

Activity Sheet 5


Parents & Service Providers Speak

Instructions: The National Early Childhood Transition Center (NECTC) has investigated parents' and service providers' perceptions of transition from one service system to another for young children with disabilities and their families. The statements below come directly from NECTC's research report.¹ Match each statement with the critical aspect of transition it reveals, choosing from the options in the right column. The first one is done for you. *Work with a partner.*

What the Parent or Service Provider Says...

Critical Aspects of Transitions

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| <p>1. <u> B </u> "She explained that she would no longer be able to provide services for my son because he would be turning three years old. She let me know that the next step would be sending him to public school..."</p> <p>2. <u> </u> "Somehow paperwork got sent to the school and everything was in place."</p> <p>3. <u> </u> "I felt very overwhelmed at the meeting, I mean you are bombarded with so much info that you don't know if you are coming or going."</p> <p>4. <u> </u> "I think staff had good info about Jim before he came, better preparing them to include him in their classrooms."</p> <p>5. <u> </u> "Closer to transition time, we had a couple of meetings with preschool staff and elementary school staff...In addition, a number of specialists who would be working with [our child] attended."</p> <p>6. <u> </u> "...when it was time for the [IEP] team meeting, I felt I needed outside support. I invited a nurse that knew [my child] from birth, another [EI] teacher from birth to 3, and a friend. I thought since there were 5 people for the district, I should have similar numbers."</p> <p>7. <u> A </u> "Once we were able to finally track down a special needs program for our son and fill out all necessary paperwork needed for him to be admitted to the program, it took a very long time before he even started receiving services."</p> | <p>A. Transition planning and preparation take place in timely manner</p> <p>B. The EI system shares information with child's family about upcoming transition</p> <p>C. The EI system shares information about the child with the "receiving" agency and staff</p> <p>D. The EI system and the "receiving" agency collaborate with each other before the child transitions</p> <p>E. Family visits the new program or setting before the child transitions</p> <p>F. Family meets staff at the "receiving" agency before the child transitions</p> <p>G. Transition can be emotionally intense for both parents and providers</p> |
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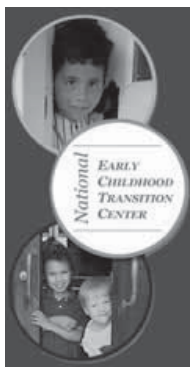
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What the Parent or Service Provider Says...

Critical Aspects of Transitions

8. ____ "Our district is isolated and we are often unaware of children in our community who are receiving services until we get a call to schedule a transition meeting. Sometimes, the child will be 3 in a week when we get the call."
9. ____ "By giving the child with autism the ability to use the summer to transition into kindergarten, the family had a much more positive experience when the child entered kindergarten."
10. ____ "It seems to me that EI could work with the districts to make this more of a transition and less of a drop and move procedure."
11. ____ "The family was very scared to move from the EI umbrella to school services because of the shift from family-centered to child centered."
12. ____ "The school contacted me to invite me and my son to view the classroom the day of his 3rd birthday and [he] was to start the very next day."

- A. Transition planning and preparation take place in timely manner
- B. The EI system shares information with child's family about upcoming transition and helps prepare the family for the new setting
- C. The EI system shares information about the child with the "receiving" agency and staff
- D. The EI system and the "receiving" agency collaborate with each other before the child transitions
- E. Family visits the new program or setting before the child transitions
- F. Family meets staff at the "receiving" agency before the child transitions
- G. Transition can be emotionally intense for both parents and providers



¹ Dogaru, C., Rosenkoetter, S., & Rous, B. (2009). *A critical incident study of the transition experience for young children with disabilities: Recounts by parents and professionals* (Technical Report #6). Lexington: University of Kentucky, Human Development Institute, National Early Childhood Transition Center. Available online at: http://www.hdi.uky.edu/nectc/Libraries/NECTC_Papers_and_Reports/Technical_Report_6.sflb.ashx

NICHCY thanks NECTC for making such an interesting and insight-provoking report available to us all.