Consider the transition policy

Objective(s)

Learners identify the specific policies on transition for teachers of young children with disabilities.

Description

In this activity, learners read the Transition Policy Advisory and then identify the relevant policies for teachers of young children with disabilities.

Required Materials/Resources

Learner Materials

- Handout 2.9: Policy Advisory, The Law Governing Transition of Young Children
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to handout.
2. Ask learners to respond to the question: "What are some important considerations for compliance with transition requirements?"
3. Provide feedback.

This activity is part of Module 2: Transition. To view the content related to this activity, go to Step 3: Evidence.

Instructional Method
Discovery

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
Activity 2.9a

Suggested Assessment

1. Individualize and develop specific transition services and practices that address the needs of the family and the child.
2. Consider the full range of services (e.g., child care) and supports the child and family will need across the day and week when they leave the current setting, especially if they are transitioning into a program that offers half-day or part-week services.
3. Link families with other families that have been through the process so they can benefit from the experiences of others during transitions.

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.
- Learners may need examples in advance of completing this activity.
- Ask state agency representatives to speak to the class about Part B and C services in your state.
- Ask learners to look at the Part B and C policies in your state and report back to the class.

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

No alternate versions of this activity.

Credits

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