

2018-2019 TEACHER TIME FOR INFANTS AND TODDLERS – SUPPORTING INFANTS, TODDLERS, AND THEIR FAMILIES THROUGH TRANSITIONS

VIEWERS GUIDE

This viewer's guide summarizes the key ideas that we need to make transitions successful for children and families- information about where they are headed next, supportive relationships, and alignment or familiarity between what's happening now and what's happening next. Helpful resources and information presented in the webinar can be found in the Resources section of this guide.

WE ENCOURAGE TEACHERS AND FAMILY CHILD CARE PROVIDERS TO:

KNOW: Learn effective strategies to help you support children and families through transitions;

SEE: Reflect on video clips of teachers using creative transition strategies with toddlers to promote learning and smooth transitions;

DO: Try a few of the transition tips and strategies in your own programs;

IMPROVE: Reflect on your implementation of transition practices.

KNOW

1. **Information.** Any time infants and toddlers move from one activity to the next or from one environment or program to the next, they are experiencing a transition. We can help children and families through transitions by providing information. Providing information to families is especially important for children who are dual language learners and children with identified disabilities or suspected delays. For children who are dual language learners we can take this time to engage with families in their home language and learn about families' goals and expectations for their child's learning. You can also learn some familiar words their child may hear at home and be able to use them in their new learning environment. For children with diagnosed disabilities or suspected delays, home visits can be a way to find out more information about the child and their abilities, to learn about the types of supports families have put in place to help their child be independent and to participate in activities, as well as to communicate with parents about their developmental goals for their child.

For big transitions (such as changing child care settings or moving from a home-based program to a center-based EHS classroom) we provide information through home visits, classroom tours, or sharing a child's developmental portfolio with the teacher in the next classroom. For smaller transitions that happen each day between routines, information prepares children for transitions, such as telling them the transition is coming or using the same song each day during a specific transition (e.g., clean-up time).

2. **Supportive relationships.** Moving to a new environment can be stressful for young children and families, especially if they are not familiar with the adults in the environment or routines and learning opportunities. So, it is important for us to help infants, toddlers, and their families to transition into or out of our programs by building a relationship with them and supporting them to develop relationships with the people in their new setting. Ways to support children and families in establishing supportive relationships include meetings with children and families and new teachers, new family nights or weekend open houses, or playdates at the school.
3. **Alignment.** Alignment can be thought of as providing continuity across environments, curriculum, routines and more. When some things are aligned or familiar in the next environment or within the current environment, it makes infants, toddlers, and their families feel less stressed. For example, ask parents about the ways they transition children at home during caregiving routines and then use similar transitions or familiar words and songs with children in the program to create a home-school connection and provide more consistency in what the child experiences daily.

SEE



In this video, how did this teacher support children’s learning through transition?



In this video, how did this teacher support children’s learning through transition?

DO

A. We talked about the difference between bigger transitions, such as children beginning a new program or transitioning from one classroom to the next. List three strategies that were most useful to you, that you would like to use support children and their families through a big transition.

1.

2.

3.

B. We also talked about smaller transitions that occur for children every day in between routines and activities or during pick-up and drop-off. Think of two transition strategies that we talked about and work out a plan to meet the individual needs of the infants or toddlers in your care.

| TRANSITION STRATEGY: | HOW I WILL INDIVIDUALIZE: |
|----------------------|---------------------------|
| 1. | |
| 2. | |

IMPROVE

REFLECT ON THESE QUESTIONS BASED ON YOUR STRATEGIES IN THE "DO" SECTION

1. What type(s) of information do you provide to children and families during transitions? How has sharing this information been helpful? What are some ways you can provide additional information to help make transitions smoother?

2. Think about how you support the development of relationships. What are some strategies you learned or what supports do you need to develop relationships with children and families that will help them through big and small transitions?

3. How do you support alignment for children and families (e.g., from home to school or from classroom to classroom)? Can you think of one or more ways to increase alignment?

RESOURCES

Online Resources

- Continuing the Journey: Best Practices in Early Childhood Transition- <https://www.mass.gov/files/documents/2016/08/ng/20140515-early-childhood-transition-english.pdf>
 - Continuity of Care- <https://eclkc.ohs.acf.hhs.gov/learning-environments/article/continuity-care>
 - Daily Separations and Reunions- <https://eclkc.ohs.acf.hhs.gov/transitions/article/daily-separations-reunions>
 - Early Childhood Transitions: Supporting Children and Families- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/early-childhood-transitions.pdf>
 - News You Can Use: Transitions - <https://eclkc.ohs.acf.hhs.gov/transitions/article/news-you-can-use-transitions>
 - Supporting Transitions: Working with Early Education Partners- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/supporting-transitions-brief-four.pdf>
 - 15-minute In-service Suite- Classroom Transitions- <https://eclkc.ohs.acf.hhs.gov/video/classroom-transitions>
 - Text4Teachers - <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers>
 - Gathering and Using Language Information from Families – <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gathering-using-language-information.pdf>
- Partnering with Families of Children who are Dual Language Learners- <https://eclkc.ohs.acf.hhs.gov/publication/partnering-families-children-who-are-dual-language-learners>
- Head Start Parent, Family, and Community Engagement Framework- <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-parent-family-community-engagement-framework>
- Family Engagement and Cultural Perspectives: Applying Strengths-based Attitudes- <https://eclkc.ohs.acf.hhs.gov/publication/family-engagement-cultural-perspectives-applying-strengths-based-attitudes>
- Head Start Early Learning Outcomes Framework (ELOF) <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>
- There's the ELOF for That (video)
 - ELOF Interactive Framework
 - ELOF2GO Mobile App
 - Effective Practice Guides
- MyPeers – <https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>
- Teacher Time- https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile_view?project_id=876521
 - Safe Foundations, Healthy Futures Campaign- https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile_view?project_id=1351739

**Head Start
Program
Performance
Standards**

Information in this episode reflects the following Head Start Program Performance Standards:

§1302.31 Teaching and the learning environment

(e) *Promoting learning through approaches to rest, meals, routines, and physical activity.*

(3) A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.

§1302.34(b) Engaging parents and family members

(2) Teachers regularly communicate with parents to ensure they are well-informed about their child's routines, activities, and behavior;

§1302.70 Transitions from Early Head Start

(a) *Implementing transition strategies and practices.* An Early Head Start program must implement strategies and practices to support successful transitions for children and their families transitioning out of Early Head Start.

(b) *Timing for transitions.* To ensure the most appropriate placement and service following participation in Early Head Start, such programs must, at least six months prior to each child's third birthday, implement transition planning for each child and family that:

(1) Takes into account the child's developmental level and health and disability status, progress made by the child and family while in Early Head Start, current and changing family circumstances and, the availability of Head Start, other public pre-kindergarten, and other early education and child development services in the community that will meet the needs of the child and family; and,

(2) Transitions the child into Head Start or another program as soon as possible after the child's third birthday but permits the child to remain in Early Head Start for a limited number of additional months following the child's third birthday if necessary, for an appropriate transition.

(c) *Family collaborations.* A program must collaborate with parents of Early Head Start children to implement strategies and activities that support successful transitions from Early Head Start and, at a minimum, provide information about the child's progress during the program year and provide strategies for parents to continue their involvement in and advocacy for the education and development of their child.

(d) *Early Head Start and Head Start collaboration.* Early Head Start and Head Start programs must work together to maximize enrollment transitions from Early Head Start to Head Start, consistent with the eligibility provisions in subpart A, and promote successful transitions through collaboration and communication.

(e) *Transition services for children with an IFSP.* A program must provide additional transition services for children with an IFSP, at a minimum, as described in subpart F of this part.

§1302.72 Transitions between programs

(a) For families and children who move out of the community in which they are currently served, including homeless families and foster children, a program must undertake efforts to support effective transitions to other Early Head Start or Head Start programs. If Early Head Start or Head Start is not available, the program should assist the family to identify another early childhood program that meets their needs.

(c) A migrant or seasonal Head Start program must undertake efforts to support effective transitions to other migrant or seasonal Head Start or, if appropriate, Early Head Start or Head Start programs for families and children moving out of the community in which they are currently served.

Subpart F—Additional Services for Children with Disabilities

§1302.60 Full participation in program services and activities

A program must ensure enrolled children with disabilities...receive all applicable program services...and that they fully participate in all program activities.