Identify activities to support transition

This activity is part of Module 2: Transition. To view the content related to this activity, go to Step 4: Decision.

Instructional Method
Structured Exercise

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
Activity 2.13a

Objective(s)

Learners will identify meaningful activities to support a child's successful transition.

Description

In this activity, learners will identify activities to support transition goals and outcomes before the child begins in the new program and after the child has started in their new classroom.

Required Materials/Resources

Learner Materials

- Handout 2.2: Child Transition Profile Sample
- Handout 2.12: Tamiya's Individualized Education Plan (IEP)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to the handouts and the Activity 2.12a learner form.
2. Ask learners to consider the dilemma of Tamiya and the recommendation made in Step 4.B. Create meaningful activities to support Tamiya's transition goals and outcomes both before she enters the program and after she starts in the classroom. Encourage learners to consider the information provided in the two handouts for guidance and ideas.
3. Provide feedback.

Suggested Assessment

1. Preparing for new setting

Transition Practice	Activity Description	Person Responsible	Start & End Dates
Identify the individual needs of the child and family	Create a quiet place in the classroom where Tamiya can go when she is frightened or overwhelmed. Ensure a calm place for Tamiya to be tube-fed. Place Tamiya's cot where she is close to the teacher and can be watched closely.	Melanie A. (teacher)	Completed on 10/20/xx

Engage the family in collaborative transition planning	Conduct a home visit.	Melanie A. & Rosemary (mother)	
Identify the individual needs of the child and family	Schedule a classroom visit for Tamiya while the other children are playing outside.	Melanie A. & Rosemary	
To support transition, sending and receiving practitioners need to communicate	Melanie A. should be trained on tube-feeding and Tamiya's other mealtime needs.	Melanie A., Rosemary, and therapist	

2. Adjusting to new setting

Transition Practice	Activity Description	Person Responsible	Start & End Dates
Identify the individual needs of the child and family	Bring Tamiya's pacifier and any favorite toys or blanket to school.	Rosemary	
Engage the family in collaborative transition planning	Use a home-school communication log to keep the family up to date on Tamiya's progress.	Melanie A.	
Identify the individual needs of the child and family	Find out what Tamiya's favorite music and songs are and bring any favorite music CDs to school.	Melanie A. & Rosemary	
Identify the individual needs of the child and family	To attempt to create a close bond between Tamiya and an adult as quickly as possible, one teacher should be her primary caregiver (for mealtimes, toileting, transition to playground, and so on).	Melanie A.	

Facilitation Tips

- Learners can respond in class, online or using the PDF form which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.
- Have learners use a child they are currently working with or have worked with in the past.

Alternate Version(s) (refers to different levels of difficulty)

No alternate versions of this activity.

Credits

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