gram.

children appropriately upon their entrance into the preschool pro-

gram. Through his efforts, integration and collaboration improved. The schools

lay the groundwork to serve the 2-year-olds entering preschool.

A service provider for infants and toddlers in Concordia initiated

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hoped for a similar confrontation in the future.

local transition plan, as well as in individual transition planning will

local transition plan as well as in individual transition planning will

their children, family collaboration, and partnership in building a

their responsibilities nor in the best interests of

their responses to their preferences and the best interests of

in special education programs that were not-

the families felt that their children were not

several local program directors in Somersett became concerned

cases. Service delivery is even an issue.

philosophical issues regarding pedagogy and curriculum. In many

as service location, schoolings, and the efficacy of therapy to

The Transition affects all aspects of services, from logistical issues such

A Model For Our Bridge Of Transition Fitting Together

3
Finding Together the Elements

TRANSLATION BUILDING

Transition planning on a local level

muments of the interfacing collection each may readily adopt
local services, some services, especially protective services, may be
enrolled into another (principle is one size fits all) similarly.

even be discarded in another (principle is one size fits all) similarly.

As indicated by the research, the transition planning model is based on local services and involves the
school district. This transition planning model is based on local services and involves the
school district. Transition planning for children with special needs in any age range
is designed for children with special needs in any age range.

Transition planning for children with special needs in any age range
is designed for children with special needs in any age range.

Promoting cooperation between programs so that children and

The evidence of the local transition is a complex task that may or

well be used in isolation, the evidence of the local transition is a complex task that may or

Children who have been successful in their recent programs

Changes in the local services, and local needs, further demonstrate

The evidence of the local transition, the evidence of the local transition, the evidence of the local transition,

For unique communities, their unique needs and unique program characteristics, such as local needs, unique needs, and

the evidence of the local transition is a complex task that may or

Children who have been successful in their recent programs

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Changes in the local services, and local needs, further demonstrate

The evidence of the local transition, the evidence of the local transition, the evidence of the local transition,

For unique communities, their unique needs and unique program characteristics, such as local needs, unique needs, and

the evidence of the local transition is a complex task that may or
The Education Developmental, Professional, Families, and the role of the transition described above will depend on the foundation for successful transition planning is local. County.

To Facilitate Successful Transitions

Two Critical Tasks

1. Support systems - being family centered, successful, and successful in transitioning have clear goals and outcomes.

2. Preparation - being family centered, successful, and successful in transitioning have clear goals and outcomes.

Local coordination is essential to coordinate, support, and prepare for successful educational transitions. The transition planning process begins with the development of a transition plan that outlines the goals and outcomes.

The transition plan will be developed in coordination with the family and school staff. The plan should include the following:

- Goals and outcomes for the child
- Strategies for supporting the child
- Supports and services needed
- Timelines for implementation

The transition plan should be reviewed and adjusted as needed to ensure that the child is successfully transitioning to the next educational setting.

The success of the transition process depends on the quality of the support systems and the preparation of the child. It is essential to coordinate, support, and prepare for successful educational transitions.
and their families.

The remainder of this book provides specific suggestions for developing Polices, Procedures, and Timelines.

**Policies, Procedures, and Timelines**

Successful transition planning requires collaboration among parents, schools, and agencies.

- **Elements of Transition Planning**
  1. Promoting Intraagency Collaboration
  2. Forming Partnerships with Parents
  3. Promoting Individual Children

These are three areas in which transition planning must focus.

Finding Together the Elements

There are three components discussed in this chapter:

- The written policies, procedures, and timelines that guide and structure the process of transitioning students with special needs from one educational setting to another. These documents outline the steps and procedures that will ensure a smooth transition for all involved.

- The importance of collaboration among agencies and stakeholders.

- The need for ongoing evaluation and adjustment of transition plans to ensure that they remain effective and relevant.

The remaining sections of this book focus on specific strategies and practices that can be applied to support the implementation of transition policies and procedures.