

## Transition Plans Policy Builder Prompts (QR 3 – 5)

PROMPT	WRITER'S TIPS
<p>What processes do you have in place that help children transition from their homes to your program? (Required levels 3-5)</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ What steps do you take to welcome new children and families into your program?</li> <li>~ Do children visit before participating fully in your program?</li> <li>~ How do you help families prepare for their child's first day in your program?</li> <li>~ What routines are especially helpful for children to follow when they first arrive?</li> <li>~ How do you introduce new children to your program?</li> <li>~ Explain any special systems your program might have for helping children and families transition successfully into your program (example: buddy system).</li> </ul>
<p>What processes do you have in place that help children make transitions within your program? (Required levels 3-5)</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ Describe the process for transitioning children into different age groups, developmental groups, to a different lead teacher/adult, or into a different classroom setting within your program</li> <li>~ How do you help families prepare for their child's for the transition?</li> <li>~ How do you explain the transition to children in your program?</li> <li>~ Explain any special systems your program might have for helping children and families transition successfully within your program (example: planning discussions between staff members)</li> </ul>

PROMPT	WRITER'S TIPS
<p>What processes do you have in place that help children transition from your program to school or to other early childhood settings? (Required levels 3-5)</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ Explain the steps you take to support children as they transition from your program into a new setting where the adults, teachers, and children may be unfamiliar.</li> <li>~ Do children visit the new program before leaving your program?</li> <li>~ How do you help families prepare for their child's transition?</li> <li>~ How do you explain the transition to children in your program?</li> <li>~ Explain any special systems your program might have for helping children and families transition successfully within your program (example: planning discussions between staff members of both programs)</li> </ul>
<p>What process do you follow to develop individualized transition plans for children with disabilities and for children with special health care needs? (Required levels 3-5)</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ Describe the steps you take to welcome families and children with special health care needs or disabilities into your program.</li> <li>~ What policies and procedures do you follow to make sure you and your staff fully understand all children's needs?</li> <li>~ How do you help families prepare for their child's first day in your program?</li> <li>~ What routines are especially helpful for all children to follow when they arrive for the first time?</li> <li>~ How do you introduce a new child to other children and adults in your program?</li> <li>~ What processes are in place to support children with disabilities and children with special health care needs with transitions from one age group to another within your program?</li> <li>~ Explain any special systems your program might have for helping families and children with special health care needs or disabilities to transition successfully into your program as well as for supporting successful transitions</li> </ul>

	<p>out of your program (ie to school or a new Early Childhood program). Consider communication with others familiar with the child, review of documentation of child's history, review of IFSPs and IEPs, additional Training, meeting with new program teachers, etc.).</p>
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PROMPT	WRITER'S TIPS
<p>How do you share information on assessment and development progress (Center and Family Child Care) or child's progress (School-Age)? (Required for levels 3-5)</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ What type of information is shared?</li> <li>~ What policies and procedures do you follow to make sure information is kept confidential and maintains a child and family's privacy?</li> <li>~ How are families informed about your policies for sharing information on assessments and developmental progress?</li> <li>~ Does your program require any signatures as part of these policies and procedures (example: permission from families to release assessment information)?</li> </ul>
<p>Add any other additional information your staff, families, or the staff receiving a child might find helpful to have in writing.</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> <li>~ What questions do families and staff members often ask during transitions?</li> <li>~ What strategies have worked especially well when transitioning children in the past?</li> </ul>