

Practices Validated by the National Early Childhood Transition Center (NECTC)

These recommended practices were developed in collaboration with the Division for Early Childhood of the Council for Exceptional Children and the National Association for the Education of Young Children. The National Early Childhood Transition Center was funded through the U.S. Department of Education, Office of Special Education Programs.

Interagency Service System

A primary contact person for transition is identified within each program or agency.

Community- and program-wide transition activities and timelines are identified.

Referral processes and timelines are clearly specified.

Enrolment processes and timelines are clearly specified.

Program eligibility processes and timelines are clearly delineated.

Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.

Staff and family members are actively involved in the design of transition processes and systems.

Staff roles and responsibilities for transition activities are clearly delineated.

Conscious and transparent connections are made between the curriculum and expectations for the child across programs and environments.

Methods are in place to support staff-to-staff communication within and across programs.

Families meaningfully participate as partners with staff in program- and community-wide transition efforts.

Child and Family Preparation and Adjustment

Individual child and family transition meetings are conducted.

Staff follow up on children after the transition to support their adjustment.

Transition team members share appropriate information about each child who is making a transition.

Transition plans are developed that include individual activities for each child and family.

Staff know key information about a broad array of agencies and services available within the community.

Children have opportunities to develop and practice skills that they need to be successful in the next environment.

Families are aware of the importance of transition planning and have the information they need to actively participate in transition planning.

Families' needs related to transition are assessed and addressed.

Families have information about and are linked with resources and services to help them meet their specific child and family needs.

Families actively participate in gathering information about their child's growth and development.