

Child's Name
Date of Birth



Individualized Transition Plan

Current Teachers	New Teachers
Current Schedule	New Schedule
Current Date	Projected Transition Date

IFSP Status	MH/Behavior Referral	Date of Referral	Agency
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IEP Status	Health Referral	Date of Referral	Agency
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Additional Resources Needed

Individual Child Profile

Description of Child's Temperament (Likes/Dislikes, Reactions to Change, Stressors)

Description of Child's Current Transition Routines (Arrival/Departure, Nap time, Clean-up, Outside time, Meal time, Transitions of Notable Difficulty for Child)

Child's Current Developmental Progress (Attachment to Parent, Primary Caretaker/Teacher, Level of Communication/Language)

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Individualized Transition Plan

Transition Plan

Describe changes to the environment	Action steps that staff and families can take to help prepare child:
Primary Caregiver/Teacher/Staff changes	Actions steps that staff and families can take to help prepare child
Changes to routines and activities	Action steps that staff and families can take to prepare the child
Changes/Adjustments for Parent/Guardian(s) or families	

Additional comments

Parent/Guardian Signature	Date
Teacher Signature	Date
Director Signature	Date



Individualized Transition Plan

Transitions can be both challenging and exciting for children and their families. There is a growing body of research that widely acknowledges the importance of positive transitions in early childhood programs. We know that enrolling in a child development program is a significant moment for children and their families. While most children make this transition successfully, it is sometimes associated with anxiety and uncertainty. VCC has developed a developmentally appropriate transition program to ease children and parents from home to center, from class to class within the center and on to kindergarten when their preschool experience has ended.

Transition begins informally the first time a family comes to the center for a tour of the facility. The center program director illuminates every aspect of the program to the family to determine if we can meet their needs. When the family decides to enroll, the transition from home to center begins. Enrollment packets and family information forms are given to the families so that a detailed profile can be developed. The director and the family schedule a time for an orientation of the program. Currently, families along with the center program director and the child's new teacher complete the individualized transition plan to ensure a positive beginning for each child and family. Information from the enrollment forms and the annually updated child information forms are used to help complete the transition plans. Children often enroll into our center in the infant program, and graduate to mobile infants, two's, preschool and pre-k. As the child changes classrooms each year, we provide for a transition period when possible for the child to become accustomed to the new classroom environment, and to say goodbye to the previous. When the child moves from our preschool program to public school (kindergarten), we partner with the child's new school to provide transition activities. When children arrive to our program having previously been enrolled in another program, we connect with that program (after receiving the proper consent release from parents) to provide transition services as well. If a child leaves our program to go to another child care program, we make every effort to provide transition services along with the new program. Center program directors, teachers and parents develop actions steps to implement age appropriate activities to aid in the transition process. Strategies for supporting the various transitions are also identified and implemented using the individualized transition plan.

Age-appropriate Activities to Prepare Children for a New Environment

Age Group	Transition Activities
Infant to Mobile Infant	<ul style="list-style-type: none"> ● Transition child from high chair to child-sized table and chair. ● Move child from crib to cot. ● Adjust napping and feeding schedule.
Mobile Infants to Two's	<ul style="list-style-type: none"> ● Schedule visits to the two's room. ● Decorate a cubby in the new room or ● Create an "all about me" poster board. ● *Create "Potty Training Plan."
Two's to Preschool	<ul style="list-style-type: none"> ● Schedule visits to the preschool room. ● Decorate a cubby in the new room or ● Create an "all about me" poster board.
Pre-K to Kindergarten	<ul style="list-style-type: none"> ● Visit a Kindergarten classroom or ask a Kindergarten teacher to visit the classroom. ● Help the child learn about bus safety/pedestrian safety. ● If the program typically has family-style meals, allow the child to eat a brown-bag lunch. ● *Decrease the length of nap/rest time.



Individualized Transition Plan

Strategies for Supporting Transitions

- When children transition into a program, they and their families have multiple opportunities to visit.
- When children transition within the program, teachers in both the old and new classrooms talk with parents. They discuss the child's growth and development, new classroom expectations, schedules and procedures.
- The teachers and family jointly develop a transition schedule.
- When children transition out of the program, teachers help them say good-bye to staff and friends. They also give families files and work samples to share with the new programs.

Obtaining parent consent to release children's records

VCC's written policy for obtaining parent consent to release children's records to a new program or school requires that parents complete the *Consent for Release* form in its entirety. When the center program director receives the *Consent for Release* form, she will contact the new center or school to arrange for the records to be delivered as soon as possible.



Consent for Release of Information

Parent/Guardian Legal Name	Child Legal Name
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Full Name of Center, School, Agency, Program, or Organization

Address of Center, School, Agency, Program, or Organization

I understand that information regarding my child is generally confidential and may not be given to employees of other schools, public agencies or individual professionals in private practice without my consent or other legal requirement. I, the afore listed parent/guardian hereby consent to the release of any information initialed and checked below that is held by Vineyard Children's Center regarding my afore listed child. The information is authorized to be shared with the above listed Center, School, Agency, Program, or Organization.

<input type="checkbox"/>	Educational/Developmental Records		
<input type="checkbox"/>	Diagnostic Assessments/Evaluations (Occupational/Physical Therapy, Speech and Language Pathology, Psychological, Social-Emotional)		
<input type="checkbox"/>	Developmental/Health Screening(s)(Please specify):		
<input type="checkbox"/>	Medical Records	Dental Records	Immunizations
<input type="checkbox"/>	Other (please specify):		

Parent/Guardian Signature	Date
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