

Components of a Successful Transition Program

Successful transition programs are:

- **Child Centered:** Programs should meet the individual needs of the child and family. They should promote each child's success and minimize disrupting the family.
- **Family Oriented:** Families are their child's first teacher. It is critical to keep this in mind in the transition process as well. Families can be involved as
 - Teachers:* Volunteers, learning activities, reading to their child
 - Learners:* Family resource centers, meetings and workshops
 - Decision makers:* Informed consent, opinion surveys, advisors
 - Advocates:* For school activities, for policies that promote good transitions, for public policies regarding children
- **Involved with all of the stakeholders:**
 - Sending program staff or director, teachers, teacher assistants, early intervention specialist
 - Receiving program staff or principal, elementary supervisor, teachers, teacher assistants
 - Parent or guardians, other family members, adults who provide some type of services to the child or the family
- **Collaborative:** Promoting interagency and program collaboration is essential. Systems should be responsive to the community and current reality of programs involved.
- **Supported by administrators:** Development of a program requires time and commitment. Mechanisms for training and technical assistance are essential.
- **Different:** There is not one right way to provide effective transitions. Various approaches to developing a transition system will work. What works well in one community may not work as well in another.

Activities found in successful programs include:

- Family group meeting or training sessions
- Field trips to school sites for children, staff, and families
- Cross-training between early child care center and kindergarten staff
- Articulation agreements with the schools
- Sharing of information between the early childhood site and the schools (with families' written permission)
- Distribution of a resource booklet, which identifies and describes local early learning programs and elementary programs
- Family needs survey
- Identification of potential placements, special services, and transportation needs
- Encouragement of families volunteer efforts
- Establishment of a "family support" group
- Summer home activity booklets