

## Minibibliography

### *Transitions From Infant Toddler Services to Preschool Education*

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Bruder, M. B., & Chandler, L. K. (1993). Transition: DEC recommended practices. In Council for Exceptional Children, Division for Early Childhood, *DEC recommended practices: Indicators of quality in programs for infants and young children with special needs and their families* (pp. 96-106). Reston, VA: Author.

**ABSTRACT:** This paper lists practices recommended by the Council for Exceptional Children's Division for Early Childhood concerning the process of transition in early intervention and early childhood special education programs for infants and young children with special needs and their families. An introductory section defines transition, offers examples of types of transition, and notes that the type of planning and practices that are employed can influence the success of transition and satisfaction with the transition process by all concerned. Several components that influence the success of transition are addressed, including state and local agencies, sending and receiving program providers, families and other caregivers, and children. Other issues that must be addressed in order to facilitate transitions are also noted, including administrative support for planning, personnel training, and evaluation of the transition process. Twenty-two recommended practices for transition are then listed.

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Bruns, D. A., & Fowler, S. A. (2001). *Transition is more than a change in services: The need for a multicultural perspective*. Champaign, IL: Early Childhood Research Institute on Culturally and Linguistically Appropriate Services, University of Illinois at Urbana-Champaign. Retrieved on September 16, 2003 from <http://clas.uiuc.edu/techreport/tech4.html>

**ABSTRACT:** The transition from early intervention services (EI) to preschool services (ECSE) presents many challenges to children, families, service providers, and programs. The needs and preferences of families from culturally and linguistically diverse groups may pose additional challenges. The DEC Recommended Practices and NAEYC guidelines offer criteria to evaluate currently used transition practices in EI/ECSE and early childhood education (ECE). Within this context, the preparation, implementation and follow-up, and evaluation of transition practices for children, families, and service providers and programs is considered. Conclusions are offered regarding current transition practices and their congruence with recommended practices. Finally, five factors, the 5C's (community context, collaboration, communication, family concerns, and continuity), are presented as additional principles to guide the development and utilization of transition practices for families from culturally and linguistically diverse groups.

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Byrd, M. R., Stephens, P., Dyk, L., Perry, E., & Rous, B. (1991). *Sequenced transition to education in the public schools: Project STEPS replication manual* (Rev. ed.). Lexington, KY: University of Kentucky, Human Development Institute, Project STEPS.

ABSTRACT: This manual describes the process involved in establishing a community wide system for transition of young children using the STEPS model. The manual includes an overview of transition and interagency collaboration and a description of how to develop and implement a transition system that addresses administration, staff involvement, family involvement, and child preparation for transition. Ordering information available at <http://www.ihdi.uky.edu/stepsweb/resources.html>.

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Donegan, M., Fink, D. B., Fowler, S. A., & Wischnowski, M. W. (1994). *Entering a new pre-school: How service providers and families can ease the transitions of children turning three who have special needs*. Champaign, IL: FACTS/LRE University of Illinois at Urbana-Champaign. Retrieved March 25, 2004 from <http://facts.crc.uiuc.edu/facts2/facts2.html>

ABSTRACT: This booklet discusses some of the issues children and families may experience when children enter group settings at age three. Strategies related to transition planning, preparing children for the change, and working with families and staff from sending and receiving programs before and after transitions are described. To illustrate the recommended strategies, a fictionalized account of one child's experience with transition is included. Additional resources including a list of books to prepare children for transition are provided.

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Fink, D., Borgia, E., & Fowler, S. A. (1993). *Interagency agreements: Improving the transition process for young children with special needs and their families*. Champaign, IL: FACTS/LRE University of Illinois at Urbana-Champaign. Retrieved March 25, 2004 from <http://facts.crc.uiuc.edu/facts1/facts1.html>

ABSTRACT: This booklet suggests that an interagency agreement on transition between early intervention providers and the public schools in a community can be an "invisible brace" supporting families and staff as they prepare for each child's move at age three from one service system to another. It includes two "family transition stories," reader-friendly explanations of Part H, Part B, and "least restrictive environment," a list of the components of interagency agreements, one actual agreement and one "model" agreement.

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Fowler, S. A., Donegan, M., Lueke, B., Hadden, S., & Phillips, B. (2000). Evaluating community collaboration in writing interagency agreements on the age 3 transition. *Exceptional Children*, 67(1), 35-50.

ABSTRACT: Representatives from 34 local interagency coordinating councils were interviewed about interagency agreements for the legally required transition from the infant/toddler to preschool service delivery system at age 3. Results indicated that most communities included the majority of legal transition requirements in their agreements. Policy issues identified included ensuring continuity of services and interpretations of regulations.

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Fowler, S. A., Hains, A. H., & Rosenkotter, S. E. (1990). The transition between early intervention services and preschool services: Administrative and policy issues. *Topics in Early Childhood Education*, 9(4), 55-65.

ABSTRACT: The transition of children between the two programs of Public Law 99-457, serving children age birth through two and age three through five, can have an impact on state administra-

tion and local agency administration of the programs. This article provides recommendations for facilitating the family's and child's transition and for ensuring continuity in services.

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Hadden, S., Fowler, S. A., Fink, D., & Wischnowski, M. W. (1995). *Writing an interagency agreement on transition: A practical guide*. Champaign, IL: FACTS/LRE University of Illinois at Urbana-Champaign. Retrieved March 25, 2004 from <http://facts.crc.uiuc.edu/facts5/facts5.html>

ABSTRACT: This manual provides detailed, step-by-step information on writing an interagency agreement around the age three transition. Information presented is based upon the authors' experiences assisting over 40 communities to write agreements. Worksheets which pose guiding questions are included to help facilitate the process of writing an agreement. Three sample agreements are presented along with excerpts which illustrate specific topical areas.

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Hadden, S., & Fowler, S. A. (2000). Interagency agreements: A proactive tool for improving the transition from early intervention to preschool special education services. *Young Exceptional Children*, 3(4), 2-7.

ABSTRACT: This article offers guidelines to help agencies develop and write interagency agreements covering the transition of young children with disabilities from early intervention programs to public special education services. Guidelines cover the content and process of writing an agreement and finalizing, signing, and monitoring the agreement. Sample worksheets are included.

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Hadden, S., & Fowler, S. A. (1997). Preschool: A new beginning for children and parents. *Teaching Exceptional Children*, 30(1), 36-39.

ABSTRACT: This article discusses the importance of communication between preschool providers and parents of children with disabilities who are transitioning from early intervention programs to preschool programs. Communication needs before, during, and after the transition are addressed. A sample questionnaire for families of new students and a communication schedule are provided.

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Hale, D., Brown, G., & Amwake, L. (2005). *Planning for terrific transitions: A guide for transition-to-school teams*. Greensboro, NC: SERVE Regional Educational Laboratory for the Southeast.

Abstract: This training is designed to help learners improve their transition processes through more effective planning, implementation, and evaluation. By the end of training, participants should be able to: (1) form a comprehensive transition team; (2) initiate a needs assessment process; (3) explain how to conduct a focus group; (4) initiate a transition plan; (5) explain their role in transition implementation; and (6) plan for the evaluation of their transition goals and strategies. There are five "sessions" included in this training. Each session provides information gleaned from the transition literature, opportunities for discussion, and practice exercises to help participants improve their transition programs on the job. The training package includes the trainer's guide, a participant's guide, a CD with all the transparencies, and a copy of all the handouts necessary for the training. For information on how to request a complimentary copy go to [http://www.serve.org/TT/res\\_ttg.html](http://www.serve.org/TT/res_ttg.html).

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Hanson, M. J., Beckman, P. J., Horn, E., Marquart, J., Sandall, S. R., Greig, D., & Brennan, E. (2000). Entering preschool: Family and professional experiences in this transition process. *Journal of Early Intervention, 23*(4), 279-93.

ABSTRACT: A study investigated the experiences of 22 families of children (age 3) with disabilities as they entered, participated in, and exited the transition process. The shift in service delivery models was often problematic, families were given a limited choice of preschool programs, and few programs offered inclusive service models.

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Hanson, M. J. (1999). *Early transitions for children and families: Transitions from infant/toddler services to preschool education*. Reston, VA: ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children. Retrieved March 25, 2004 from <http://ericec.org/digests/e581.html>

ABSTRACT: This Digest summarizes what is known about the successful transition of children with disabilities from infant/toddler services to preschool education. The ideal transition process is defined and characteristics of an ideal process such as meeting individual needs and providing uninterrupted services are listed. Also noted are issues in the transition process such as differences in eligibility processes and philosophical shifts in intervention models. The paper focuses on five strategies which have been demonstrated to be effective: (1) interagency coordination; (2) preparation, information exchange, and training among sending programs, receiving programs, and families; (3) family support; (4) child preparation; and (5) staff training and collaboration. Some findings of the Early Childhood Research Institute on Inclusion are noted concerning families' and professionals' experiences and perceptions during the transition process, their expectations and concerns, and factors that affected or influenced the transition process and outcome.

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Lazzari, A. M. (1991). *The transition sourcebook: A practical guide for early intervention programs*. Tucson, AZ: Communication Skill Builders.

ABSTRACT: The purpose of this book is to provide professionals and parents with practical guidelines for effecting positive transitions for infants, toddlers, preschool children, and their families. The text is supplemented with numerous forms, checklists, timelines, and charts that programs can use in developing or modifying transition strategies and parents can use as they plan their child's transitions. The appendices provide training suggestions and materials for use at the preservice or inservice levels or with parents. It is anticipated that program staff will modify these materials to meet the unique needs for transition in various settings, as mandated by state and local regulations and practices.

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Lovett, D. L., & Haring, K. A. (2003). Family perceptions of transitions in early intervention. *Education and Training in Developmental Disabilities, 38*(4), 370-377.

Abstract: A naturalistic study of the experiences of families with young children with disabilities identified three general themes. First, families going through a birth crisis frequently have difficulty taking in all the information they are given. Their role may become unclear and their familiarity with the medical terminology being used is often limited. Additionally, following emergency Cesarean sections, mothers are often coping with pain and trauma of their own. Secondly, parents may feel unsure of their ability to take care of their child when they transition from the hospital to home. And finally, parents often experience anxiety when their child transitions from home-based

early intervention services to center-based preschool. The initial IEP meeting may be their first introduction to the world of special education, which involves a whole new set of definitions, categories, and placement decisions.

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Malveaux, J. A., Welker, P. L., & Norlin, J. W. (2003). *Transitioning from Part C to Part B: Practical guidance and legal issues*. Horsham, PA: LRP Publications.

ABSTRACT: Many problems can arise when a child transitions from Part C to Part B. For example, the parties involved may disagree on placement decisions, service delivery, eligibility, and individualized education programs. Sometimes these problems lead to legal resolution, either at due process or in the courts. This document examines a range of issues that arise during the transition process from C to B and provides summaries of related legal decisions.

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Minor, L. (1997). Effective practices in early intervention: Planning transitions to preschool. In Chen, D. (Ed.). *Effective practice in early intervention: Infants whose multiple disabilities include both vision & hearing loss*. Northridge, CA: California State University. Retrieved March 25, 2004 from <http://dblink.org/lib/topics/chenminor.htm>

ABSTRACT: Families of infants and young children with dual sensory impairments (vision and hearing), including multiple disabilities, often experience more transitions than families of other children. One major transition, for example, is moving from home or center-based early intervention programs to preschool programs. This change involves different settings, as well as changes from the Individual Family Service Plan (IFSP) to the Individualized Education Plan (IEP), and from family focused to child focused services. This chapter discusses important issues to take into consideration when transitioning toddlers with dual sensory impairments and other multiple disabilities from home and center-based early intervention programs to preschool programs.

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National Early Childhood Transition Center. (2005). *Using eco-mapping as a research tool*. Retrieved November 22, 2005 from <http://www.ihdi.uky.edu/NECTC/Documents/researchSpotlight/researchSpotlight1.pdf>

Abstract: One of the important variables under study by researchers at the National Early Childhood Transition Center (NECTC) is the family, specifically how family factors and transition planning and practices affect child functioning in the post transition environment. Traditional tools such as surveys and standardized measures of family support, empowerment, and mental health are being used to understand family status and to gain information about child and family functioning prior to and after transition. In addition to these tools, NECTC is using a procedure borrowed from the social sciences - the ecomap. The eco-map was developed in 1975 by sociologist Ann Hartman to help social workers in public child welfare practice better understand the needs of the families with whom they worked. This research spotlight discusses how it can be used to collect data on transitions for young children with special needs and their families.

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National Early Childhood Transition Center. (2005). *Overview of IDEA and changes related to transition in 2004*. Retrieved December 6, 2005 from <http://www.ihdi.uky.edu/nectc/idea2004/files/idea2004AndTransition.pdf>

Abstract: This document from the National Early Childhood Transition Center presents an overview of the Individuals with Disabilities Act 2004 with information related to early childhood transition highlighted. It begins with a regulatory history of early childhood special education

services, followed by an overview of changes in IDEA 2004 related to transition and collaboration. Information on the birth to five service systems option is presented, as well as information on piloting a birth to five service system, initial IEP meetings, transition conferences, and the need for collaboration to ensure that the full range of each child's needs are met.

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National Early Childhood Transition Center. (2003). *Early childhood transition: Regulatory requirements for young children with disabilities*. Retrieved December 6, 2005 from [http://www.ihdi.uky.edu/NECTCNEW/DOCUMENTS/RESOURCES/Regulations\\_5-03.pdf](http://www.ihdi.uky.edu/NECTCNEW/DOCUMENTS/RESOURCES/Regulations_5-03.pdf)

Abstract: This document from the National Early Childhood Transition Center highlights the transition regulatory requirements for young children with disabilities. It begins with a regulatory history of early childhood special education services, followed by a side-by-side comparison IDEA 1997 Part C/early intervention services for infants & toddlers and IDEA (1997) Part B/early childhood special education services for preschool children. IDEA (1997) transition requirements related to state policies and procedures, the transition conference, and the transition plan are presented. Information on Head Start transition requirements, and the No Child Left Behind Act of 2001 is also included.

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Rosenkoetter, S. E., Hains, A. H., & Fowler, S. A. (1994). *Bridging early services for children with special needs and their families: A practical guide for transition planning*. Baltimore, MD: Paul H. Brooks Publishing Co.

ABSTRACT: This volume presents a comprehensive plan for transition of children with special needs and their families between infant or early intervention services and preschool services, and between preschool services and kindergarten. It aims to help in bridging these services to minimize the stress and increase the promise of early childhood transitions. The chapters discuss: (1) a rationale for bridge-building; (2) federal and state laws and regulations and current national trends that guide transition planning; (3) elements of effective transitions and a model useful for different kinds of transitions; (4) interagency activity needed for effective transition planning, such as defining roles, responsibilities, and timelines; (5) intra-agency coordination; (6) ways for parents and professionals to collaborate; (7) practical strategies for incorporating the preferences and concerns of diverse families; (8) concepts of developmental and instructional continuity for children; (9) actions recommended for sending programs; (10) actions recommended for receiving programs; (11) guidance for interagency planning to serve young children with complex health care needs in community settings; (12) ways to evaluate transitions; (13) the larger context of transitions among early childhood services; and (14) future directions for transition planning, with suggested roles for parents, service providers, administrators, policy-makers, and researchers. Appendices provide a list of national projects focused on transition, sample interagency agreements, sample timelines, materials for establishing a toddler transition play group, guidelines for developing a community resource directory, and sample evaluation tools.

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Rosenkoetter, S. E., Whaley, K. T., Hains, A. H., & Pierce, L. (2001). The evolution of transition policy for young children with special needs and their families: Past, present, and future. *Topics in Early Childhood Special Education*, 21(1), 3-15.

ABSTRACT: This article describes the types of early childhood special education transitions that have or have not received federal or state policy development. It is suggested that bi-directional influences on transition policy have connected the decisions of policymakers at multiple levels with

the actions and advocacy of family and practitioner stakeholders. Current challenges in effective early childhood transitions are identified.

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Rous, B. (n.d.). *Early childhood transition resources and practices: Annotated bibliography*. Lexington, KY: University of Kentucky, Interdisciplinary Human Development Institute, National Center for Collaborative Planning. Retrieved March 25, 2004 from <http://www.ihdi.uky.edu/stepsweb/Transition - Bibliography.pdf>

ABSTRACT: This annotated bibliography provides information on publications related to research and practice in the area of early childhood transition for young children from birth to age eight. Information is presented on the following topics: transition overview, program design, cross program/agency activities, families, policies and supports, and evaluating the process. Includes a matrix that summarizes the information presented and topics covered within the document.

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Rous, B. (1997). *Project STEPS: Assessment of current transition practices and transition system development plan*. Lexington, KY: Child Development Centers of the Bluegrass, Inc.

ABSTRACT: This set of forms is part of Project STEPS (Sequenced Transition to Education in the Public Schools). They are intended to assist communities develop and use a formalized process for assessing the current status of transition within their community and for interagency planning related to the development of a community-wide transition team. The forms are to be completed by a community team during a three-day intensive inservice training session. The inservice process involves three steps: (1) completion of the team vision and scope statement; (2) assessment of the current status (whether formalized policies and procedures are in place, partially in place, or not in place); and (3) development of the transition system plan, including choice of activities for implementation, timelines for completion, and assignment of responsible individuals. The assessment process involves evaluation of current administrative structure, the Interagency Committee, staff development, family involvement, and child transition.

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Rous, B., Hemmeter, M. L., & Schuster, J. (1994). Sequenced transition to education in the public schools: A systems approach to transition planning. *Topics in Early Childhood Special Education*, 14(3), 374-393.

ABSTRACT: This article describes a model project for promoting interagency collaboration at state and local levels to facilitate transitions of young special needs children and their families from infant/toddler programs to preschool programs. Project Sequenced Transition to Education in the Public Schools (STEPS) has four major components: interagency involvement, staff involvement, family involvement, and child preparation.

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Rous, B., Hemmeter, M. L., & Schuster, J. (1999). Evaluating the impact of the STEPS model on development of community-wide transition systems. *Journal of Early Intervention*, 22(1), 38-50.

ABSTRACT: A study investigated effects of training related to using the Sequenced Transition to Education in the Public Schools model (STEPS) on the development of community-wide transition systems. Seven teams composed of public schools, Head Start, and early intervention representatives were trained. Change occurred as a result of the training.

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Sarathy, P. (2003). *“Together we succeed”*: Building a better system for transitioning preschoolers with disabilities. Horsham, PA: LRP Publications.

ABSTRACT: This guide focuses on three major transitions that children with special needs and their families may experience during the early childhood years, including the transition from early intervention (EI) services to preschool special education services, transitions while receiving preschool special education services, and the transition from preschool to school-age services. The objectives are to: (1) describe the differences between EI and preschool services, and between preschool and school-age services; (2) outline requirements of the law related to transitions for young children with disabilities and their families; (3) review various transition issues and how transition impacts different stakeholders involved; (4) provide systemic, research-based strategies for overcoming transition challenges and promoting effective practices; (5) present *Together We Succeed (TWS)*, a systemic approach to transition planning; (6) provide activities to implement TWS; (7) provide flowcharts, checklists and surveys associated with the implementation of the TWS activities; and (8) identify evaluation procedures for monitoring the success of the transition process.

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Swedeen, B. (2001). Birth to three transition: One family’s story. *Young Exceptional Children*, 4(2), 12-14.

ABSTRACT: A mother discusses her family’s experience in transitioning her daughter from early intervention services to an early childhood program. Helpful strategies that the early childhood staff used are identified and include introducing families to teachers during the transition process and allowing parents to visit the program before sending their child.

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U.S. Head Start Bureau. (2000). *Effective transition practices: Facilitating continuity. Training guides for the Head Start learning community*. Washington, DC: U.S. Dept. of Health and Human Services, Administration for Children and Families, Administration on Children, Youth, and Families, Head Start Bureau. Retrieved March 25, 2004 from [http://www.headstartinfo.org/publications/effective\\_transitions/index.htm](http://www.headstartinfo.org/publications/effective_transitions/index.htm)

ABSTRACT: This foundation guide familiarizes all staff with the elements and requirements of effective transition; increases staff and parent skills that support children and families preparing for transition and helps staff and families identify specific practices to support transition.

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U.S. Head Start Bureau & Aspen Systems Corporation. (1999). *Infant and toddler transitions. Training guides for the Head Start learning community*. Washington, DC: U.S. Dept. of Health and Human Services, Administration for Children and Families, Administration on Children, Youth, and Families, Head Start Bureau. Retrieved March 25, 2004 from [http://www.headstartinfo.org/publications/infant-toddler\\_transitions/index.htm](http://www.headstartinfo.org/publications/infant-toddler_transitions/index.htm)

ABSTRACT: Early Head Start and Head Start families, managers, and staff are aided in developing skills and practices that support the healthy development and transitions of infants and toddlers and their families. Through this technical training guide, staff and families learn to examine infant and toddler transitions from a developmental perspective; individualize routines and practices to support each child’s needs; plan for transitions that ensure consistency and continuity; and implement measures for evaluating the quality and effectiveness of transitions.

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Wischnowski, M. W., Fowler, S. A., & McCollum, J. A. (2000). Supports and barriers to writing an interagency agreement on the preschool transition. *Journal of Early Intervention*, 23(4), 294-307.

**ABSTRACT:** Participants from four teams attempting to write an interagency agreement on the transition of children with disabilities from early intervention programs to early childhood special education were interviewed at three points in time, spanning 5 months. Results indicate that writing an interagency agreement was a complex, multidimensional, and sequential process.



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