. The planning team must consider the decision
carefully and, if the child participates in the kindergarten, assess the success of the child’s participation for everyone involved. Individuals have noted that a child’s part-time placement in a kindergarten setting may actually hinder the child’s social interactions because he or she is not a consistent member of a particular peer group. For other children, such kindergarten participation may prove highly satisfactory.

**Critical Activity 8:** *A transition planning team should be established for each child.*

**Forming Individual Planning Teams**

After the receiving principal has the initial information about entering children, he or she and the transition coordinator(s) can identify appropriate individuals in addition to the family who have been and will be involved with the child in the future educational setting. In some instances, there may be existing teams in an elementary school (e.g., a pupil planning team, a building-based team, or a child study team). Members of these teams may be included in transition planning teams.

Schools participating in Project TEEM varied in how they formed transition planning teams. In a district with one elementary school, the principal, with suggestions from the early childhood staff, recruits team members from the elementary school up to two years prior to a child’s transition. The principal appoints one kindergarten teacher as the “generic” kindergarten teacher on the team until there is a specific placement decision for the child.

In another district, the special education administrator and early childhood coordinator, after informing receiving principals about children scheduled to enter their elementary schools, make recommendations for planning team members which the principals follow in forming planning teams.

**Format For and Content of Team Meetings**

Suggestions for the format and content of transition planning team meetings include:

- rotate role responsibilities among team members (i.e., members take turns being the facilitator, recorder, and timekeeper);
- develop the agenda as a group;
- discuss the child’s strengths and potential needs;
- develop, review, and revise the individual transition plan;
- determine tasks and assign responsibilities and time lines;
• schedule follow-up meetings.

One planning team noted that if the needs of a child require extensive planning, their initial meeting focuses on “how to attack” the transition. They then concentrate on one or two areas at each of the remaining meetings such as transportation and building accommodations.

Issues Associated with the Individual Planning Team

Members of planning teams who participated in Project TEEM identified a number of issues surrounding the individual planning team. The following summarizes their input and ideas.

Principal Involvement

The level of the principal’s overall involvement in transition planning may depend on the amount and type of planning involved in a child’s transition. The principal may be unable to attend every planning meeting, but should be invited to each and made aware of what transpires at the meetings. The principal has knowledge of budget matters which may have an impact on team decisions, and he or she must have information for advocating before the school board for resources and budget appropriations. The principal is sensitive to demands on staff time and may support delegation of certain tasks. In addition, he or she can:

• help teams schedule meetings by hiring substitutes to provide release time for team members, and
• contribute information which may help the team decide on specific classroom placement (e.g., class size or location).

Families as Active Team Members

Public school personnel must be sensitive to the individual desires of each family and respect the role the family wishes to play on the planning team. This section describes strategies participants in Project TEEM, including families, identified to encourage family participation on teams and to help families feel comfortable in a potentially unfamiliar role and situation.

• School personnel should be sure families understand why certain people are members of their child’s planning team. School personnel should try to schedule some “informal” time with families prior to a formal meeting to put them at ease and create opportunities for families to meet planning team members, including the school principal, prior to a formal meeting.
One elementary school invites parents of children scheduled to enter the school to meet informally over tea and cookies with staff who will be on their child's planning team or involved with the child once he or she is enrolled. In the same district, the early childhood staff invites parents to visit the school and meet the people who will attend the formal planning meetings. People noted that the word "meeting" may cause parents some apprehension and suggested, "Let's sit down and talk about..." instead.

- School personnel should promote the professional staff's awareness of family roles through inservice programs on family-professional collaboration.
- School personnel should schedule meetings which are as convenient as possible for the family. School personnel should determine work schedules, babysitting requirements, and transportation needs, for example. They should then schedule meeting times with families before scheduling with other planning team members. If parents are unable to attend a meeting, school personnel should visit them, call them, or send notes requesting their input on the agenda items and any additional concerns or issues they wish to address.
- School personnel should be flexible in designating the location of meetings. Some parents may be uncomfortable initially meeting at the elementary school. One planning team scheduled meetings at the early childhood program because they felt the family would be more comfortable and relaxed in a familiar setting.
- Someone from the school system who is familiar with the family (e.g., an early childhood teacher) should talk with parents prior to meetings to inform them of who will attend and what the meeting will address. The school staff person should determine, with the family, how and to what extent the family wishes to participate in the meeting and how they wish to discuss their child with other team members.

One parent noted she is more comfortable when asked specific questions at a meeting than when asked to give a broad overview of her child and her goals for him. In addition, she noted that receiving staff need to know "where she is coming from" and what her desires are for her child. For example, she requested a morning kindergarten session so her child could nap at his regular time in the afternoon.
In one district, when the early childhood teacher talks with the family prior to a meeting to review who will be at the meeting, she asks the family what they would like to discuss at the meeting. The teacher also asks if they are comfortable talking in front of the group or would prefer that she convey their ideas, concerns, goals, etc. The early childhood teacher can help a family identify their goals and desires for their child and concerns about school in a one-to-one discussion and convey this information during a planning team meeting if the family so desires.

- School personnel should conduct parent interviews to encourage families to articulate and share their child’s strengths and needs, to identify concerns, and to express their goals for their child (which may be incorporated into their child’s IEP).
- School personnel must ensure that families receive all information other team members receive prior to a meeting including additional information which might help them prepare for a meeting.
- In meetings, families should be introduced first and invited to speak first to illustrate their importance on the team.
- School personnel should view the family as an expert on their child and pay close attention to them during the meeting. As one team member noted, families are often the expert on medical terminology and can explain unfamiliar terms to other team members.
- School personnel should avoid using jargon, try to speak in lay-person’s terms, and explain terms or acronyms unfamiliar to the family.
- School personnel should maintain a reasonable level of eye contact with family members (if culturally appropriate) to underscore the family’s importance in discussion.
- School personnel should give the family the opportunity to fulfill team roles and assist them by modeling good team skills. Families can help set agendas for planning meetings and can participate in facilitating meetings and recording minutes.
- School personnel should be aware of the size of the group at meetings. Many people may be involved with the child and family. It is important to determine how many people the family feels comfortable interacting with at one time and make adjustments accordingly.
- School staff should be sensitive to discussing children as whole beings including the child’s strengths and needs, likes and dislikes, and learning style, for example.
If necessary, school personnel may encourage the family to bring a support person to meetings — someone they feel comfortable with who might help the family communicate and work with other team members. Some families may have had difficult school experiences and may feel uncomfortable interacting with public school personnel. The early childhood teacher may be the team member who can facilitate the family's active involvement in a meeting.

**Working Together as a Team**

It takes effort on everyone's part to function cooperatively and effectively as a group. Each team member brings his or her unique expertise and knowledge to the group. As one parent mentioned, it is important to "educate" one another from the beginning about individual roles and responsibilities. Eligibility standards and terminology may be different between programs (e.g., between the early childhood program and elementary school). These differences must be explained to all team members and a common language adopted by the program, school, and family. Team members must value one another's knowledge and view each other as potential resources in the transition process. If necessary, the team may seek resources to assist them in developing or enhancing their team skills.

**Time to Meet**

This is a major concern for all team members. It is often difficult to find the time to meet given the demands placed on families and public school personnel.

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One principal provides "release time" for her staff to meet during the day and stresses that such time should be built into the schedule. Another principal provides "floating" substitutes for major planning meetings (e.g., current classroom instructional assistants or individuals from the district substitute list).

Some teams meet during "specials" such as art or music if those teaching the specials will not be attending the meeting. Some teams meet during lunch period to discuss children who require little planning time, but this is not always a convenient time for the family. Other teams schedule after-school meetings from 2:30 to 4:00 to discuss the transition of children who require more planning.

**Size of the Planning Team**

Several Project TEEM participants noted that there are often too many people on a planning team. This may overwhelm the
family and may contribute to inefficient and prolonged meetings. Each planning team must decide how best to address this issue and how best to communicate information to members who don’t attend every meeting.

In one school district, the planning team has “floating” members who take turns attending meetings, yet continue to contribute to the planning process. In another district, all relevant individuals attend the initial meetings, but as the transition progresses, certain individuals do not continue to attend all the meetings.

**Frequency of Meetings**
The number of planning meetings will vary depending on the amount and type of planning necessary for an individual child. The team is responsible for determining the number of meetings required.

One planning team noted they usually hold five or six meetings when a child requires a great deal of preparation and planning. Another team schedules a minimum of two meetings per year regardless of the amount of planning and preparation required.

**Length of Meetings**
Several participating team members used or suggested the following strategies for keeping meetings a reasonable length, that is, an hour or less.

- Planning team members should observe the child in his or her current environment and review written reports (e.g., doctors’ reports or psycho-educational evaluations) which the family releases prior to meetings.
- School personnel should distribute the agenda and relevant information (e.g., a summary of the child’s strengths and needs) prior to the meeting so people have a common framework from which to work.
- The transition planning team should set time limits for agenda items and stick to them. (A designated timekeeper should be responsible for this task.)
- If issues arise at meetings which require clarification, the team should not spend time trying to discuss them without the necessary information. A team member should be chosen to find the information and communicate it to the other team members.
Getting Everyone Together

It is often difficult for everyone on a planning team to meet at the same time. However, one special education administrator noted that attitude is an important "enabler" in addressing this issue, that is, individuals who are committed to the group process will "brainstorm" about how everyone can meet. It is important to identify strategies for informing team members of future meetings and agenda items.

Critical Activity 9: Information about the child and the educational programs important to the transition process should be identified and exchanged among transition team members.

Receiving staff may meet with the sending staff to identify the types of information they would like to have about the child including his or her learning style, behavior management needs, types of services which might be required in the elementary classroom and school, and current IEP goals and progress, for example. Sending and receiving programs may share information about their daily routines and activities, and information may be exchanged concerning special education service delivery models in the elementary school. Staff may share information in a variety of formal and informal ways including during meetings, through exchanging written materials, or through telephone calls.

The Early Childhood Student Information Form developed by Project TEEM and included at the end of this appendix may be used to share relevant information with receiving staff.

Critical Activity 10: The child’s individual transition plan should be developed well in advance of his or her entry in kindergarten.

The Checklist for the Transition of Individual Students and the Individual Transition Plan Form included at the end of this appendix are useful management tools for the transition coordinators and transition team in planning a child’s transition. Some districts participating in Project TEEM put their written transition procedures onto the Checklist for the Transition of Individual Students — a format which allowed them to individualize their district procedures for a particular child.

Planning teams from one district use comprehensive meeting minutes as their individual plan format for a child whose transition requires a significant amount of preparation. The minutes specify tasks, responsibilities, and time lines and are distributed to each of the child’s planning team members.
Best Practice III: The early childhood special education program should provide opportunities for the child to learn developmentally appropriate skills which promote the child’s successful participation in kindergarten and other regular education environments.

❖ Critical Activity 11: Skills for enhancing the child’s successful participation in the kindergarten classroom and elementary school should be identified early in the transition process.

Receiving kindergarten teachers may complete the Classroom Survival Skills Checklist at the end of this appendix to target skills they feel are critical for children participating in their classrooms. After receiving teacher(s) complete the checklist, the early childhood staff may meet with each teacher to determine which skills are particularly important for children to have upon entering the kindergarten classroom. Based on a comparison between skill expectations and a child’s current level of skills, the early childhood teacher and kindergarten teacher(s) can determine which skills should be strengthened in the early childhood program prior to a child’s transition. The Individual Skill Assessment Form at the end of this appendix provides a format for targeting these skills. Some early childhood program staff also update assessment information during a child’s last year in the program and target specific skills to address in the coming year.

❖ Critical Activity 12: Teaching and management practices and routines used in the kindergarten classroom should be identified.

As noted in relation to the family’s observations of kindergarten classrooms, school personnel should observe kindergarten classrooms in the fall to identify expectations for entering kindergarten children. Several elementary school personnel stressed that it is critical to observe all aspects of the daily schedule and routine from a child’s arrival to his or her departure including recess time, snack time, and bathroom routines, for example. The Classroom Observation Form at the end of this appendix may be used to identify teaching practices and routines.

❖ Critical Activity 13: If appropriate, the child should be provided with opportunities to learn developmentally appropriate skills, and kindergarten routines and teaching practices should be integrated into the child’s preschool program.

Skills targeted by early childhood and kindergarten teachers may be incorporated into a child’s IEP during his or her last year in the early childhood program. In one participating district, some
of the receiving elementary staff (i.e., kindergarten teachers, the
speech-language pathologist, and the special educator) meet with
the early childhood staff in the beginning of the year and help
develop a child's IEP for his or her last year in the early childhood
program.

If the child is enrolled in a summer program (e.g., day care or
summer camp), several individuals mentioned the possibility of
having the summer staff visit the early childhood program during
the school year and work on classroom skills during the summer
before the child enters elementary school. If a child is enrolled in a
center-based program, strategies may be developed to introduce
children to some of the elementary school routines and practices.

In one early childhood program based at an elementary school, teachers
adopted the kindergarten teacher's habit of flicking the lights in the classroom
to signal that they want the children's attention. The same early childhood
staff, noting the kindergarten routine, have their older children take turns
going to the cafeteria to pick up the morning snack.

The Survival Skills Checklist and Classroom Observation Follow-up Form at the end of this appendix provides a format for the
sending staff and receiving classroom teacher to discuss and con-
solidate results of the Survival Skills Checklist and the Classroom Observation Form. Completing this form may facilitate agreement
on which skills are critical for a child to participate successfully in
the receiving classroom.

Best Practice IV: The elementary school should prepare to
successfully integrate and educate the entering child in the
kindergarten and elementary school.

✦ Critical Activity 14: Prior to the child's entry into the elementary school,
public school staff should obtain necessary training and technical assistance.

Public school staff may have to implement some specific activi-
ties which provide individuals at the local elementary school (e.g.,
custodial staff, bus drivers, and cafeteria service providers) with
helpful information about an entering child. Several people
stressed the importance of informing all staff about how to get a
child with physical handicaps out of the building during a fire drill
and making sure any potential barriers along the route are elimi-
nated.
In addition to specific consultation with teachers and support staff, activities might include discussions and readings with students about differences between individuals and/or a general inservice for elementary school staff (e.g., on seizure control). The Training and Technical Assistance Planning Form at the end of this appendix may be useful in addressing this critical activity.

Several of the participating schools hold inservices on specific disabilities such as cerebral palsy and cystic fibrosis. The child’s parents may be best qualified to conduct this inservice. One of the early childhood teachers noted that it is useful to videotape any type of formal inservice for receiving staff who are unable to attend or would like to review specific points. The same teacher also made a videotape of a child with cerebral palsy to familiarize receiving staff with the child and illustrate specific handling and positioning techniques. The videotape is available as an informal inservice for receiving staff to view at any time. The teacher noted, however, that this strategy should not replace observing children in person.

All the participating school districts encourage their receiving elementary staff to visit the early childhood program to observe children in their familiar educational settings. Some schools facilitate observations by providing substitutes so their staff can spend a fair amount of time in the early childhood classroom. One Project TEEM participant mentioned that several people who attended an inservice on cerebral palsy relevant to a child entering the elementary school wished that they had met him prior to the inservice. Hearing about him and his specific needs was not as meaningful to them as meeting him in person would have been.

One elementary school principal noted that preparing receiving staff often involves simply creating a level of awareness about simple accommodations. She cited the fact that the accessible entrance to the elementary school was in back of the building and was always locked. With the enrollment of children using wheelchairs, she and her staff had to make a concerted effort to remember to unlock the door in the morning.

❉ Critical Activity 15: Prior to the child’s entry into the elementary school, the school should obtain necessary resources including personnel, instructional materials, and adaptive equipment and should complete building improvements.

The planning team should determine all necessary resources and identify people including members of the planning team and other “in-house” individuals who could provide resources or begin the process of acquiring them.
One elementary school principal suggested developing a checklist of questions which address all requirements a school might have to address in accommodating children with a wide range of needs. As an example of an innovative solution to a child's needs, when a participating planning team decided a child needed an adapted computer table in the classroom, they enlisted the assistance of one of their elementary school custodians who was happy to build the table.

In addition to obtaining financial assistance through the school budget, the team may explore potential additional sources of financial support such as inservice training money or grant money.

A designated planning team member should assess the physical environment to determine the accessibility of school settings, facilities, and equipment for the entering child. Once this information is collected, it should be reviewed by the family, early childhood staff, administrators, and other planning team members to determine if any adaptations are necessary (e.g., building a ramp). The School Environments Assessment Checklist at the end of this appendix may be used to evaluate the school environment.

Individuals participating in Project TEEM cited the following three additional areas parents and school personnel should particularly focus on during transition planning.

Transportation

Transportation requirements should be written into a child's IEP. Planning team members stressed the need to work with bus companies by adding written required adaptations, special requests, and time lines for complying with adaptations and requests to the contract between the school/district and bus company. One planning team suggested the school board inform any companies bidding for the bus contract that they must make special accommodations. Individuals pointed out that the team must make arrangements for alternate transportation if a bus company does not comply with contract terms.

Several people recommended riding the bus route to identify any physical barriers, make recommendations for adaptations (e.g., seat belts or adaptive seating), and determine special training for bus drivers (e.g., knowledge about the specific handicap a child may have, how to position a child with physical handicaps, or how to deal with a seizure).

Community Awareness

Several participating team members noted the importance of community awareness and involvement as significant factors in obtaining resources which represent major financial investments.
The school board and other community members must have information necessary for making informed decisions about budget appropriations. Individuals stressed that the need for additional resources such as an elevator is a community issue, not child-specific, because it may assist any individual in the community.

One of the participating elementary schools required the installation of an elevator to accommodate children who use wheelchairs. Planning team members spent a significant amount of time working with their school board to prepare a bond issue, and the superintendent provided information on the issue through a newsletter to the voters.

Several people mentioned the concerns of parents of other children in a child’s classroom. People noted that this illustrates the need to address issues on a community-wide basis, not on a child-specific level. Families with a child with special needs who are made aware of any questions, concerns, etc., however, can choose to address these on an individual basis.

**Instructional Assistants**

Planning team members discussed, at great length, the hiring and utilization of instructional assistants. The following summarizes some recommendations and issues discussed.

- The planning team should identify the need for an instructional assistant approximately two years before a child’s entry into the elementary school. Necessary funding requests to hire an instructional assistant should be included in the budget for the year prior to that child’s arrival.
- The school district should ensure that the family and receiving classroom teacher have the opportunity to interview instructional assistant candidates and are involved in the hiring decision.
- The school district should hire an instructional assistant as soon as possible, even though there is no guarantee that he or she will decide to remain when school begins and the child enrolls. When hired, the instructional assistant should become a member of the child’s planning team.
- The school district should ensure that the job description specifies all potential job requirements (e.g., lifting a child and potentially working with many of the school staff).
- Once an instructional assistant is hired, he or she should observe the child in his or her current educational environment and, based on the family’s desires, visit with the family and child in their home.

A-20
- The school district should be sure there is an alternate plan if an instructional assistant is absent from school (e.g., the principal contacts a substitute from the school list).
- The family and appropriate school staff should determine the activities the instructional assistant will be responsible for and to whom he or she will report.

Participating school districts work with instructional assistants in a number of different ways. In some schools, the kindergarten teacher is responsible for the instructional assistant and orients him or her to the daily routine and practices (e.g., classroom management techniques). The classroom teacher and instructional assistant determine how to work on specific goals for the child within the context of the daily schedule and routine. In other schools, the instructional assistant is responsible to the special educator who discusses and models teaching techniques and how to keep data sheets for individual children.

- Everyone involved should be aware of the potential for a child to become too dependent on his or her instructional assistant. One way to avoid this dependency is to employ the instructional assistant as a classroom instructional assistant, that is, the kindergarten teacher and instructional assistant may "team" teach. The child and other children in the classroom will view the instructional assistant as another teacher, and the child will be more fully integrated with other classmates.

⚠️ Critical Activity 16: Prior to the child's entry into the elementary school, the transition planning team should determine strategies for promoting the child's successful participation in each kindergarten and school activity.

The child's IEP goals may be superimposed on the daily classroom routine, that is, the planning team determines when best to address IEP goals within the context of the daily schedule and activities. There may be a designated peer (given the consent of the peer model's parents) who facilitates social interactions for a specific child. A majority of the strategies and equipment necessary for the entering child can be integrated into the classroom, thereby increasing the child's opportunity to be an integral part of his or her peer group and classroom activity. Many of these strategies and some equipment (e.g., a computer) may be appropriate for all children.
A planning team which worked to pass a bond issue to install an elevator in its school had to devise strategies to accommodate children using wheelchairs until the elevator was installed. Because some of the classes kindergarten children attended were located on the second floor, the team facilitated the movement of those classes to the first floor to accommodate children using wheelchairs.

One receiving kindergarten teacher planned in the previous spring to encourage classmates to try using a student’s wheelchair to become familiar with it. In the fall, this activity helped the student with special needs feel good about “sharing” and about his peers’ interest in his wheelchair. In another elementary school, which installed a lift, students and staff tried the lift to become familiar with how it operated.

The sample Daily Schedule/Activities Form on the next page was developed by reviewing information gathered about routines and demands of the local elementary school mainstream and identifying needed resources and strategies for placing and maintaining the child in this setting. School staff may adapt the classroom routine and/or structure to enhance the child’s active, successful participation. A blank copy of the Daily Schedule/Activities Form is included at the end of this appendix.

Best Practice V: The elementary school staff should provide the necessary services to promote and support the child’s placement, integration, and education in the kindergarten classroom and elementary school.

Critical Activity 17: Elementary school staff should monitor the child’s participation in the kindergarten classroom and other elementary school settings.

Participating schools used all or some of the following strategies for monitoring children’s participation:

- the individual planning team scheduled follow-up meetings which varied in frequency depending on the child,
- the classroom teacher and instructional assistant met daily,
- the classroom teacher and child’s parents exchanged phone calls on an “as needed” basis (including during the evening),
- weekly meetings with the classroom instructional assistant were built into the schedule,
- the parents and classroom teacher met weekly to discuss the child’s progress.
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>LOCATION</th>
<th>PERSON RESPONSIBLE</th>
<th>STUDENT'S SKILLS TO BE ADDRESSED</th>
<th>NEEDED ADAPTATIONS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus Ride (7:40)</td>
<td>From Home</td>
<td>Parents</td>
<td>None</td>
<td>None</td>
<td>Older Sisters on Bus</td>
</tr>
<tr>
<td>Arrival (8:20)</td>
<td>School/Classroom</td>
<td>Mrs. Peters</td>
<td>None</td>
<td>None</td>
<td>Mrs. Peters to Meet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bus Day</td>
</tr>
<tr>
<td>Circle (8:30 - 8:45)</td>
<td>Classroom</td>
<td>Mrs. Peters</td>
<td>- Following Directions</td>
<td>None</td>
<td>Large Group, Teacher-Directed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Asking 's</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Increasing</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Length of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Attending</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td>Classroom</td>
<td>Mrs. Peters, Sue-</td>
<td>- Following</td>
<td>One-to-One</td>
<td></td>
</tr>
<tr>
<td>(M,T,W,Th,F 8:45-10:15)</td>
<td></td>
<td>Classroom, Paraprof.</td>
<td>Directions</td>
<td>Instruction and Work on IEP Goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Recognizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Journal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Cafeteria</td>
<td>Mrs. Sprouse</td>
<td>- Lining up</td>
<td>None</td>
<td>Peer to Peer Aid in Transition</td>
</tr>
<tr>
<td>(M,F 9:20-9:55)</td>
<td></td>
<td></td>
<td>Independently to and from</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- the child's kindergarten teacher wrote comments in a notebook which the child took home and to which team members in school had access,
- a matrix of goals was superimposed on the classroom/school routine and/or skill sheets and charts were posted in the classroom to monitor intervention strategies and collect data on a child's progress, and
- planning teams held quarterly meetings to review the effectiveness of integration strategies and the child's progress on IEP goals and kindergarten objectives (if not written into the IEP) for the first marking period.

In one district, the Special Education Administrator allows building instructional assistants to take over the special educator's case load the first week of school so the special educator may observe children from the early childhood program to ensure that the integration plan is being implemented effectively.

The Monitoring Plan Form at the end of this appendix may be useful in implementing this critical activity.

**Critical Activity 18:** Early childhood special education staff should provide the child, family, and elementary school staff with follow-up support.

A monitoring plan should address how the early childhood program staff and the elementary school staff will communicate once the child enters the elementary school. One of the goals of this communication is to provide a vehicle for receiving staff to gain access to sending staff expertise, if necessary. The early childhood program staff may provide assistance by attending follow-up meetings, exchanging scheduled phone calls with the classroom teacher, providing the receiving staff with additional materials or recommendations, and participating in developing a new IEP if the existing one expires during the fall the child enters the elementary school. (One early childhood teacher said that she gauges the success of the transition by the lack of phone calls from receiving teachers!)

One planning team described a situation where a child with a number of special needs moved from another district to their elementary school kindergarten. Because a planning team had not prepared for the child's arrival, the early childhood staff assisted the kindergarten teacher and other receiving staff in planning for the child's successful education and integration as soon as possible.
TABLE 4 on the following page lists the critical activities in a suggested sequence of implementation. The corresponding time lines illustrate the time period within which each activity should occur depending on the extent of planning and amount of time required to ensure a successful transition. The Transition Planning Packet, which follows TABLE 4, is organized according to the same suggested sequence of activities. The packet includes blank copies of all the forms mentioned in this appendix, and begins with an outline summarizing the forms' suggested uses and time lines.
**TABLE 4**
Critical Activities and Time Lines for Transition Planning

<table>
<thead>
<tr>
<th>Critical Activities for Transition Planning</th>
<th>Time Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two Years Prior to Transition</td>
</tr>
<tr>
<td></td>
<td>Fall Winter Spring</td>
</tr>
<tr>
<td>Families should receive information about the school’s transition policies and procedures.</td>
<td></td>
</tr>
<tr>
<td>The family’s goals for their child’s transition, the types of information and support needed, and their desired level of participation should be determined as part of the transition process.</td>
<td></td>
</tr>
<tr>
<td>Families should receive assistance in obtaining the desired information, support, and opportunities for participation in planning their child’s transition.</td>
<td></td>
</tr>
<tr>
<td>Local elementary school staff should be informed well in advance about children with special needs who will be entering kindergarten.</td>
<td></td>
</tr>
<tr>
<td>Early childhood special education and elementary school staff who will collaborate with the child's family to initiate and coordinate the transition planning process should be identified early in the transition process.</td>
<td></td>
</tr>
<tr>
<td>The child’s potential kindergarten classroom placement should be identified early in the transition process.</td>
<td></td>
</tr>
<tr>
<td>A transition planning team should be established for each child.</td>
<td></td>
</tr>
<tr>
<td>Critical Activities for Transition Planning</td>
<td>Timelines</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>Two Years Prior to Transition</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td>Information about the child and the education programs important to the transition process should be identified and exchanged among transition team members.</td>
<td></td>
</tr>
<tr>
<td>The child's individual transition plan should be developed well in advance of entry into kindergarten.</td>
<td></td>
</tr>
<tr>
<td>Prior to the child's entry into the elementary school, the school should obtain necessary resources including personnel, instructional materials, and adaptive equipment and should complete building improvements.</td>
<td></td>
</tr>
<tr>
<td>Skills for enhancing the child's successful participation in the kindergarten classroom and elementary school should be identified early in the transition process.</td>
<td></td>
</tr>
<tr>
<td>Teaching and management practices and routines used in the kindergarten classroom and elementary school should be identified.</td>
<td></td>
</tr>
<tr>
<td>Prior to the child's entry into the elementary school, public school staff should obtain necessary training and technical assistance.</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 4 (Continued)

#### Critical Activities for Transition Planning

If appropriate, the child should be provided with opportunities to learn developmentally appropriate skills, and kindergarten routines and teaching practices should be integrated into the child's preschool program.

Prior to the child's entry into the elementary school, the transition planning team should determine strategies for promoting the child's successful participation in each kindergarten and school activity.

The family and elementary staff should identify the methods they will use to share information once the child is enrolled in kindergarten.

Elementary school staff should monitor the child's participation in the kindergarten classroom and other elementary school settings.

Early childhood special education staff should provide the child, family, and elementary school staff with follow-up support.

#### Time Lines

<table>
<thead>
<tr>
<th>Critical Activities</th>
<th>Time Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two Years Prior to Transition</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Page 3 of 3)
Transition Planning Packet

This packet contains forms to help plan for transitions of children with special needs from early childhood programs to the elementary school mainstream. A school or district may use these forms or adapt them to address their unique needs. The forms are grouped according to purpose. The forms used and time lines for use will vary according to the amount and type of transition planning required for each child.

SHARING INFORMATION ABOUT THE CHILD

Early Childhood Student Information Form

This form helps early childhood staff summarize the strengths, needs, and learning style of the individual child and share the information with administrators and other planning team members. The form also assists early childhood staff in listing recommended solutions to potential needs (e.g., special education services or adaptive physical education) once the child enters the elementary school.

DRAFTING THE INDIVIDUAL TRANSITION PLAN

Checklist for the Transition of Individual Students or Individual Transition Plan Form

Either form may be used to draft the child's individual transition plan. School or district transition procedures may be added to the Checklist and checked off as they are accomplished. The Individual Transition Plan may be used to list activities critical to a child's transition prior to and after he or she enters the elementary school.

DETERMINING SCHOOL ACCESSIBILITY

School Environments Assessment Checklist

This checklist may be used to determine accessibility in school settings and to facilities and equipment. A sending or receiving staff member should assess the physical environment once so that the information is available for planning all transitions. Information may be kept on file and updated as necessary. The form should be available for review by the family, early childhood staff, administrators, and other members of the child's planning team to determine if any adaptations are necessary before the child enters the school (e.g., building a ramp).
Identifying Skills Critical for Functioning in Future Elementary School Settings

It is recommended that the activities on these checklists and observation forms be carried out in the fall of the school year so that the results are based on skills and routines appropriate for children entering kindergarten.

1. Classroom Survival Skills Checklist

Receiving classroom teachers should complete this checklist. It allows the teacher to indicate which skills he or she feels contribute to a child’s successful participation in the kindergarten classroom (i.e., skills which are “important”). The receiving classroom teacher is also asked to identify which of the “important” skills are critical for children to participate successfully.

2. Classroom Observation Form

This form is to record observations made in future classroom settings. The cover page of the form lists questions which the observer(s) (e.g., early childhood staff) may review prior to observation. The questions provide a structure for looking at the physical and social organization of the classroom routine and the management and instructional strategies of each activity. The information collected can help the early childhood staff determine how they might modify their own structure and curriculum to reflect some of the practices of the receiving classroom which are developmentally appropriate.

3. Survival Skills Checklist and Classroom Observation Follow-up Form

This form provides a format for the sending staff and receiving classroom teacher to discuss and consolidate results of the Survival Skills Checklist and the Classroom Observation Form. The primary purpose of this exercise is to agree on which skills are critical for a child to participate successfully in the receiving classroom. If there is more than one receiving classroom, it is suggested that sending program staff compile a list of the critical skills identified by classroom teachers and list them on the Individual Skill Assessment.

4. Individual Skill Assessment Form

This form provides a means to determine critical skills which must be addressed for a specific child during his or her last year in the early childhood program. The critical skills for classroom participation, identified through survival skills checklists, classroom observations, and follow-up meetings, may be listed on the form. The early childhood staff should identify which skills the child has, which skills are emerging, and, with the receiving teacher (and possibly other planning team members), which skills should be incorporated as goals in the child’s Individualized Education Program (IEP) during his or her last year in the early childhood program.

The information collected about the school and classroom environments should be reviewed periodically and updated with the addition of new teachers and/or if there are significant changes in a specific classroom structure or routine.
Training and Technical Assistance Planning Form

This form assists the transition planning team in specifying individual activities (e.g., inservice training for staff or specific consultation with a school bus driver) necessary to prepare receiving school personnel (staff and students) for integrating and educating the child.

The Integration Plan

The Integration Plan facilitates, to the maximum extent possible, the child's integration into the daily classroom/school routines and successful adjustment to the new setting. The child's planning team should complete the plan in the spring before he or she enters elementary school. The plan consists of three forms.

1. Daily Schedule/Activities

This form may be used in the final stage of placement planning. It helps members determine whether adaptations, additional resources, and/or integration strategies are necessary to allow the child to participate in school and classroom activities. It is suggested that the kindergarten teacher list the daily schedule or typical activities in which kindergarten children participate prior to the planning team meeting so that team members can complete the remainder of the form. Any IEP goals and integration strategies identified for the child may be incorporated in this form. Under the column "Needed Adaptations," specify any adapted materials, adapted curriculum goals, personal assistance, and/or alternative activity the child might require.

2. Monitoring Plan Form

This form is used to specify procedures for assessing a child's progress in the new setting. The form also specifies strategies for obtaining information and/or assistance from the former early childhood teacher after the child is enrolled in the local elementary school.

3. Home-School Communication Form

This form may be completed by the family and receiving teacher(s). It lists suggested strategies for sharing information between families and elementary school staff after the child enters the elementary school.
Early Childhood Student Information Form

1. Student: ___________________________ Date of Birth: ___________________________

2. Parent(s): ___________________________ Town: ___________________________

3. Home School: ___________________________

4. Anticipated Teacher: ___________________________

5. Year Eligible to Enter Kindergarten: ___________________________

6. Present EC Services:  
   ___ Home-based  ___ Center-based  ___ Community-based  
   ___ Special Education  ___ Speech /Language  ___ Occupational Therapy  
   ___ Physical Therapy  ___ Interdisciplinary Team  
   ___ ____________________ (other)  
   ___ ____________________ (other)  

7. Comprehensive re-evaluation due by: ___________________________

8. Child's strengths:

9. Child's needs:
10. Medical information/developmental history:

11. Child’s learning style and behavior management information:

12. Anticipated service needs: Level: (monitoring, consulting, direct service)

<table>
<thead>
<tr>
<th>Service</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td></td>
</tr>
<tr>
<td>Speech/Language</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td></td>
</tr>
<tr>
<td>Physical Therapy</td>
<td></td>
</tr>
<tr>
<td>I-Team</td>
<td></td>
</tr>
<tr>
<td>Adaptive Physical Education</td>
<td></td>
</tr>
<tr>
<td>Other (other)</td>
<td></td>
</tr>
<tr>
<td>Other (other)</td>
<td></td>
</tr>
</tbody>
</table>

13. Anticipated adaptations needed (include physical, personnel, instructional):
Checklist for the Transition of Individual Students

Individual Transition Planning Team:

______________________________

______________________________

______________________________

______________________________

______________________________

(Page 1 of 2)
<table>
<thead>
<tr>
<th>School/District Procedures</th>
<th>Comments</th>
<th>Date Completed</th>
<th>Date Projected</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
## Individual Transition Plan Form

**Student:**  

**Date:**  

**Individual Transition Planning Team:**  

**Elementary School:**  

**Year Entering Elementary School:**  

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Activities</th>
<th>Individual(s) Responsible</th>
<th>Time Line (when)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

(Page 1 of 2)  

Project TEEM
<table>
<thead>
<tr>
<th>Procedures</th>
<th>Activities</th>
<th>Individual(s) Responsible</th>
<th>Time Line (when)</th>
</tr>
</thead>
</table>

(Page 2 of 2)
School Environments Assessment Checklist

Elementary School: ________________________________

Person Completing this Form: ___________________________ Date Completed: ______

DIRECTIONS: This form may be used to determine ACCESSIBILITY to elementary school environments, facilities, and equipment. For each item, please check:

- YES, if accessible to all individuals without adaptations;
- YES, WITH ADAPTATIONS, if adaptations have been made to accommodate individuals with handicaps (please specify the adaptations);
- NO, if inaccessible to some individuals with handicaps.

<table>
<thead>
<tr>
<th>Environments/Equipment/Facilities</th>
<th>YES</th>
<th>YES, WITH ADAPTATIONS (Please specify)</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Bus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Entrances</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Exits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bathrooms:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Entrances</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stalls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sinks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faucets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Areas (Entrances, Seating):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gymnasium</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cafeteria</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other:</td>
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</tr>
<tr>
<td>Upper Floor(s)</td>
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<tr>
<td>Playground Equipment</td>
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<tr>
<td>Drinking Fountain(s)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Classroom Survival Skills Checklist

This checklist contains skills which may contribute to a child's successful participation in a regular kindergarten classroom. Please review this checklist to identify those skills which are important and critical for children to function successfully in your classroom during the first few months of the school year. A skill is Important if you believe that it contributes to successful participation in your classroom; a skill is Critical if you believe that it is absolutely necessary for successful participation.

To complete this checklist, think of children you have had in your classroom who do not present significant concerns and who you feel successfully function in your classroom. Then, with these children in mind, indicate with a check mark (✓) those skills on the checklist that you feel are important. If a skill is not important, leave the space blank. After you have reviewed the entire checklist, please circle those skills you feel are not only important but critical for entering and participating successfully in your classroom at the beginning of the school year.

ELEMENTARY SCHOOL: ____________________________

KINDERGARTEN TEACHER: ____________________________

DATE COMPLETED: ________________

FOLLOWING GENERAL CLASSROOM ROUTINES/RULES

1. Follows general rules and routines established in classroom, e.g., raising hand if necessary/appropriate, lining up for activities, etc. (Please list rules and routines):
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. Follows routines specific to an activity

3. Goes to various areas in the room when requested and/or directed

4. Sits in assigned seat or location

5. Locates own possessions and returns them to appropriate locations

6. Locates materials and replaces or puts them in order when finished

7. Makes transitions from one activity to the next with minimal or general group direction

(Please list rules and routines):

_______ Important

_______ Critical

Project TEEM
CLASSROOM BEHAVIOR

8. Enjoys classroom/is comfortable
9. Sits appropriately
10. Stays in own "space" for an activity
11. Controls voice
12. Uses materials appropriately
13. Cooperates, shares
14. Works, plays without disrupting or bothering peers
15. Modifies behavior when provided with verbal or nonverbal direction
16. Waits appropriately
17. Uses time between activities appropriately
18. Reacts appropriately to changes in the routine

FOLLOWING DIRECTIONS

19. Complies with simple directions provided by an adult to the child
20. Complies with simple directions provided by an adult to the group
21. Follows multi-step directions
22. Remembers and follows directions provided at a previous time

ATTENDING AND PARTICIPATING IN GROUPS

23. Willingly participates in group situations
24. Listens for own name/group name
25. Focuses visual attention on speaker(s)
26. Answers teacher's questions while in group
27. Asks questions while in group
28. Volunteers comments while in group
29. Individually speaks to a group
30. Participates at appropriate time (e.g., waits for turn, waits to be recognized) in a group
31. Participation in a group is relevant to the task or topic

(Page 2 of 5)
INDEPENDENT PLAY AND WORK

32. Begins work, play activities with minimal teacher prompting ( )
33. Plans in advance with a teacher or peer and carries out a work/play activity ( )
34. Works on assigned task for appropriate periods of time ( )
35. Maintains play activity for an appropriate length of time ( )
36. Completes task at ability level independently ( )
37. Self-corrects errors ( )
38. Recalls, completes task demonstrated previously ( )

SOCIAL INTERACTION AND PLAY SKILLS

39. Initiates interactions with peers, adults ( )
40. Interacts with peers, adults when not the initiator ( )
41. Plays according to rules established by play group ( )
42. Shares, exchanges materials ( )
43. Directs peers appropriately (assumes leader role) ( )
44. Responds to peer directions (assumes follower role) ( )
45. Imitates peer actions ( )
46. Responds to social reinforcement ( )
47. Settles minor disputes with peers ( )
48. Maintains play with peers for appropriate length of time ( )
49. Adapts to working with more than one adult ( )

GAME-PLAYING SKILLS

50. Participates at the appropriate time, e.g., when it is his/her turn ( )
51. Participates appropriately by performing game actions according to rules ( )
52. Acts appropriately when it is not his/her turn ( )
53. Acts appropriately at the end of a game, i.e., stops playing ( )
54. Discriminates winner and loser of game, i.e., compares own to peer performance ( )
FUNCTIONAL COMMUNICATION

55. Greets teachers, peers
56. Learns names of teacher(s), peers, others
57. Secures teacher/peer attention appropriately
58. Comments on own actions
59. States intentions
60. Describes past events
61. Directs others
62. Asks for information
63. States needs
64. Asks for help with materials
65. Asks for feedback from others (reinforcement, opinions, approval, confirmation)
66. Gives feedback to peers (comments on peers' actions or products)
67. Comments on a topic of conversation initiated by others
68. Answers questions
69. Makes a choice or indicates a preference
70. Restates rules or directions when asked
71. Explains, justifies own behavior
72. Identifies a reason for or cause of an event
73. Identifies effect of actions on objects, people
74. Predicts effects of actions on objects, people
75. Offers suggestions or solutions

FUNCTIONAL MOBILITY

76. Independently takes bus to/from school
77. Independently walks to/from school
78. Locomotes to major facilities: classroom, bathroom, hallways, gym, cafeteria, playground, library, other classrooms
79. Locomotes to areas/materials within classroom: desk/tables, hooks/closet, cubbies/lockers, learning centers, sink, specific activity areas, personal belongings
SELF-CARE

80. Takes care of own toileting needs without supervision

81. Washes hands without supervision

82. Dresses and undresses without supervision (except for help with fasteners)

83. Demonstrates appropriate nose hygiene

84. Drinks through a straw

85. Eats snack/lunch independently with fingers/utensils
Classroom Observation Form

This form is for recording observations of future classroom settings, including the routine, the physical and social organization of each activity, and the management and instructional strategies of each activity. The front page of the form lists some questions to assist in structuring observations. It is suggested that you consider the questions prior to and after your actual observations. After completing the observation form, discuss the results with the classroom teacher and compare your observations to the survival skills checklist he or she completed. This will help identify the skills critical for participating in a specific classroom.

<table>
<thead>
<tr>
<th>OBSERVATION QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICAL ORGANIZATION</td>
</tr>
</tbody>
</table>
| ➤ What is the physical set-up for the activity (e.g., learning center, desk, rug)?  
➤ How are materials distributed (e.g., pre-arranged in learning area, child distributes for others, child gets own materials)? |
| SOCIAL ORGANIZATION    |
| ➤ How are children required/expected to communicate needs and preferences (e.g., raise hand, go to teacher)?  
➤ Are children allowed to communicate spontaneously with peers?  
➤ What happens if the child finishes an activity early (e.g., has free time, goes to quiet corner to read, moves to another activity)?  
➤ Is there an established system for self-care (e.g., pass key, sign-out to leave for bathroom, raising hand to get a drink)?  
➤ Are children expected to take care of their own needs independently (e.g., zipping, buttoning, tying shoes)? |
| MANAGEMENT/INSTRUCTIONAL STRATEGIES |
| ➤ What is the group size for the activity (e.g., individual, small group, large group)?  
➤ What is the teacher’s role (e.g., provides direct instruction, provides guided instruction)?  
➤ What is the child’s role (e.g., quiet listener, active response-giver, active question-asker)?  
➤ What type of directions are given most often (e.g., verbal, written)?  
➤ Are directions generally repeated spontaneously by the teacher?  
➤ How does the teacher elicit understanding of the directions from the children (e.g., asks them to nod, calls on children to repeat directions)?  
➤ How are children expected to respond to directions (e.g., begin work, get out materials and wait for a cue)?  
➤ How are children required/expected to communicate needs and preferences (e.g., raise hand, go to teacher)?  
➤ Are children allowed to communicate spontaneously with peers?  
➤ How long are children expected to attend during an activity?  
➤ What specific skill requirements are necessary for this activity (e.g., asking questions, concentrated listening, recalling information, writing answers)?  
➤ What happens if a child behaves inappropriately during the activity (e.g., is reprimanded, is ignored, loses points)?  
➤ What happens if the child finishes an activity early (e.g., has free time, goes to quiet corner to read, moves to another activity)?  
➤ How does the activity end (e.g., teacher gives prompts; teacher tells them; an external cue, such as a bell, is used; child finishes work)? |
# Classroom Observation Form

**Classroom Teacher:** ____________________________  **Classroom:** ____  **Elementary School:** ____________

**Person Completing this Form:** ____________________________  **Date Completed:** ____________________________

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>OBSERVATION NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

(Page 2 of 3)
# Classroom Observation Form

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>OBSERVATION NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

项目TEEM
Survival Skills Checklist
and Classroom Observation Follow-up Form

Classroom Teacher/Classroom: ____________________________________________

Observer: __________________________ Date: __________________________

DIRECTIONS: This form provides a structure for the classroom teacher and the observer of the teacher’s classroom to discuss the results of the Survival Skills Checklist and the Classroom Observation Form. The classroom teacher and observer should identify critical skills for classroom participation based on the checklist, classroom observation, and discussion.

1. List the critical skills for participation in the kindergarten classroom from the Survival Skills Checklist.

2. Which of these skills could be addressed in the early childhood program prior to a child entering the kindergarten classroom?
3. Which of these skills could be addressed in the kindergarten classroom after a child enters the elementary school?

4. Based on the classroom observation and input from the classroom teacher, what are the significant management and instructional strategies of the classroom?

5. What additional skills are necessary for children to function successfully in other school environments and activities (e.g., field trips, cafeteria, playground)?
**Individual Skill Assessment Form**

Student: ___________________________ Transition Date: ___________ Date: ___________________________

**DIRECTIONS:** List the critical skills for kindergarten participation which were identified through survival skills checklists, classroom observations, and discussions between sending and receiving staff. For each student who will make the transition, check:

- **YES,** if the student has the skill;
- **NO,** if the student does not have the skill;
- **EMERGING,** if the student displays the skill on occasion.

In the column headed "DECISION", specify what is to be done if the student does not demonstrate a particular skill or the skill is emerging (e.g., write it in the IEP for the student's final year in the early childhood program, identify activities which reinforce emerging skills, and/or work on skills in kindergarten).

<table>
<thead>
<tr>
<th>KINDERGARTEN CRITICAL SKILLS</th>
<th>YES</th>
<th>NO</th>
<th>EMERGING</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

(Page 1 of 1)
Training and Technical Assistance Planning Form

Student: ___________________ School: ________________ Classroom: _____ Transition Date: ______ Date: ____________

**DIRECTIONS:** Identify specific needs (e.g., inservice training, materials, relevant media) which may be necessary to prepare receiving personnel (e.g., school staff, service providers, peers) for integrating and educating the child.

<table>
<thead>
<tr>
<th>SCHOOL PERSONNEL</th>
<th>SPECIFIC NEEDS</th>
<th>PLANNING TEAM MEMBER RESPONSIBLE FOR ACQUIRING RESOURCES</th>
<th>PROJECTED DATE OF ACCOMPLISHMENT</th>
<th>DATE ACCOMPLISHED</th>
</tr>
</thead>
</table>

(Page 1 of 1)
# Daily Schedule/Activities Form

Student: ____________________ Elementary Classroom Teacher: ____________________ School Year: _____ Date: _____

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>LOCATION</th>
<th>PERSON RESPONSIBLE</th>
<th>STUDENT'S SKILLS TO BE ADDRESSED</th>
<th>NEEDED ADAPTATIONS</th>
<th>NOTES</th>
</tr>
</thead>
</table>

(Page 1 of 1)
## Monitoring Plan Form

**Student:** ____________________________  
**School Year:** _________________________

**Elementary Classroom Teacher:** ____________________________  
**Date:** _________________________________

<table>
<thead>
<tr>
<th>AREAS TO BE MONITORED (e.g., social interactions, progress on IEP goals)</th>
<th>WHO</th>
<th>HOW (e.g., observation, data collection)</th>
<th>FREQUENCY (e.g., daily, once/week)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION WITH EARLY CHILDHOOD STAFF</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Home-School Communication Form

Student: _______________  School Year: _______________  Date: _______________
Parent(s): _______________  Teacher(s): _______________

Below are potential strategies for communicating between parents and teachers. During the final transition planning meeting, this list might be helpful in determining ways to share information after the child has entered the local elementary school. After making a decision, complete the bottom portion of the form.

✓ Log book
✓ Informal phone contact
✓ Notes
✓ Phone call night
✓ Newsletters
✓ School visits
✓ Home visits
✓ Parent inventory
✓ School conferences
✓ Other

Decision: _______________________________________
Who: _______________________________________
How often: _______________________________________
Written into IEP: ______ yes ______ no

Decision: _______________________________________
Who: _______________________________________
How often: _______________________________________
Written into IEP: ______ yes ______ no

Decision: _______________________________________
Who: _______________________________________
How often: _______________________________________
Written into IEP: ______ yes ______ no

(Page 1 of 1)  Project TEEM
APPENDIX B

Examples and Forms for Establishing a System-Wide Transition Process

Project TEEM staff compiled the following forms and examples for use in implementing the steps outlined in Chapter 3:

- A worksheet for identifying Potential Members of Team to Develop a School or District Transition Planning Process for use in completing Step One,

- The Transition Philosophy and the Goals Statement of the Vermont Franklin Northwest Supervisory Union provided as examples for Step Two,

- A Worksheet to Draft Written Transition Procedures for use in completing Step Three, and

- Examples of two districts' written transition planning procedures.
## Potential Members of Team to Develop a School or District Transition Planning Process

<table>
<thead>
<tr>
<th>Category</th>
<th>Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents of Children with Special Needs Currently Receiving/Have Received Early Childhood (EC) Special Education Services</td>
<td></td>
</tr>
<tr>
<td>Parents of Children Without Special Needs</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Special Education Staff</td>
<td></td>
</tr>
<tr>
<td>Kindergarten, First, Second, Third Grade Teachers</td>
<td></td>
</tr>
<tr>
<td>Elementary School Supervisor/ Principals</td>
<td></td>
</tr>
<tr>
<td>Elementary School Special Education Staff</td>
<td></td>
</tr>
<tr>
<td>Special Education Administrator(s)</td>
<td></td>
</tr>
<tr>
<td>Elementary School Guidance Personnel</td>
<td></td>
</tr>
<tr>
<td>OTHER: (Preschool Staff, Head Start, Health, Childcare, Rural Education, Related Service Providers, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Project TEEM
Transition Philosophy

We believe that it is the inherent right of every child to enjoy a successful school experience.

The Franklin Northwest Supervisory District believes that the transition of all learners should be a planned, positive experience for the students, families, and school personnel. We believe that the process should be designed for all children and take into consideration the child's continuing social, emotional, cognitive, and physical well-being.

A team will incorporate a network of families and community educational resources. A team should develop a transitional plan, including, but not limited to, observations, meetings, follow-up evaluations through cooperative problem solving models to enable the goals to be reached.

The district's goal is to strengthen the network among families, educators and community resources by establishing an effective public relations system, which will share the rich resources the district has to offer through brochures, public service announcements, community celebrations, etc.

Consistent and well-known guidelines, including an accountability system for all team members, will ensure that each child has the widest window of opportunity to transition successfully.

Example

from Franklin Northwest Supervisory Union, Swanton, VT

Project TEEM
Goals Statement

Our transition process will:

1. Be a comprehensive team model (family, preschool, elementary school, social service agencies) flexible enough to be used through the district.

2. Create and/or strengthen networks among families and community resources:
   - family recreation opportunities
   - community resource center/school concept
   - churches
   - health providers (pediatricians, health dept.)
   - community celebrations
   - inservices

3. Include a variety of roles for all educators (i.e., not just special ed.) and families in generating and carrying it out.

4. Include a mission statement for the education of young learners.

5. Be shared with all parents.

6. Be designed to be used with any child entering a program for the first time.

7. Include opportunities for team members to experience all levels of programs (Early Ed., kindergarten) e.g., visitations, presentations, videotapes, curriculum review, teacher exchange.

8. Continue after the transition has been made (follow-up).

9. Develop a step by step procedure to accomplish goals.

10. Have a documentation system to record completion of transition activities, including an observation (1st) with follow-up meeting (objective) and observations.

Example from Franklin Northwest Supervisory Union, Swanton, VT

Project TEEM
Worksheet to Draft Written Transition Procedures

School/District: ____________________________  Dates: ______________

Drafted by: ________________________________

This worksheet provides district transition planning teams with the information and format for developing their own transition procedures. The 18 critical activities for implementing the five best practices in transition planning, found on the following pages, should be addressed by the planning team in the development of its transition procedures. Space is provided for the team to record:

(a) **procedures** for carrying out the specific activity;

(b) **time lines** indicating when the specific procedure should be carried out (Note that time lines may vary depending on the needs of individual children, and this variation should be reflected in the time lines. For example, for children with specific needs, the time line for a specific activity might begin in the spring two years prior to the child’s transition); and

(c) **who** will be responsible for carrying out the procedures.
**BEST PRACTICE:** Family members should receive the necessary information, support, and opportunities to enable them to participate as equal partners in planning their child’s transition.

<table>
<thead>
<tr>
<th>Critical Activities and Procedures</th>
<th>Time Line</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide families with information about the school's transition policies and procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine family's goals for transition, types of information and support needed, and desired level of participation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide family with assistance, as needed, to obtain desired information, support, and opportunities for participation in planning child's transition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify methods the family and elementary staff will use to share information once child is enrolled in kindergarten.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**BEST PRACTICE:** Planning the child's transition from an early childhood special education program to kindergarten and the elementary school should occur in a systematic, individualized, timely, and collaborative fashion.

<table>
<thead>
<tr>
<th>Critical Activities and Procedures</th>
<th>Time Line</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform local elementary school staff about children who will be eligible for kindergarten.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify transition coordinators.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify potential kindergarten classroom placement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish a transition planning team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**BEST PRACTICE:** Planning the child's transition ... cont'd.

<table>
<thead>
<tr>
<th>Critical Activities and Procedures</th>
<th>Time Line</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchange information about the child and the educational programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop individual transition plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td></td>
<td></td>
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<tr>
<td>Additional procedures? Comments?</td>
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<td></td>
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<tr>
<td>Additional procedures? Comments?</td>
<td></td>
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</tr>
</tbody>
</table>

(Page 4 of 7)
BEST PRACTICE:  The early childhood special education program should provide opportunities for the child to learn developmentally appropriate skills which promote the child's successful participation in kindergarten and other regular education environments.

<table>
<thead>
<tr>
<th>Critical Activities and Procedures</th>
<th>Time Line</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify kindergarten survival skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify kindergarten teaching and management practices and routines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If appropriate, the child should be provided with opportunities to learn developmentally appropriate skills, and kindergarten teaching and management practices and routines should be integrated into the preschool program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Procedures? Comments?</td>
<td></td>
<td></td>
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<td>-----------------------------------</td>
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<td>------------</td>
</tr>
<tr>
<td>Provide public school staff with training and technical assistance.</td>
<td>Obtain resources necessary to educate and integrate the child in the elementary school.</td>
<td>Determine strategies for promoting the child's successful participation in each kindergarten and school activity.</td>
</tr>
</tbody>
</table>
**BEST PRACTICE:** The elementary school staff should provide the necessary services to promote and support the child's placement, integration, and education in the kindergarten classroom and elementary school.

<table>
<thead>
<tr>
<th>Critical Activities and Procedures</th>
<th>Time Line</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor the child's participation in the kindergarten classroom and other elementary school settings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide the child, family, and elementary school staff with follow-up support from early childhood special education staff.</td>
<td></td>
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<tr>
<td>Procedure:</td>
<td></td>
<td></td>
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<tr>
<td>Additional Procedures? Comments?</td>
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<tr>
<td>Additional Procedures? Comments?</td>
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</tbody>
</table>
# Checklist for the Transition of Individual Students

<table>
<thead>
<tr>
<th>PROCEDURES</th>
<th>WHO</th>
<th>* DATE PROJECTED</th>
<th>DATE COMPLETED</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orleans Central’s Procedures for Planning the Transition of Young Children with Special Needs</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>MEETING 1</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1. Give families information about the school’s transition policies and procedures, explain how the team is formed, what will be done to enable their child’s move from one level to the next, placement options, etc.</td>
<td>Family, primary service provider (e.g., early childhood educator)</td>
<td>Spring before planning year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Determine families’ concerns about their child’s transition, the types of information and support needed, and their desired level of participation in planning their child’s transition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Assist in providing families with the desired information, support, and opportunities for participation in planning their child’s transition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Observe kindergarten and first grade classrooms to:</td>
<td>Core Planning Team: family, primary service providers (e.g., early childhood education), receiving teacher (e.g., kindergarten teacher)</td>
<td>Fall (updated periodically)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) identify teaching and management practices and routines used in both the kindergarten classroom and elementary school mainstream, and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) identify skills necessary for enabling the child’s independent and successful participation in the kindergarten classroom and elementary school mainstream.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Transition planning may occur up to 2 years prior to child’s transition as determined by core planning team.*
### Checklist for the Transition of Individual Students

<table>
<thead>
<tr>
<th>PROCEDURES</th>
<th>WHO</th>
<th>* DATE PROJECTED</th>
<th>DATE COMPLETED</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEETING 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identify the transition coordinator (or co-coordinators).</td>
<td>Core Planning Team</td>
<td>October of planning year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Develop a transition plan for the child, including individualizing the district's time lines.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Complete the classroom survival skills checklist (Project TEEM).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MEETING 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Exchange needed child and program information.</td>
<td>Core Planning Team, plus relevant specialists, administrators, related service providers, paraprofessionals, and others who are, or will be, involved with the child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Promote an awareness of the continuum of methods/materials used in current and future settings and link these into the child's individual goals (e.g., IEP). Related service providers will make recommendations for the child's goals based on the continuum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MEETING 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identify training and technical assistance (e.g., building-based inservice) needs for integrating and educating the child, and the administrators will obtain resources and/or develop plans to address these needs. School-wide training should be encouraged (i.e., future teachers).</td>
<td>Core Planning Team and Administrators (e.g., principal, special ed. administrator)</td>
<td>Spring prior to child's transition (as determined by Core Planning Team)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identify the resources (e.g., personnel, materials, equipment, building improvements) for integrating and educating the child, and the administrators will obtain the resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Transition planning may occur up to 2 years prior to child's transition as determined by core planning team.
### Checklist for the Transition of Individual Students

<table>
<thead>
<tr>
<th>PROCEDURES</th>
<th>WHO</th>
<th>* DATE PROJECTED</th>
<th>DATE COMPLETED</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEETING 5</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Develop an integration plan (Project TEEM) that identifies the child's daily routine (e.g., all kindergarten and school activities), objectives, strategies, and resources for promoting the child's participation and education within each of these activities.</td>
<td>Core Planning Team</td>
<td>No sooner than Spring prior to child's transition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Establish a plan to monitor the child's participation and education in the kindergarten classroom and other elementary school settings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Establish procedures for providing the child and elementary school staff with follow-up support from early childhood staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identify ways the family and elementary school staff will share information once the child is enrolled in kindergarten.</td>
<td>Family, receiving teachers (e.g., kindergarten teacher)</td>
<td>Registration time (e.g., a scheduled home visit)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Transition planning may occur up to 2 years prior to child's transition as determined by core planning team.*
Springfield Supervisory District
Transition Planning Form

Student Name: ___________________________  Sending Program: ________________
Date of Meeting: _________________________  Receiving School: ________________
Person Coordinating Transition: _______________________  

Planning Team Members

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent(s)</td>
</tr>
<tr>
<td></td>
<td>Essential Early Education</td>
</tr>
<tr>
<td></td>
<td>Speech &amp; Language Pathologist</td>
</tr>
<tr>
<td></td>
<td>Resource Teacher</td>
</tr>
<tr>
<td></td>
<td>Director of Special Ed.</td>
</tr>
<tr>
<td></td>
<td>Kindergarten Teacher(s)</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapist</td>
</tr>
<tr>
<td></td>
<td>Physical Therapist</td>
</tr>
<tr>
<td></td>
<td>Preschool Teacher</td>
</tr>
<tr>
<td></td>
<td>Guidance</td>
</tr>
<tr>
<td></td>
<td>School Nurse</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Recommendations for Fall 19__ classroom

2. Parent completes and shares worksheet with transition team.

3. Familiarize team with student's strengths and needs (i.e., medical history, PT/OT, vision, hearing, COC evaluations).
<table>
<thead>
<tr>
<th>4. Preschool completes and shares survival skills checklist.</th>
<th>Considerations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Develop specific transition activities (e.g., receiving teacher to observe child in current setting).</td>
<td></td>
</tr>
<tr>
<td>6. Determine inservice training needs.</td>
<td></td>
</tr>
</tbody>
</table>
7. Identify related services. | Recommendations for services:

8. Identify resources currently provided to students and existing available resources.

9. Identify Case Manager to receive records.

10. First transition follow-up meeting. | When?
APPENDIX C

Project TEEM: An Overview

Description of Project TEEM Sites

The Project TEEM model was developed and field tested from September 1985 to August 1988 in the following five rural school districts in Vermont: Addison Northeast Supervisory Union, Grand Isle Supervisory Union, Montpelier Supervisory District, Washington Central Supervisory Union, and Washington South Supervisory Union.

TABLE 5 provides information (specific to the project's duration) on the elementary schools in each district including approximate student and staff populations and the number of operating kindergarten classrooms. First grades are listed for elementary schools which did not have kindergarten classrooms during Project TEEM implementation.

<table>
<thead>
<tr>
<th>Addison Northeast Supervisory Union</th>
<th>Grand Isle Supervisory Union</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beeman Elementary</strong></td>
<td></td>
</tr>
<tr>
<td>130 students</td>
<td></td>
</tr>
<tr>
<td>28 staff</td>
<td></td>
</tr>
<tr>
<td>2 Kindergarten classrooms</td>
<td></td>
</tr>
<tr>
<td><strong>Bristol Elementary</strong></td>
<td></td>
</tr>
<tr>
<td>400 students</td>
<td></td>
</tr>
<tr>
<td>70 staff</td>
<td></td>
</tr>
<tr>
<td>2 Kindergarten classrooms</td>
<td></td>
</tr>
<tr>
<td><strong>Lincoln Community</strong></td>
<td></td>
</tr>
<tr>
<td>108 students</td>
<td></td>
</tr>
<tr>
<td>20 staff</td>
<td></td>
</tr>
<tr>
<td>1 Kindergarten classroom</td>
<td></td>
</tr>
<tr>
<td><strong>Monkton Central</strong></td>
<td></td>
</tr>
<tr>
<td>165 students</td>
<td></td>
</tr>
<tr>
<td>28 staff</td>
<td></td>
</tr>
<tr>
<td>1 Kindergarten classroom</td>
<td></td>
</tr>
<tr>
<td><strong>Robinson School</strong></td>
<td></td>
</tr>
<tr>
<td>150 students</td>
<td></td>
</tr>
<tr>
<td>27 staff</td>
<td></td>
</tr>
<tr>
<td>2 First grades</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Isle Community Education Center</strong></td>
<td></td>
</tr>
<tr>
<td>220 students</td>
<td></td>
</tr>
<tr>
<td>20 staff</td>
<td></td>
</tr>
<tr>
<td>1 Kindergarten classroom</td>
<td></td>
</tr>
<tr>
<td><strong>Folsom Education and Community Center</strong></td>
<td></td>
</tr>
<tr>
<td>198 students</td>
<td></td>
</tr>
<tr>
<td>18 staff</td>
<td></td>
</tr>
<tr>
<td>1 Kindergarten classroom</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Isle Elementary</strong></td>
<td></td>
</tr>
<tr>
<td>180 students</td>
<td></td>
</tr>
<tr>
<td>20 staff</td>
<td></td>
</tr>
<tr>
<td>1 Kindergarten classroom</td>
<td></td>
</tr>
<tr>
<td><strong>Isle LaMotte Elementary</strong></td>
<td></td>
</tr>
<tr>
<td>32 students</td>
<td></td>
</tr>
<tr>
<td>2 staff</td>
<td></td>
</tr>
<tr>
<td>1 First grade</td>
<td></td>
</tr>
<tr>
<td><strong>North Hero Elementary</strong></td>
<td></td>
</tr>
<tr>
<td>79 students</td>
<td></td>
</tr>
<tr>
<td>6 staff</td>
<td></td>
</tr>
<tr>
<td>1 Kindergarten classroom</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 5 (Continued)

<table>
<thead>
<tr>
<th>Montpelier Supervisory District</th>
<th>Washington Central Supervisory Union</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Union Elementary</strong></td>
<td><strong>Berlin Elementary</strong></td>
</tr>
<tr>
<td>470 students</td>
<td>260 students</td>
</tr>
<tr>
<td>55 staff</td>
<td>18 staff</td>
</tr>
<tr>
<td>4 Kindergarten classrooms</td>
<td>1 Kindergarten classroom</td>
</tr>
<tr>
<td><strong>Washington South Supervisory Union</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Northfield Elementary</strong></td>
<td><strong>Calais Elementary</strong></td>
</tr>
<tr>
<td>210 students</td>
<td>162 students</td>
</tr>
<tr>
<td>10 staff</td>
<td>11 staff</td>
</tr>
<tr>
<td>2 Kindergarten classrooms</td>
<td>1 Kindergarten classroom</td>
</tr>
<tr>
<td>1 Kindergarten/First grade classroom</td>
<td></td>
</tr>
<tr>
<td><strong>Northfield Falls</strong></td>
<td><strong>East Montpelier Elementary</strong></td>
</tr>
<tr>
<td>90 students</td>
<td>240 students</td>
</tr>
<tr>
<td>7 staff</td>
<td>18 staff</td>
</tr>
<tr>
<td>3 First grades</td>
<td>2 Kindergarten classrooms</td>
</tr>
<tr>
<td><strong>Roxbury Village</strong></td>
<td><strong>Rumney School</strong></td>
</tr>
<tr>
<td>90 students</td>
<td>182 students</td>
</tr>
<tr>
<td>7 staff</td>
<td>10 staff</td>
</tr>
<tr>
<td>1 Kindergarten classroom</td>
<td>1 Kindergarten classroom</td>
</tr>
</tbody>
</table>

Three early childhood special education programs providing services for families of children with special needs participated in Project TEEM. These three programs served the 19 elementary schools listed in TABLE 5. All the programs offered center- and home-based services as well as services in community-based preschools and day cares. Two of the programs served children from birth to age five, and the third served children from ages three to five. All three early childhood special education programs served children with a wide range of handicapping conditions.

**Results of Project TEEM**

The success of Project TEEM’s model was determined by evaluating its impact on: the cooperating schools’ transition practices and procedures, professionals’ beliefs and satisfaction concerning the transition, family participation and satisfaction, and children’s placement and progress.
Schools’ Transition Practices and Procedures

All five school districts established planning teams to develop transition procedures. Planning teams in the Grand Isle and Washington South Supervisory Districts were representative of district staff and established district-wide procedures the individual elementary schools follow. Planning teams from each elementary school in the Addison Northeast, Montpelier, and Washington Central Supervisory Districts developed school-based procedures. All participating districts and schools receiving graduates from early childhood special education programs implemented the appropriate transition procedures.

Professionals’ Beliefs and Satisfaction

Project TEEM staff asked 55 service providers and administrators representative of all the early childhood and elementary school programs to complete a survey after planning the transitions of two groups of children — those entering elementary school in the fall of 1987 and those entering in the fall of 1988. Implemented in spring of 1988, the survey determined the degree to which service providers and administrators: (a) were satisfied with the transition process and district/school transition procedures, and (b) viewed the process and procedures as important for conducting a successful transition. Results from 46 completed surveys indicate service providers and administrators were highly satisfied with their school or district procedures for children’s transitions. (The mean was 4.3 on a scale of 1 to 5 with 1 being “not at all satisfied” and 5, “extremely satisfied.”) In addition, they agreed on the importance of the transition process for a successful kindergarten placement. (The mean was 4.7 on a scale of 1 to 5 with 1 being “not at all important” and 5, “extremely important.”)

Family Participation and Satisfaction

Of the 62 children who entered elementary school in the Fall of 1987 and 1988, 39 of their families granted Project TEEM permission to contact them for evaluation purposes. Project TEEM asked the families to complete a survey evaluating:

- their opportunities for involvement in the transition planning process,
- their participation in the process, and
- their degree of satisfaction with their involvement in the process.
The following information is based on 28 completed surveys.

Opportunities for Involvement

Eighty-two percent (23) of the families stated that they had received information about the district or school transition procedures and indicated the information was extremely helpful for them. (The mean was 4.2 on a scale of 1 to 5 with 1 being “not at all helpful” and 5, “extremely helpful.”) Additional responses indicated that:

- 96% (27) were provided opportunities to visit their child’s elementary school and classroom,
- 79% (22) were invited to attend meetings for planning their child’s transition,
- 61% (17) were given information to prepare them for the transition planning meetings, and
- 79% (22) were asked for their input in making decisions about their child’s transition.

Extent of Participation in Transition Planning

Of those families provided the opportunity:

- 93% (25 out of 27) visited their child’s elementary school and classroom,
- 87% (19 out of 22) attended transition planning meetings,
- 88% (15 out of 17) used the information they received to prepare for transition planning meetings, and
- 91% (20 out of 22) gave input in making decisions about their child’s transition.

Satisfaction with Involvement

Among the twenty-eight families who completed the survey, there was a high degree of satisfaction with the opportunities they had for planning their child’s transition. (The mean was 4.3 on a scale of 1 to 5 with 1 being “not at all satisfied” and 5, “extremely satisfied.”)

Children’s Placement and Progress

Project TEEM staff collected data to determine:

- children’s placements after graduating from the three early childhood programs in 1987 and 1988,
- family and professional satisfaction with 1987 and 1988 placement decisions,
- family and professional satisfaction with children's progress during the 1987 to 1988 school year, and

**Placement Decisions**

Evaluation data was collected on early childhood graduates who entered local elementary schools during the 1987 to 1988 and 1988 to 1989 school years. These students received the full benefits of transition procedures developed during the first year and a half of Project TEEM. Because schools in two of the participating districts did not have kindergartens, their children were enrolled in first grade but were included in the kindergarten data for initial placement.

In the spring of 1987, three out of the 25 graduates from the three early childhood programs were students with severe handicaps. Twenty-four of the 25 graduates successfully entered their local elementary kindergartens full-time in the fall of 1987. One student with a moderate handicap entered a pre-kindergarten program at the local elementary school.

In the spring of 1988, the third and final year of Project TEEM, 37 children, two with severe handicaps, successfully entered their local elementary schools full-time. Thirty-five of the 37 children were enrolled in their local elementary kindergartens, and two children (one with severe handicaps) entered a pre-kindergarten classroom located in the elementary school.

In summary, none of the children from the participating model sites made a transition into a self-contained special education classroom or into a school other than their local elementary school.

**Family and Professional Satisfaction**

Project TEEM staff surveyed families and professionals in the fall of 1987 and spring of 1988 (after placement decisions were made for the fall of 1988) to determine their satisfaction with placement decisions. The 28 families who responded indicated a high degree of satisfaction with the placement decisions. (The mean was 4.7 on a scale of 1 to 5 with 1 being “not at all satisfied” and 5, “extremely satisfied.”) The 98 professionals who responded also indicated a high degree of satisfaction with the placement decisions. (The mean was 4.5 on a scale of 1 to 5 with 1 being “not at all satisfied” and 5, “extremely satisfied.”)
Satisfaction with Children's Progress

A total of 67 surveys were completed by family and professional members of the transition planning teams (15 and 52 surveys, respectively) in the late fall of 1987 to determine members' satisfaction with the progress of the children who entered the elementary school at the beginning of the school year. Among all team members surveyed, there was a high degree of satisfaction with children's progress in the kindergarten placement. (The mean was 4.4 for families and 4.3 for professionals on a scale of 1 to 5 with 1 being "not at all satisfied" and 5, "extremely satisfied.")

Subsequent Placements

Project TEEM staff collected follow-up data on the 1988 to 1989 placements of the 25 children (three with severe handicaps) who entered their elementary schools in the fall of 1987. Of the 25 children, 18 (one with severe handicaps) moved from kindergarten to first grade or from first to second grade; one went from pre-kindergarten to kindergarten; one was enrolled half-time in kindergarten and half-time in first grade; two were enrolled in all-day kindergarten (one with severe handicaps); and three were retained in kindergarten (one with severe handicaps).

Ongoing Efforts: Project TEEM Outreach

The Center for Developmental Disabilities at the University of Vermont was awarded a Handicapped Children's Early Education Program State-wide Outreach Demonstration Project entitled "Project TEEM Outreach: Transition into the Elementary Education Mainstream Throughout Rural Vermont" for a three-year period beginning in October of 1988. The outreach project enables staff to disseminate and replicate Project TEEM throughout Vermont. Families and professionals who participated in the development of the Project TEEM model are participating in Project TEEM Outreach as peer trainers for other Vermont school districts who wish to develop systematic transition planning procedures. The Orleans Central and Rutland Central Supervisory Unions and the Springfield Supervisory District are participating as additional model sites in TEEM Outreach.
APPENDIX D

Transition Planning: Recommended Literature


REFERENCES CITED


