



# Transition At Age 3

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# STORY





# FACING THE FUTURE

## ANXIETY GIRL

Able to jump to the  
worst conclusion in a  
single bound



# NEW NORMAL

Birth to 3

7-11

12-16

17-21

3 to 6





# GROWTH

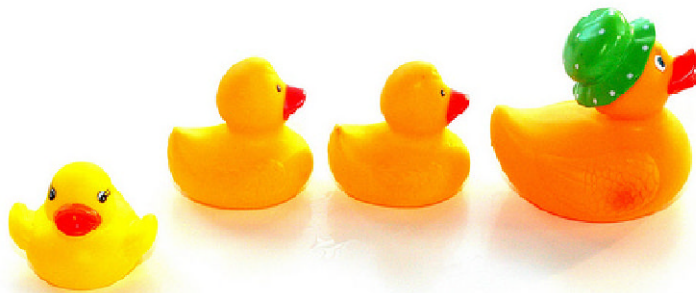
MY CHILD AS . . . .

- A PERSON & WORLD EXPLORER
- A PLAY PARTNER
- A MEMBER OF THE FAMILY
- A MEMBER OF THE COMMUNITY
- A PERSON WITH A DISABILITY



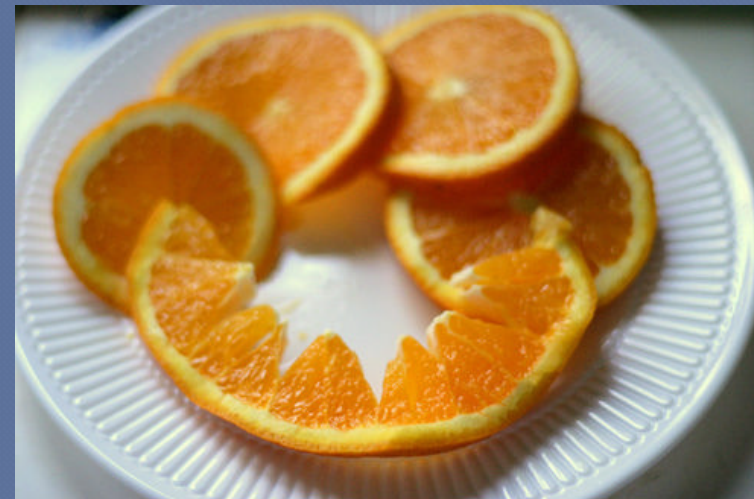


# PREPARE



Ducks in a row?

Ducks in a row?





ACTIONS

PREPARE  
PARTICIPATE  
PERFECT

OUTCOMES

CHANGE  
ADJUST  
GROWTH



# TOOLS

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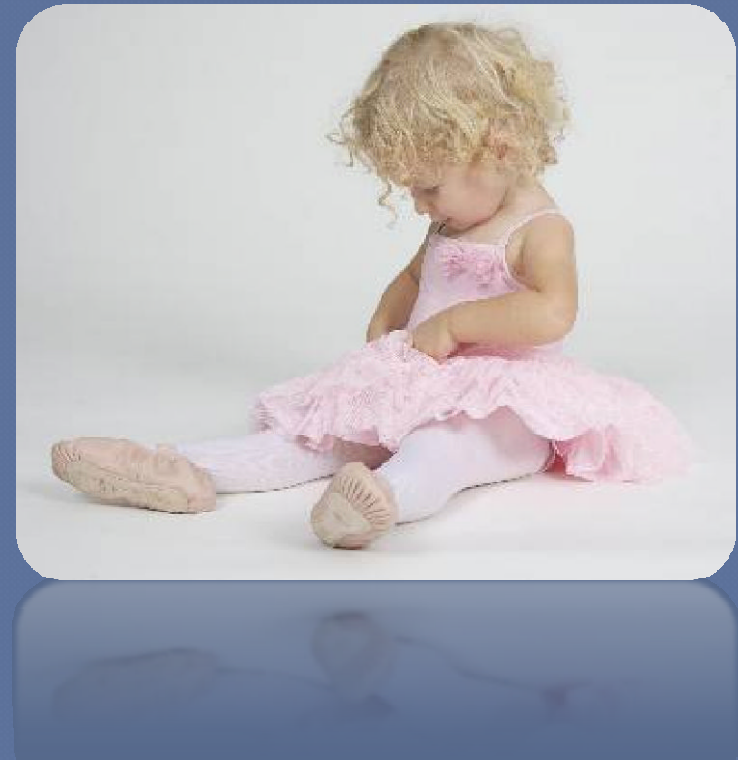
- Communication
- Problem Solving
- Understanding
- Connections
- Time
- Partners



# DANCE OF PARTNERSHIP

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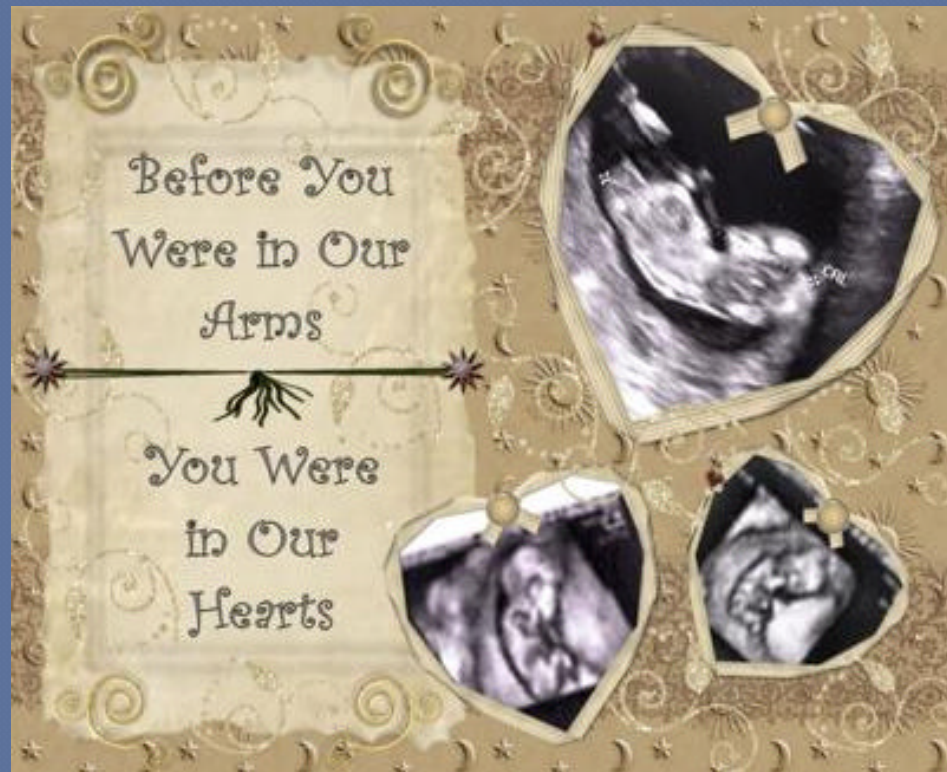
- ◉ Find Your Voice
- ◉ Know Your Child
- ◉ Discover Allies
- ◉ Let Others Lead
- ◉ Search Your Heart
- ◉ Find What Works
- ◉ Create Opportunities
- ◉ Steer Out Of The Storm





# EXCHANGE INFORMATION

- Build communication between sending and receiving providers and the family.
- Scrap book
- Video
- Play visit
- Demonstration
- Care plan





# MAKE PLANS

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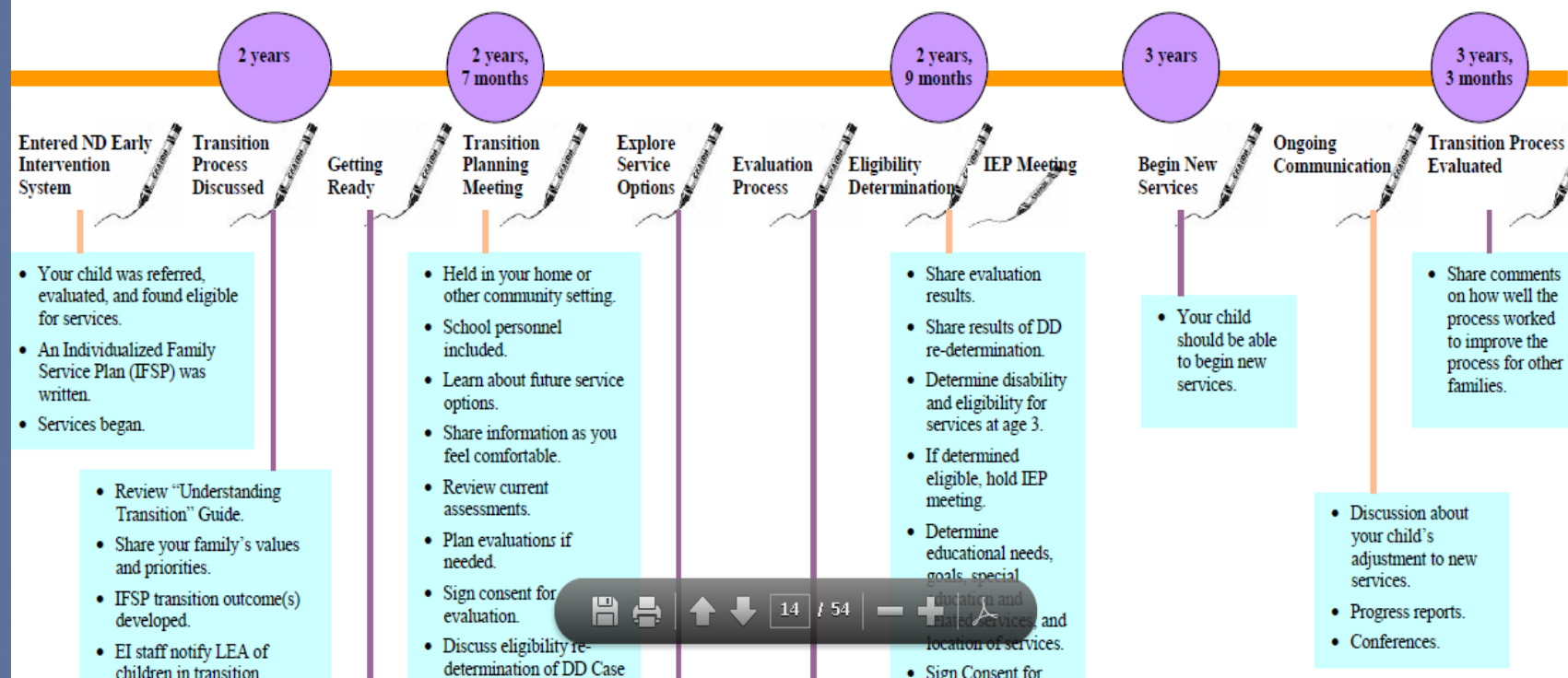
Engage informed families in collaborative planning.

- GET A TRANSITION MEETING CHECKLIST
- STUDY THE IEP AGENDA
- EXAMINE SERVICE OPTIONS
- VISIT WITH OTHER PARENTS
- GUAGE SCHOOLS ABILITY TO INDIVIDUALIZE
- IDENTIFY YOUR PRIORITIES



# TIMELINES

## North Dakota Early Childhood Transition





# *ND GUIDE*

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- Understanding Early
- Childhood Transition:
- A Guide for Families and
- Professionals



<http://www.dpi.state.nd.us/speced/early/guide.pdf>



# ACTIVITIES

- PREPARE CHILDREN AND FAMILIES TO ADJUST TO A CHANGE IN SETTINGS OR PROGRAMS.



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# MORE ACTIVITIES

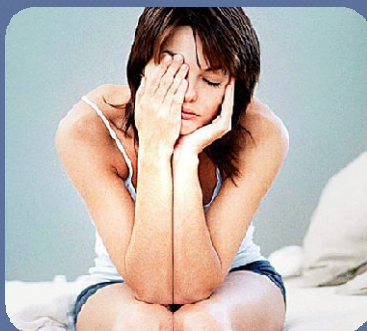
- Gradual participation
- Visits
- Tours
- Self-Directed Routines
- Videos
- Meet Other Parents
- Open House
- Policies





# PROBLEM SOLVING

Prepare the family to address the ongoing and changing needs of the child and family

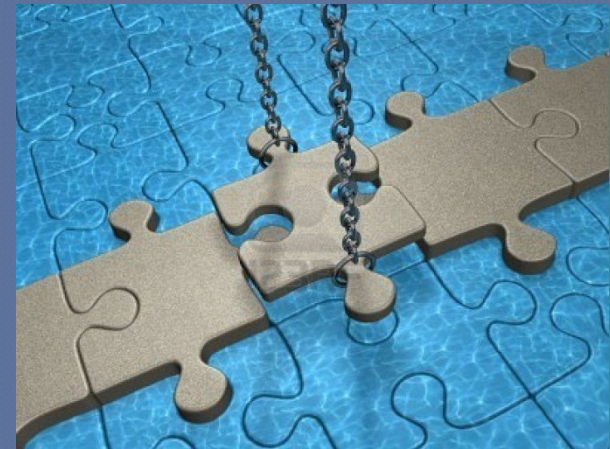


As your child grows and matures, how will the disability impact that and what are the evidence-based strategies



# GAIN KNOWLEDGE

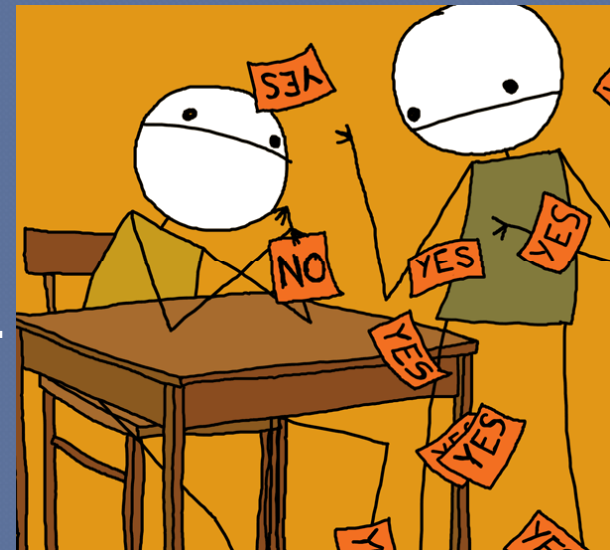
- ◉ Exchange information
- ◉ Know what to expect
- ◉ Know what works
- ◉ Tap into expertise
- ◉ Know what's out there
- ◉ Know when to get help
- ◉ Know how to get help
- ◉ Know how to create bridges





# TEAM PARTICIPATION

- ◉ Identify needs
- ◉ Share values
- ◉ Quantify information
- ◉ Establish an agenda
- ◉ Obtain support for an idea
- ◉ Respond to suggestions
- ◉ Ask good questions
- ◉ Take time to think it over
- ◉ Ask for other options
- ◉ When to use we vs. I





# SUCCESS

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- Establish a close, positive relationship between the child, family, and teacher in the receiving program



# OVERVIEW

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- ◉ Identify the needs of the child and family
- ◉ Set transition goals based on those needs
- ◉ Consider activities to support transition
- ◉ Compare options based on research
- ◉ Carry out/adjust the plan as the child grows.
- ◉ Decide if the outcomes are being realized.



# FAMILY CENTERED SERVICES

Build family-centered care and services

- Family Planning Meetings
- Medical Home
- Communication Systems
- Record Keeping Resources
- Asking for a meetings
- Balanced Parenting
- Program Management





# FATHERHOOD

- ◉ Negotiating with the mother the degree of direct involvement in nurturing the child and in home and family life.
- ◉ Bread winner
- ◉ Play partner
- ◉ Care-giver
- ◉ Role-model
- ◉ Share the load
- ◉ Spouse





# CONNECTING

- Use policies and practices that do not isolate the family
- School visitation
- IEP meeting frequency
- Parent Resource Rooms
- Meeting other families
- Family Friendly Handbooks
- People First Websites
- Class Presentations





# PROGRAM MANAGEMENT

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- Provide effective program management when crisis occur.
- Establish Boundaries
- Playground Safety
- Reporting Problems
- Reframing What is Said
- Focus on Positive
- Get Referrals When Needed

