

A dirt path winds through a dense forest of birch trees with vibrant green foliage. The path is the central focus, leading the eye into the distance. The trees are tall and thin, with their leaves creating a canopy of bright green. The lighting is soft, suggesting a slightly overcast day or a shaded forest floor.

Moving Forward

Strategies for a Successful Transition

Kiki McGough- APBS consultant/PEAK board director

Cristina House- Sewall Child Development Center

Our goals

- Understanding the process of TRANSITION
- How to make “change” work for you (importance of being prepared)
- The ‘how’ in transition (prep for change)
- Strength-based Profiles



A little bit about your hosts

- Kiki McGough- APBS Consultant/PEAK Board Director

Mother

40 years of experience in the field of special education

President of Board of Directors at PEAK Parent Center in CO

- Cristina House- Sewall Child Development Center-Coordinator

Mother

16 years of experience in early childhood special education

Works in collaboration with Head Start centers in the Denver Metro area





“The only thing you can
count on is change”

— Patti Smith

On a scale of
cat, how do
you typically
react to
CHANGE?



Change happens...

This is Wilson. He is now working from home 😊



"My God . . . those meetings really could all have been e-mails."

Embracing unexpected change



***Wrestlers in Action*, 2020**
Eli Williams (b. 2016)

Crayola marker on wooden closet door.

Williams, a fledgling artist with a reputation for drawing it like he sees it, has honed a style that harkens back to the Realism movement.

In the latest addition to Williams' *Quarantine* series, the subject is WWE wrestlers in action. Williams rejects Romantic conventions and delivers the raw emotion of wrestlers Rey Mysterio and Jeff Hardy in the ring.

Critics agree that *Wrestlers in Action* is a thought-provoking composition that challenges the viewer to reflect on their own emotions stemming from being a prisoner in their own home during a toilet paper shortage.

Gifted to the artist's parents, 2020.

A photograph showing the word "CHANGE" spelled out with wooden blocks on a blue textured surface. The letters 'C', 'H', 'A', and 'N' are in a horizontal row. The letter 'G' is positioned below the 'C', 'H', and 'A' blocks. The letter 'E' is to the right of the 'G' block. The letter 'C' is positioned above the 'G' block. Two hands are visible, with fingers pointing towards the 'C' and 'G' blocks.

C H A N G E

Understanding TRANSITION

CHANGE	TRANSITION
<p>Definition: “replace (something) with something else”</p>	<p>Definition: “the process of changing from one state or condition to another”</p>
<p>Implies finite or limited outcome</p>	<p>Implies continuity and growth</p>
<p>Examples:</p> <ul style="list-style-type: none"> - Graduation from programs: PK-kindergarten - COVID school year - Different team members in your team 	<p>Examples:</p> <ul style="list-style-type: none"> - Connecting new with current providers - Creating a plan to address medical needs at school - Talking about the new work environments
<p>Considerations:</p> <ul style="list-style-type: none"> • Can be luckily successful or unexpectedly chaotic • Might imply the need to discard what worked before • Sense of ambiguity or uncertainty 	<p>Considerations:</p> <ul style="list-style-type: none"> • Opportunity to think in small steps towards big goals • Requires planning: strengths, areas for growth, strategies • Involves team driven approaches

It's all about the mindset!



Transition Process Components



Interests



Working on



Continue to
work on



Partnerships
and
Communication



Key Principles for Successful Transition

- An accurate strength profile of who I am: likes, interests, motivators
- Things that I am working on that make a difference
- Supports and strategies needed for continued success and quality of life
- Partnerships and effective communication





TRANSITION
from Preschool
to Kindergarten



Strength profile for David



Interests



Working on



Continue to
work on



Partnerships
and
Communication



Transition Meet My Child: David

Things My Child Enjoys and Finds Motivating

- Time with dad
- Puzzles as a reward
- Likes to fish
- Spiderman/Avengers/Super Heroes
- Books (Brown Bear, Raccoon Family)
- Likes helping teachers
- Helps dad at home

Transition Meet My Child: David

Things that are working:

- Sitting with my adult in group
- Activities where he can work with his hands
- Good relationships with teachers at school and Denver Mental Health Therapist
- Using calm down strategies at school when prompted
- Practicing strategies to calm down at home with Dad
- Positive acknowledgement and high fives

David's Positive Behavior Support Plan

Prevention Strategies

- Clear expectations/visual schedule
- Using timers
- Fidget toys
- Break down tasks into small pieces (first....then)
- Provide good peer model
- Use: “Blow a bubble around your body”
- “Putting on the breaks”
- Scheduled time for adult attention
- Redirect to another activity or location
- Reminders of gentle hands and feet

Transition Meet My Child: David

Things My Child Needs to Continue to Work on:

- Use calm down strategies consistently to handle frustration
- Work to be a Super Friend (book provided to dad to share with school)
- Strategies to address language processing and word retrieval
- Significant support to develop pre-academic skills
- Clear feedback when giving praise
- Adult support during large group and less structured times

Transition Meet My Child: David

Ways to Support My Child and Our Family

- Work with family to implement IEP and PBS plan
- Support family to identify community resources (library)
- Strategies to read with him at home and to address word retrieval
- Use Dad's art talent to support the school (airbrush t-shirts, animals, Broncos)
- Ways Dad can volunteer and support the school

Seven Steps for Successful Transitions

- Build alliances,
- Review IEP,
- Focus on what works,
- Request a mtg,
- Visit classroom,
- Stay involved,
- Continue your education

DEC Recommended Practices in Early Childhood Education

- Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child's successful adjustment and positive outcomes.
- Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.

Backpack Series



Backpack Connection Series

About this Series

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model



The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit ChallengingBehavior.org.

More Information

More information and resources on this and other topics are available on our website, ChallengingBehavior.org.



ChallengingBehavior.org

How to Help Your Child Transition Smoothly Between Places and Activities

Alyson Jiron, Brooke Brogle & Jill Giacomini

Transitioning, or moving, to new places, people and activities is something we do many times during the day. However, change can be overwhelming and seem unpredictable for your child, especially when she is not ready to move on to the next place or activity. Children make many transitions each day—from parents to teachers, from home to car, or from play time to the dinner table, for example. When and how often transitions occur are usually decided by an adult and children often act out with challenging behavior when they feel unable to control their routine. When you help your child prepare for transitions you are helping her to learn a valuable skill. The good news is that you can teach her this important skill while you are enjoying time together.



Try This at Home

- Use a timer, an instrument or a funny noise to give your child advance warning of routine transition events. If possible, ask him to help "alert" everyone to the upcoming event. For example, let your toddler bang a pot with a wooden spoon to let the family know it is time for dinner.
- Let your child pick out a special object or toy to transition with to the next activity or place. "Would kitty like to come with us to the grocery store? I wonder if she could help us find the items on our list?"
- Use a visual schedule to show your child the plan for the day. "First, you have school and then we are going to take Aunt Rachel's gift to the post office and mail it to her."
- Make the transition a game or activity where the child has the opportunity to move around. "I wonder if today we can use this big shovel to scoop the cars into the bucket while we clean up?" If possible, let him think of the game. "I wonder how we could get to the car today?" You might be surprised at his creativity and how much fun you have roaring like a dinosaur or hopping like a rabbit.
- Sing songs as you transition. Children love to hear songs as they move about their day. Make up silly songs together about what you are doing or where you are going. You are sure to get a laugh and likely a smooth transition.
- Give your child a job. Children are more cooperative when they can be part of the process. Perhaps he can help stir something for dinner, unlock the car doors with the remote or pick out a diaper before a diaper change.

Practice at School

Children transition from one activity to the next throughout their day at preschool. Teachers plan for transitions in advance by creating special routines. These routines help to prepare children for transitions, engage them in the change that is taking place and help them to move smoothly to the next activity. Teachers might use a special instrument or song to let children know it is clean up time. Teachers might read books to the children while they are standing in line waiting for a turn to wash their hands before snack or create an obstacle course or morning routine to help children and parents transition at drop-off. When children are able to participate in or lead the transition, they are excited and eager to move to a new activity.

The Bottom Line

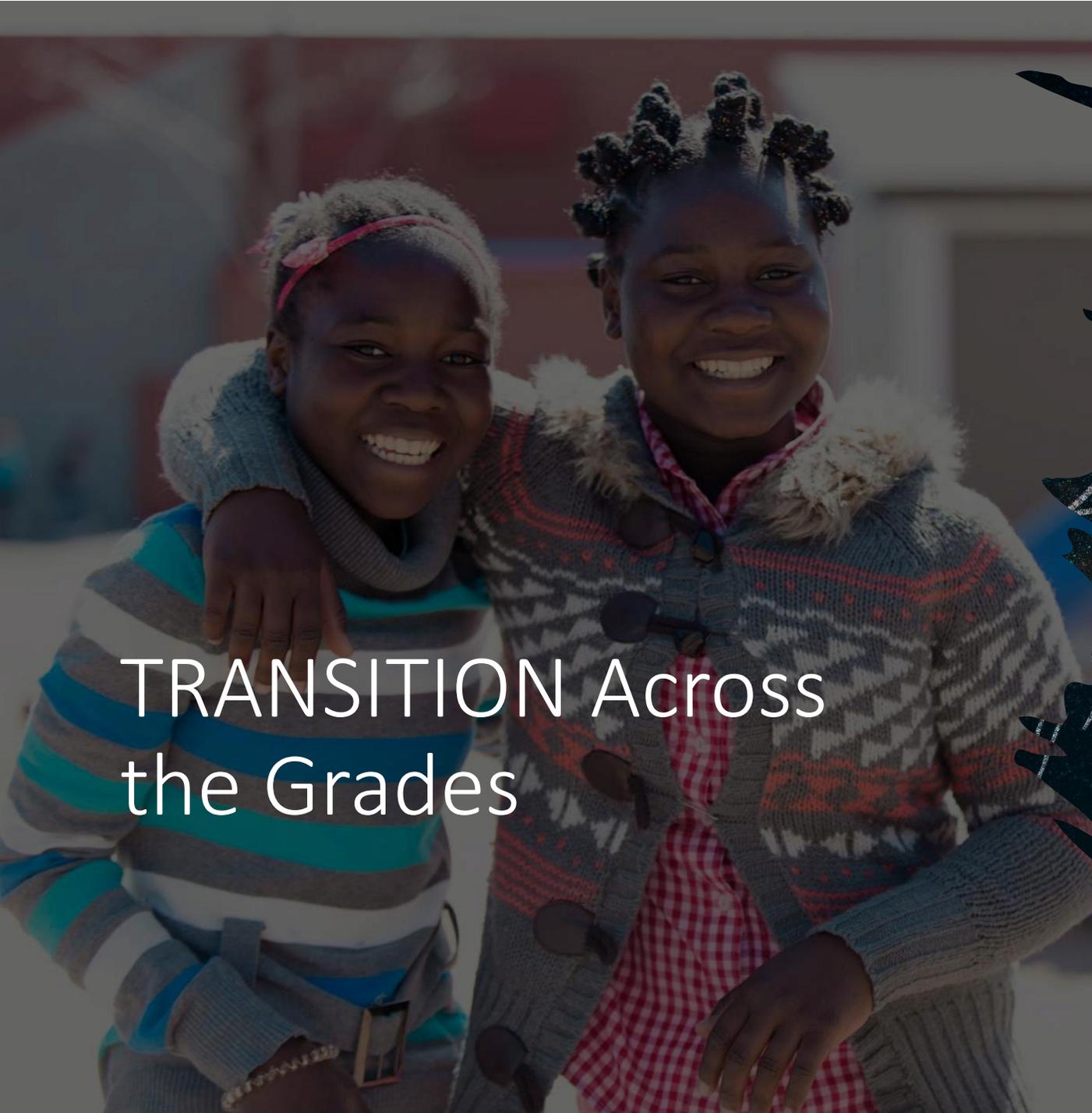
The more a child can predict and participate in the schedule and activities of her day, the less likely it is that challenging behavior will occur and the more likely it is that she will eagerly engage in transitions to new people and places. Taking the time and making the effort to teach her what to expect, when it will happen, and what happens before the transition occurs can be a rewarding experience. Most importantly, it is also an opportunity for quality time that can help lead to smoother transitions.

Source: <https://challengingbehavior.cbcs.usf.edu/Implementation/family.html>



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TRANSITION Across
the Grades



Strength profile for Denise



Interests



Working on



Continue to
work on



Partnerships
and
Communication



Transition Meet My Child: Denise

Things my child enjoys and finds motivating:

- Time with peers and family
- Music in Spanish
- Taking walks
- Freedom to move around
- Predictable routine and snacks
- Sweet and loving child with a very supportive family

Transition Meet My Child : Denise

Things my child is working on:

- Walking independently (with shadowing) throughout the school
- Making choices with eye gaze or proximity
- Accessing technology to make choices
- Choosing peers she wants to sit with
- Following a predictable routine

Transition Meet My Child : Denise

Things my child needs to work on:

- Adjust to new environment and people through eye contact and proximity
- Learning to move through hallways in a new environment
- Use breathing to calm down when breath holding
- Active participation in all daily living activities with choices
- Removing herself from room when too stimulating or loud

Transition Meet My Child : Denise

Ways to support my child and our family:

- Work with elementary staff and family for a smooth transition
- Open communication and ability to meet to address challenges
- Provide family summary of her day at school
- Provide family with ways to keep her involved with peers in after school activities

Strength profile for Jon



Interests



Working on



Continue to
work on



Partnerships
and
Communication



Jon: Transition Back Into School

Things I Enjoy and Find Motivating:

- Skateboarding
- Video recording skateboard
- Hanging out with friends
- Movies and video games
- Being outside

Jon: Transition Back Into School

Things that are working:

- Getting around in the power chair
- Letting my friends know what I need
- Using the i-Pad and computer for writing
- Homebound services to learn to use technology
- Taking a break when life gets too much
- Working with the Rehabilitation Team and Voc Rehab
- Getting independent study credit for therapies

Jon: Transition Back Into School

Things I Need to Continue to Work on:

- Being able to sit in a chair for more than 2 hours
- Transportation to school
- Extra support to make up missed classes
- Getting on track to graduate with my class
- Coming up with a plan for after high school

Jon: Transition Back Into School

Ways to Support Me and Our Family:

- Involve me in decisions about me
- Be there when I need support
- Let me learn to be independent even if I make mistakes
- Help me understand my options after high school

Jon: Life After High School

- Made the decision to hold an IEP meeting and discontinue transition services
- Enrolled in Community College in Art
- Celebrated his Associate Degree and invited his high school transition team to the party
- Keynote speaker at Assistive Technology Statewide Conference
- Next challenge: learning to drive!



Transition To Adulthood: College or the Workforce



Strength profile for Jack



Interests



Working on



Continue to
work on



Partnerships
and
Communication



Jack: My Journey into Adulthood

- Jack is an articulate, sensitive and engaging young man who is passionate about working in the hospitality field.
- He also happens to have Fragile X.
- Jack shared his perspective on living and thriving with a disability and his lessons learned thus far as he transitioned into adulthood.

Jack: My Journey into Adulthood

- Supportive parents and my team at school were always there for me. They were my voice until I had one.
- Third grade was a turning point because my teacher wanted to know who I was, not just what was in my IEP.
- I attended my neighborhood school with my siblings and was actively involved in decisions about my life and my dreams.
- I needed accommodations, especially with testing, to demonstrate what I knew.

Jack: Challenges and Barriers

How I Addressed Them

- I struggled to find my place in the post secondary educational system. Yet I knew I wanted to work in the hospitality field.
- While the journey was rocky and I had some growing up to do, I attended school in Roswell, New Mexico.
- My family supported me in advocating for an internship at the Fairfield after being placed in an internship at a nursing home.
- The Manager, saw my strengths and passion, not my disability, and believed in me.
- I am aware of my limitations due to my disability but did not want to be treated differently because of it.

Jack: Challenges and Barriers

How I Addressed Them

- Life is challenging after leaving the school system and at times I was afraid to share my disability due to repercussions. I risked being seen as the weakest link.
- After school I offered to learn my dream job without pay but it wasn't until the manager contacted me in 2016 that they would be building a Marriot in the Denver North Metro area.
- I have my dream job working at the front desk and I am viewed for my abilities, not my disability.
- I ask for help when I need it and have support at work, from friends and my family.

Jack: What is Working Well

- I am living independently with roommates after moving back home due to COVID.
- I managed throughout the Pandemic and accessed social activities online.
- I decided to try the dating scene again and just celebrated a one-year anniversary with my partner.
- I access Lyft and Uber and I walk to work.
- I have presented my story numerous times to audiences of teachers and parents.

Jack: My Advice for a Quality Life

- See each person as an individual and what they are capable of doing.
- Look at their strengths and how to address their weaknesses.
- Listen to their dreams and help them make them a reality.
- And even though life gets hard at times, do not give up.

“...No matter how skilled professionals are, nor how loving families are, each cannot achieve alone, what the parties, working hand-in-hand, can accomplish together.”



Adapted from": Peterson and Cooper as cited by the Futures in School
Psychology Task Force on Family-School Partnerships (2007)

Resources

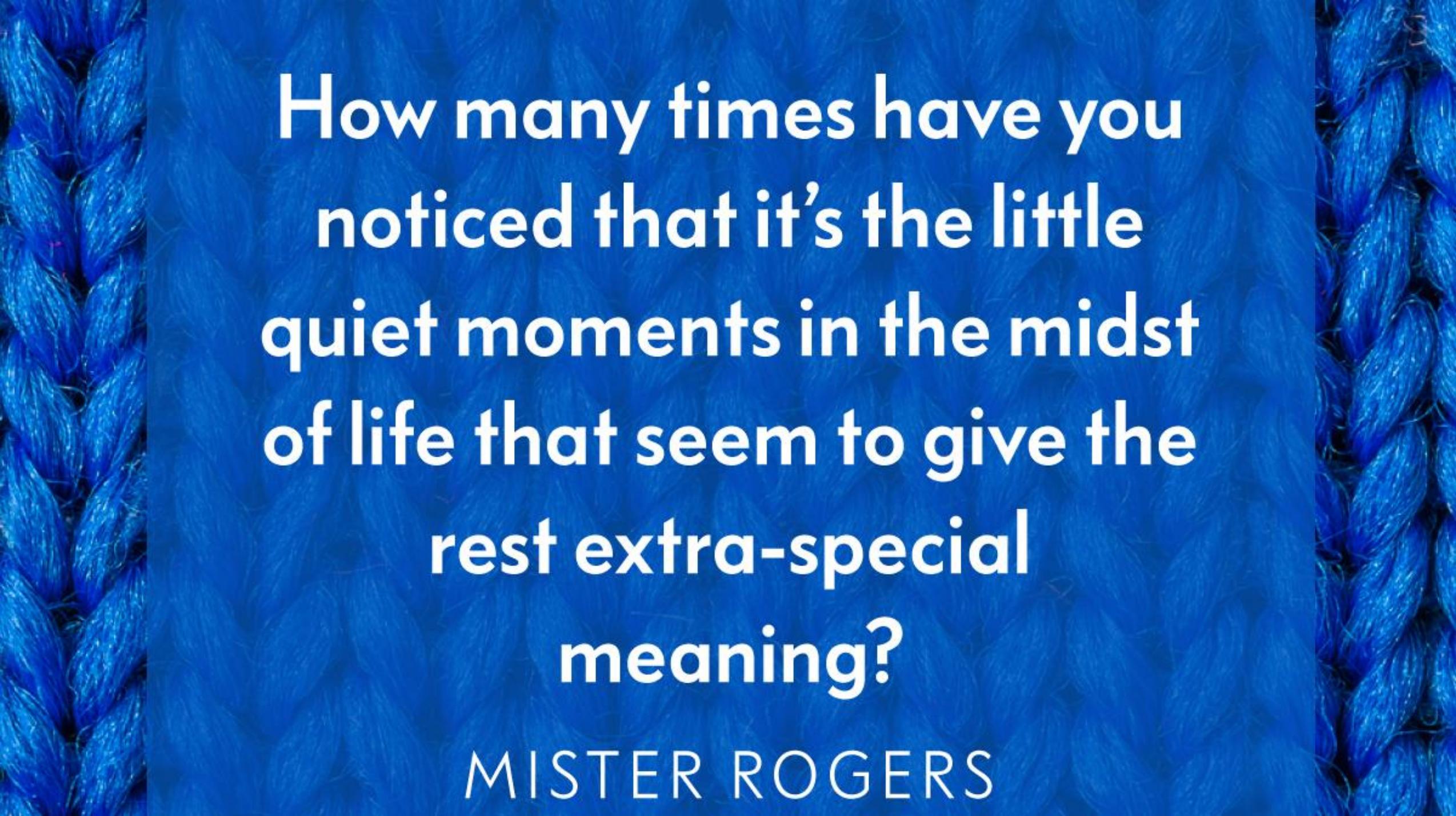
- One Page Strength Profiles <https://onepageprofiles.wordpress.com/>
- Back-to-school-update
<https://www.understood.org/articles/en/download-back-to-school-update-for-families-to-give-to-teachers>
- Meet My Child Transition One Page Profile: Contact Kiki McGough at kiki.positivebehavior@gmail.com

Resources

- Teaching Your Child to Become Independent with Daily Routines
https://challengingbehavior.cbcs.usf.edu/docs/TeachingYourChild_routines.pdf
- Transition Resources for Parents, Teachers and Administrators
<https://www.edutopia.org/blog/transition-resources-teachers-matt-davis>
- How to Help Your Child Transition from Kindergarten to First Grade
<https://cli.org/2014/09/16/how-to-help-your-child-transition-from-kindergarten-to-first-grade/>
- Transitioning from Kindergarten to First Grade: It's Not Easy
<https://www.naeyc.org/resources/blog/transitioning-kindergarten-first-grade-not-always-easy>

Resources

- Making the Transition to Middle School – How Mentoring Can Help
<https://educationnorthwest.org/sites/default/files/making-the-transition-to-middle-school.pdf>
- Minnesota Secondary Transition Toolkit for Families
<https://www.pacer.org/publications/MDE-Toolkit-2017.pdf>
- Ten Tips That May Help your Child's Transition to Adulthood
<https://www.pacer.org/transition/>
- Individual Transition Planning Guide
https://mn.gov/mnddc/extra/publications/choice/Choice4b-Ind_Plans-itp.pdf



How many times have you
noticed that it's the little
quiet moments in the midst
of life that seem to give the
rest extra-special
meaning?

MISTER ROGERS

Questions?

Thank you!

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