

Early Childhood Transition Module

Session: Planning For Early Childhood Transition



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SELF-ASSESSMENT INVENTORY



- ORIENTATION
- COURSE
 - Legal Requirements
 - Planning For Transition
 - Essential Content
 - Application & Reflection
 - Recommended Reading
 - Self-Assessment Inventory
 - Supporting Families
- SEARCH



Name: _____
Date: _____

Use this self-assessment inventory to identify areas for professional development for individuals and teams, and to identify individuals who can mentor/coach others.

DOWNLOAD SELF-ASSESSMENT

[Self-Assessment Inventory - IFSP Module 3 - Session 2: Planning For Early Childhood Transition - RTE](#)

Download: [self-assess-mod3-ses2.rtf](#)

Review your current competency in planning for transition with families by checking the appropriate column for each item identified below, using this response scale:

All partners: Families, Part B, Part C, and community early childhood providers	Not yet	Sometimes	Always	Can mentor others
Partners share information about a child's current and anticipated skills, behaviors, and interactions.				
Partners understand one another's roles and responsibilities related to planning for transition.				
Partners identify and share strategies for helping a child and family achieve their transition outcomes.				
Partners are familiar with early childhood settings and resources in their community, and can orient families to appropriate options for their children.				
Partners have adequate training and resources to understand and implement transition responsibilities.				

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Part C Responsibilities:	Not yet	Sometimes	Always	Can mentor others
Provide families with support and resources to guide families through transition (e.g., Family Support Network, Preschool Partners, transition workshops)				
Assist families to develop transition outcomes when a child turns two years old.				
Convene a Transition Planning Meeting up to nine months but no later than 90 days before a child's third birthday.				
Understand early childhood setting and programs, and make appropriate recommendations to families.				
Identify and implement strategies with families to help children adjust to, and function in, new environments.				
Participate in IEP Team meetings, when invited, to discuss a child's current functioning and progress toward achieving IFSP outcomes				
Obtain parental consent for releasing info from a child's early intervention record, if needed, to community and Part B preschool programs under consideration.				
Notify a child's school district when the child will turn three years old, following interagency policies.				
Begin process to obtain residency information required to initiate preschool special education services, if a child is found eligible.				
Part B Responsibilities:	Not yet	Sometimes	Always	Can mentor

				others
Participate in Transition Planning Meetings for every child, if families wish to consider eligibility for Part B.				
Convene an IEP team meeting to review child-related information from families and ITP to determine a child's eligibility for Part B.				
Conduct evaluations only when additional information is necessary to determine a child's eligibility for Part B.				
Develop an IEP with parents and other required participants.				
Identify the Least Restrictive Environment (LRE) to provide eligible child's special education-related services.				
Ensure that an IEP is in effect by a child's 3rd birthday.				
Review a child's program options from the child's 3rd birthday to the beginning of the next school year.				

Community Early Childhood Responsibilities	Not yet	Sometimes	Always	Can mentor others
Listening to parents' preferences & hopes about their child's participation in specific programs and activities.				
Welcoming visits by families, Infants and Toddlers Program, and preschool special education providers.				
Answering questions regarding eligibility criteria and informing families about				

waiting lists that may exist.				
Providing written information about their program's policies and procedures about enrollment, curriculum, discipline, family visits, etc.				
Attending Transition Planning Meetings, as feasible, to share information and identify strategies to ensure a child's and family's smooth transition to the program.				

Comments:

Current Session: Planning for Transition
Current Activity: Self-Assessment Inventory



Previous Activity:
RECOMMENDED READING



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