

The Magic of Transitions:

A Systems Approach





Session Learning Objectives

- Participants will understand the importance of successful transitions for children.
- Participants will understand their responsibilities, as EHS/HS in the transition process.
- Participants will be able to plan for a systemic transition system to ensure ready schools, ready families & communities, and ready children.



Head Start Program Performance Standards

Subpart G-Transition Services

- 1302.70 Transitions from Early Head Start
- 1302.71 Transitions from Head Start to Kindergarten
- 1302.72 Transitions between programs

TRANSITION = CHANGE

What comes to mind when you hear *transition*?

What are some of the transitions that we go through?

In a day...

Within a week...

During a month...

Throughout a year...

Across a lifetime...

Transitions can happen several times during a child's enrollment in your program.

- Transition into the program
- Transition within the program
 - From EHS to HS
 - Different classroom
- Transitioning out of the program



Transitions are inevitable....

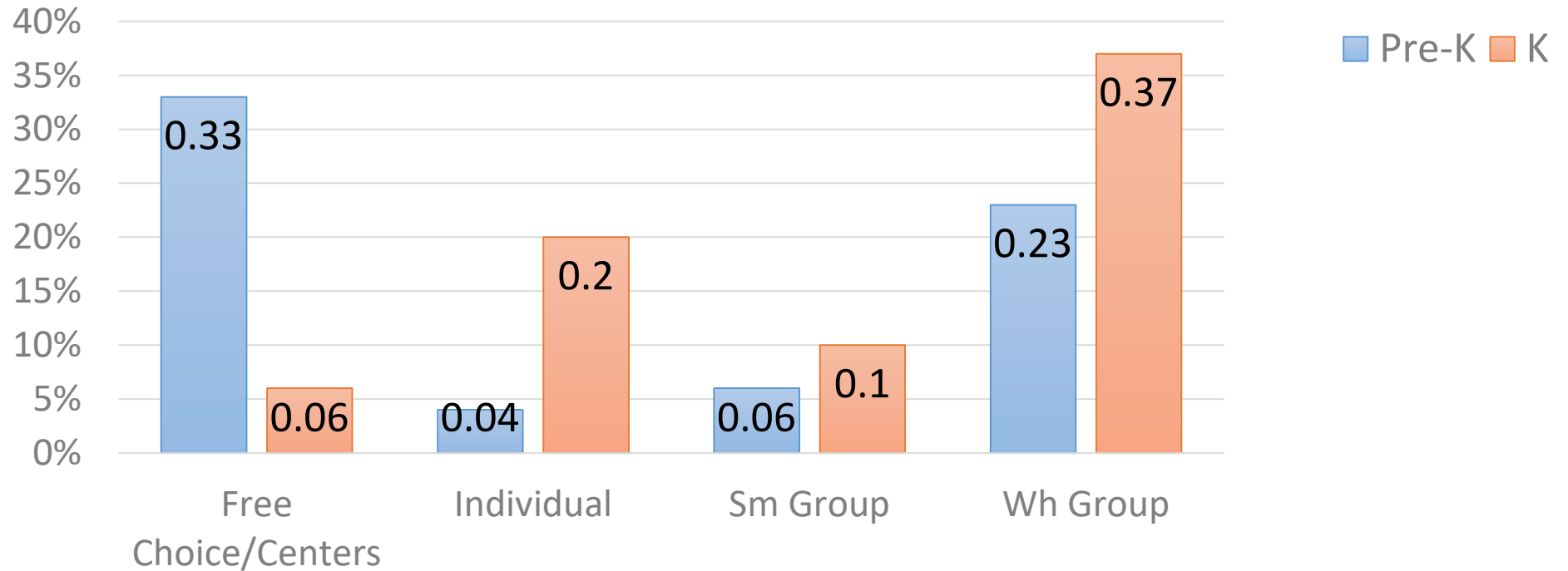
What makes for a successful transition?

- Being prepared
- Feeling confident
- Having support
- Receiving a warm reception

Why Early Transition Experiences are Important



Preschool VS. Kindergarten



LaParo et al., 2009



**More
preschool to
K transition
practices**

Strong partnerships to support transition practices with:

- Teacher/child
- Advocates/Families
- Head Start Admin/Receiving Schools

NCEDL, 1,000 children, 250 schools
LoCasale-Crouch et al., 2008

Transition Planning: A Systemic Approach



Transition Activities and Positive Outcomes



**More
preschool to
K transition
practices**

At the beginning of kindergarten:

- Greater frustration tolerance
- Better social skills
- Fewer behavior issues
- Fewer learning problems
- More positive approaches to learning

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LoCasale-Crouch et al., 2008

Planning for Success – Having a Transition System

- Success does not happen by accident. It is planned.
- An intentional transition system prepares children, families, and the community by addressing each of the transition connections.
- **READY CHILDREN**
- **READY FAMILIES**
- **READY SCHOOLS/COMMUNITIES**



Ready: Group Activity

- READY CHILDREN
- READY FAMILIES
- READY SCHOOLS/COMMUNITIES

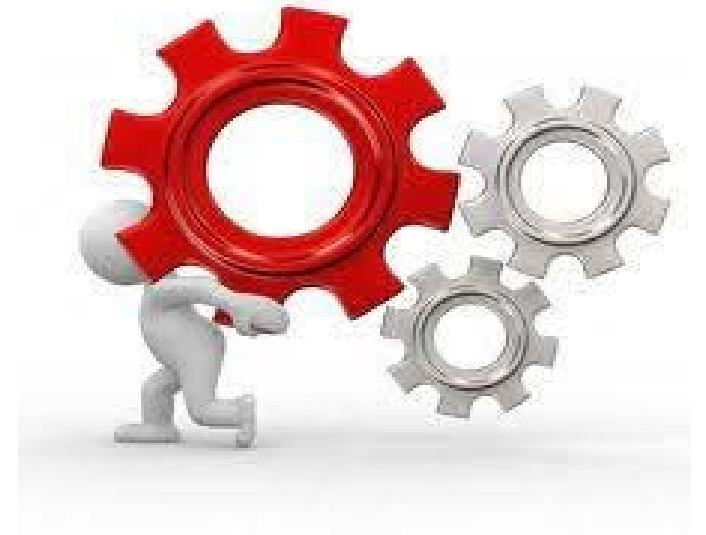


Pueblo of Laguna Head Start/Early Head Start



Group Activity Share

- READY CHILDREN
- READY FAMILIES
- READY SCHOOLS/COMMUNITIES



Ready Children



Ready Children

The Office of Head Start describes school readiness as:

*School readiness is foundational across early childhood systems and programs. It means **children** are ready for school, **families** are ready to support their children's learning, and **schools** are ready for children.*

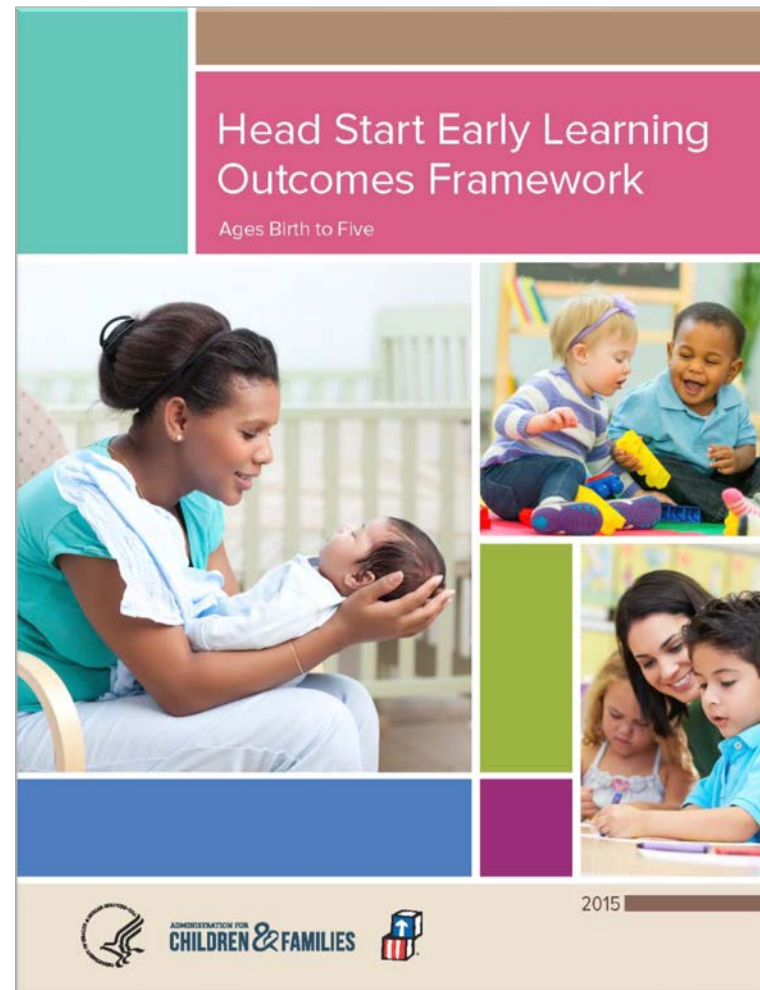
Preschool to Kindergarten



- Changes in academic demands and curricula
- Less family connection with school
- Complexity of social environment (peers and adults)
- Less time with teacher(s)

Pianta & Kraft-Sayre, 2003

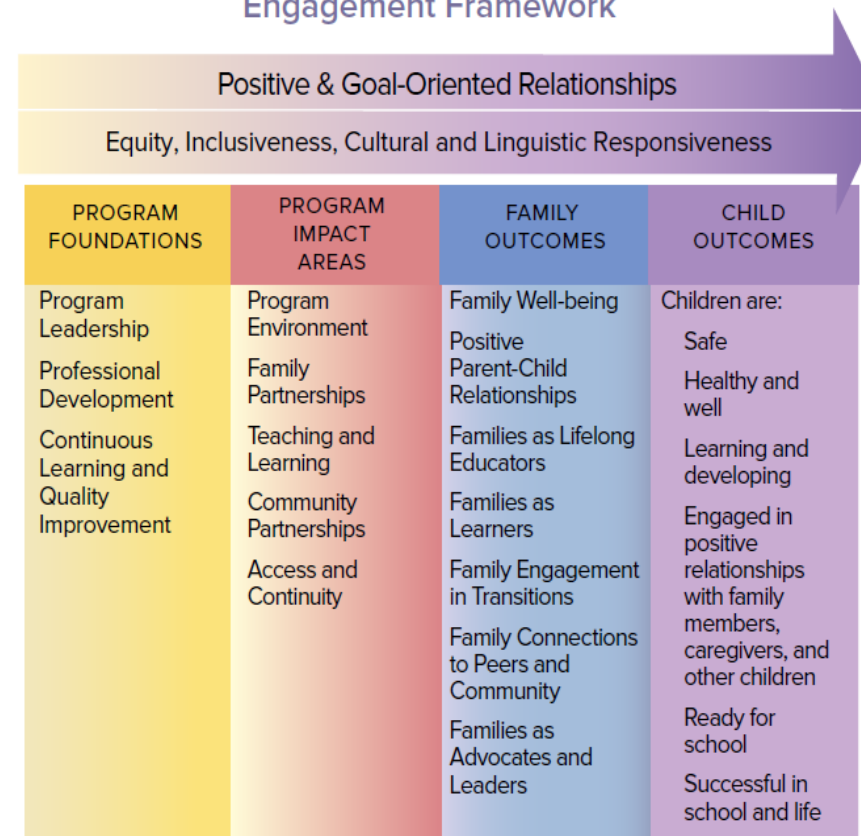
Knowledge of child development can help us understand how transition may affect the developing child.



Ready Families



Head Start Parent, Family, and Community Engagement Framework



Family engagement is associated with:

- More cooperative, self-controlled, and socially engaged children.
- Lower rates of high school dropout, increased on-time high school completion, and higher grade completed.
- Higher achievement in language and math, and higher ratings on peer interaction.

Hamre and Pianta, 2001 and Jerome, et al., 2009

For Children with Disabilities

- Ensuring families are informed of rights, including within the new setting.
- Ensuring families can advocate for their child.
- Ensuring families are part of the process.

Transitioning Children with Disabilities

- Transition to Part B (Preschool)
- Transition from Part C (Infants/Toddler)

Develop Interagency agreements for services for eligible children, including transition services as children move from:

- services provided under Part C of IDEA to services provided under Part B of IDEA and from preschool to kindergarten.

Ready Schools/Communities



The Head Start Program's Role

A program must collaborate with local education agencies to support family engagement and state departments of education, as appropriate, and kindergarten teachers to implement strategies and activities that promote successful transitions to kindergarten for children, their families, and the elementary school.

A program must implement strategies and activities in the learning environment that promote successful transitions to kindergarten for enrolled children, and at a minimum, include approaches that familiarize children with the transition to kindergarten and foster confidence about such transition.

Required Strategies and Activities

Coordination with schools or other appropriate agencies to ensure children's relevant records are transferred to the school or next placement in which a child will enroll

Communication between appropriate staff and their counterparts in the schools to facilitate continuity of learning and development

Participation, as possible, for joint training and professional development activities for Head Start and kindergarten teachers and staff.

Developing Relationships and Creating Partnerships with Receiving Schools

- Who in the HS program can lead this effort?
- What might “developing relationships” look like?
- What types of partnerships may be created between receiving schools and HS programs?

Thank you

