MODULE 1: EARLY CHILDHOOD TRANSITIONS

• Part of life experience for all children
• Impact on children and families receiving Part C and/or Part B services under IDEA (Individuals with Disabilities Education Act)
Early childhood transitions are stressful for children, with added challenges faced by children with special needs and their families. (Myers, 2008)

Stress may be decreased through planning and support from providers. (Myers, 2006)

Preparatory activities support positive transition outcomes for children. (Myers, 2006)
WHAT THE RESEARCH TELLS US...

Studies of children at-risk suggest school adjustment is an important part of transition.  
(Myers, 2006)

Collaboration with parents is a very important part of intervention.  
(Myers, 2008)

Early school transitions are the foundation for all future transitions.  
(Podvey & Hinojosa, 2009)
LEGAL IMPLICATIONS: WHAT DOES IDEA SAY?

- Part C of IDEA → Part B of IDEA
- Early Intervention → Preschool
- Preschool → Kindergarten
PRACTICE CONSIDERATIONS: UNIQUE ROLE OF OT IN EARLY CHILDHOOD TRANSITIONS

- Collaborate with families to prepare for changes in roles/routines, advocacy, and understanding;
- Assist with preparing the child to perform needed skills;
- Evaluate in order to support planning of child’s needs in the next setting; and
- Remember it is a TEAM effort!
SOCIAL AND COMMUNITY ASPECTS: EARLY CHILDHOOD TRANSITIONS

• Early Intervention (Part C) is provided in the natural environment.
• Children in preschool (Part B) are already participating in a classroom setting.
TOOLS AND ASSESSMENTS

Focus on Context: Physical, Social, Cultural

Home ➔ Preschool

• Observation of the child engaging in routines at home and in the community

• Criterion-referenced assessments:
  – HELP® 0-3 (Hawaii Early Learning Profile®)  www.vort.com
  – Assessment, Evaluation, and Programming System for Infants and Children (AEPS®), Second Edition
    http://www.brookespublishing.com/store/books/bricker-aeps
  – The Carolina Curriculum for Infants & Toddlers with Special Needs (CCITSN), Third Edition
TOOLS AND ASSESSMENTS

Preschool → Kindergarten

• Observation of child in all preschool environments
• School Function Assessment
  www.pearsonassessments.com
• Standardized assessments of motor and/or process skills
  • Peabody Developmental Motor Scales
    www.pearsonassessments.com
• Sensory Profile
  www.pearsonassessments.com
CASE SCENARIO: JACOB

- 2 ½-year-old
- Receives early intervention services for developmental delays
- OT is the primary service provider
- Planned transition to public preschool at age 3
- Has never participated in child care or peer activities.
JACOB

• **Strengths:**
  – Playful at home
  – Gets along well with older siblings
  – Has age-appropriate interests, such as playing with toy trucks and trains.

• **Challenges:**
  – Delays in gross and fine motor skills
  – Delays in self-care and play
  – Becomes angry easily when around peers
  – Limited experience in peer group situations.
OT ROLE IN EARLY INTERVENTION

- Start early to help families learn advocacy
- Identify family stress and anxiety
- Participate in planning meetings
- Visit the new school with the family
- Meet with the teacher (and other team members, if possible)
- Recommendations adaptations/modifications PRIOR to the start of preschool
- Encourage play group participation.
OT ROLE IN EARLY INTERVENTION

Develop school readiness skills
OT ROLE IN PRESCHOOL

- Participate in IEP development
- Contact OT from EI (or other primary service provider or service coordinator)
- Develop a way to communicate regularly with the family
- Consult with the teacher
- Initiate environmental modifications or adaptations early.
POSITIVE OUTCOMES

Jacob:
- Has adjusted well to preschool
- Participates in preschool activities
- Has made friends in his classroom
- Enjoys going to school.

Jacob’s family:
- Reported decreased stress after visiting the school with the OT
- Have been involved in Jacob’s school activities
- Feel comfortable advocating for Jacob
- Have good feelings about Jacob’s teacher and his school.
YOUR TURN…

• Ellie is a 2 ½-year-old with autism
• She will transition to preschool special education at age 3
• If you are Ellie’s OT in early intervention, how will you be involved in the transition process?
• If you are Ellie’s OT in preschool, how will you be involved in the transition process?
WHAT NEW CHALLENGES WILL SHE ENCOUNTER....HOW WILL OT HELP?
REFERENCES


RESOURCES

National Early Childhood Transition Center
www.hdi.uky.edu/SF/nectec/home.aspx

Article: “Understanding Early Childhood Transition: A Guide for Families and Professionals” by the Early Intervention Subcommittee of the North Dakota Interagency Coordinating Council
www.dpi.state.nd.us/speced/early/guide.pdf

National Early Childhood Technical Assistance Center: (Part C to Preschool)
www.nectac.org/topics/transition/transition.asp
(Preschool to Kindergarten)
www.nectac.org/topics/transtoK/transtoK.asp
NAVIGATION:

Use the icons below to navigate to different scenarios within this slideshow

Module 1 Early Childhood
Module 2 Schools
Module 3 Health
Module 4 Mental Health
Module 5 Return to Work
Module 6 Military Service
Module 7 Healthy/ Productive Aging

Click on the icon below to conclude your exploration and view general AOTA resources