



## Module 2: Transition

---

Module Description: Meet Melanie, a preschool teacher, Tamiya, a three-year-old with multiple developmental delays who is new to her class, and Tamiya's mother, Rosemary. Learn how Melanie works with Tamiya's family and other professionals to ensure that Tamiya has a smooth transition from early intervention into to the pre-k classroom.

### Table of Contents

The Table of Contents provides an outline of the learner's version of Module 2 along with the module resources (e.g., video and audio clips, activities, and handouts) in the order that they appear in the module.

#### I. [Introduction](#)

- I. [Foundations of Transition for Young Children \(video\)](#)
- II. [Learning Objectives](#)
- III. [Learning Cycle](#)

#### II. [Step 1: Dilemma](#)

*Learners watch videos portraying the real world about a child's transition to preschool viewed through the eyes of both the family and the receiving teacher. Learners are asked to describe the dilemma in an activity following the videos.*

1. [The teacher's viewpoint \(video 2.1\)](#)
2. [The family's viewpoint \(video 2.2\)](#)
3. [Describe the dilemma \(activity 2.1a\)](#)

#### III. [Step 2: Question](#)

*Learners use a tool called PICO to turn the dilemma posed in Step 1 into an answerable question. The activity helps learners create a focused question that they can search for evidence to answer.*

1. [Turn the dilemma into an answerable question \(activity 2.2a\)](#)

#### IV. [Step 3: Evidence](#)

*Learners are presented with relevant sources of evidence to consider in answering the question they posed in Step 2. Transition practices are defined and further explained with examples and activities. Handouts are provided on research, consensus statements and policies, and experience-based knowledge related to transition. Practitioner and family leaders share their knowledge about transition. Activities for learners to check their knowledge are provided throughout this Step.*

#### A. Definition/Resources

1. [Child Transition Profile \(Handout 2.1\)](#)
2. [Using the Child Transition Profile \(Handout 2.1 Tutorial\)](#)
3. [Child Transition Profile Sample \(Handout 2.2\)](#)
4. [Review Tamiya's transition profile \(Activity 2.3\)](#)
5. [Highlights of a home visit \(Video 2.3\)](#)
6. [Home Visit Planning Form \(Handout 2.3\)](#)
7. [Using the Home Visit Planning Form \(Handout 2.3 Tutorial\)](#)
8. [Home Visit Planning Form Sample \(Handout 2.4\)](#)
9. [Follow-up Home Visit Sheet \(Handout 2.5\)](#)
10. [Using the Follow-up Home Visit Sheet \(Handout 2.5 Tutorial\)](#)
11. [Describe a home visit \(Activity 2.4\)](#)
12. [Observation Guide for Initial Class Visit \(Handout 2.6\)](#)
13. [Using the Observation Guide \(Handout 2.6 Tutorial\)](#)
14. [Identify physical supports for Tamiya \(Activity 2.5\)](#)
15. [Phase-In Transition Days Plan \(Handout 2.7\)](#)
16. [Using the Phase-In Transition Days Plan \(Handout 2.7 Tutorial\)](#)
17. [Develop and individual phase-in transition days plan \(Activity 2.6\)](#)
18. [Highlights of a classroom visit \(Video 2.4\)](#)
19. [Describe a welcoming environment \(Activity 2.7\)](#)

#### B. Research /Resources

1. [Research Summary on Transition Practices \(Handout 2.8\)](#)
2. [Apply the research to practice \(Activity 2.8\)](#)

#### C. Consensus Statements and Policies/Resources

1. [Policy Advisory: The Law Governing Transition of Young Children \(Handout 2.9\)](#)
2. [Consider the Transition Policy \(Activity 2.9\)](#)

#### D. Experience-Based Knowledge/Resources

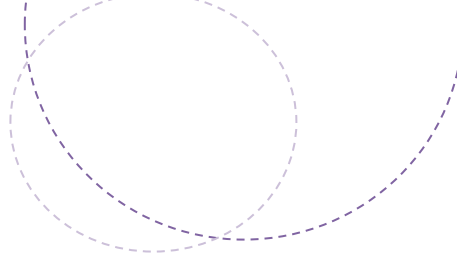
1. [Mary Jo Paladino \(Audio 2.1\)](#)
2. [Brenda Mullins \(Audio 2.2\)](#)
3. [Joseph Anderson \(Audio 2.3\)](#)
4. [Patricia Ojeda \(Audio 2.4\)](#)
5. [Listen to experience-based knowledge \(Activity 2.10\)](#)

#### V. [Step 4: Decision](#)

*Learners listen to audio clips of those involved in the dilemma to gain an understanding of the contexts. In an activity, they integrate the evidence from Step 3 with the contexts and perspectives to make an informed decision. Finally, learners are briefly introduced to planning and implementation.*

##### A. Consider Perspectives and Contexts/Resources

1. [Rosemary's perspective \(Tamiya's mother\) \(Audio 2.5\)](#)
2. [Melanie A.'s perspective \(receiving teacher\) \(Audio 2.6\)](#)
3. [Rundah's perspective \(physical therapist\) \(Audio 2.7\)](#)

- 
4. [Melanie B.'s perspective \(early intervention service coordinator\) \(Audio 2.8\)](#)
  5. [Judy's perspective \(program administrator\) \(Audio 2.9\)](#)
  6. [Consider the unique contexts \(Activity 2.11\)](#)
- B. Integrate Evidence and Contexts to Make a Decision/Resources
1. [Use evidence-based practice decision-making \(Activity 2.12\)](#)
- C. Plan for Implementation/Resources
1. Identify steps and strategies to support Tamiya's transition
    - a. [Transition Plan \(Handout 2.10\)](#)
    - b. [Tamiya's Individualized Education Program \(IEP\) \(Handout 2.11\)](#)
    - c. [Transition Activities Worksheet \(Handout 2.12\)](#)
  2. Determine the roles of family and practitioners in implementing the transition plan
    - a. [Identify activities to support transition \(Activity 2.12\)](#)

#### VI. [Step 5: Evaluation](#)

*Learners consider ways to evaluate the decision to use the practice. Learners determine if the intervention was implemented, and if the intervention was effective. Handouts are provided showing sample assessment methods.*

- A. What is Meant by Assessment and Evaluation
- B. Purpose of Evaluation
- C. Gathering and Using Assessment Information/Resources
  1. [Examples of Classroom Arrangements to Support Tamiya's Adjustment \(Handout 2.13\)](#)

#### VII. [Summary and Wrap Up](#)

#### VIII. [Visions for the Future](#)

#### IX. [References and Credits](#)

PLEASE NOTE: An Instructor's Guide for each module contains the following related materials:

- [Online Discussion Board](#)
- [DEC & NAEYC Personnel Preparation Standards](#)
- [US Department of Education Office of Special Education Program's \(OSEP\) Indicators and Outcomes](#)
- [Activity Guides \(Facilitation Tips\)](#)
- [Activity Guides for Alternate Learner Activities](#)
- [Glossary](#)
- [Additional Supplemental Materials](#)