



Early Childhood Personnel Center

Transition



Crosswalk of 2012 CEC and 2010 NAEYC Initial Professional Standards and 2017 DEC Initial Specialty Set Knowledge and Skill Statements with the DEC Recommended Practices



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Crosswalk of 2012 CEC and 2010 NAEYC Initial Professional Standards and 2017 DEC Initial Specialty Set Knowledge and Skill Statements with the DEC Recommended Practices (2014) – Transition

Transition 1: Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child’s successful adjustment and positive outcomes.

2012 CEC Initial Professional Preparation Standards and Key Elements	2007 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 7: Collaboration</p> <p>7.0: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p> <p>7.3: Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p>		<p>Standard 2: Building Family and Community Relationships</p> <p>2c: Involving families and communities in young children’s development and learning</p>
	<p>S7.10: Implement processes and strategies that support transitions among settings for infants and young children.</p>	

Examples for in class activities focused on observation:

The university/college student observes and discusses/reflects on:

1. A panel discussion by representatives from community agencies (e.g., Part C, LEA, Head Start, childcare) involved in providing services for children birth through five years about development and implementation of an interagency agreement to support transitions.
2. A panel of family members who discuss how they were involved in their child's transition from Part C to Part B619 and/or Part B619 to Kindergarten. The family members identify strategies that facilitated the transition process and what they recommend be done differently.

Examples for fieldwork focused on observation:

The university/college student observes and discusses/reflects on:

1. An early intervention field placement assignment to read the interagency agreement with transition procedures/activities and write a reflective paper.
2. An IEP meeting in which the Part C service coordinator and other early interventionists participate in developing an IEP for a child transitioning from Part C services to a Part B 619 placement.
3. An IFSP transition meeting in which the public school preschool teacher and preschool coordinator participate with Part C early intervention providers and the family to develop a transition plan for 2 ½ year old Benita.

Transition 2: Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes.

2012 CEC Initial Professional Preparation Standards and Key Elements	2017 CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set Knowledge and Skill Statements)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs and Elements
<p>Standard 3: Curricular Content Knowledge</p> <p>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>		
	<p>S3.3: Implement and evaluate preventative and reductive strategies to address challenging behaviors.</p>	
<p>Standard 5: Instructional Planning and Strategies</p> <p>5.0: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.</p> <p>5.5: Beginning special education professionals Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</p>		<p>Standard 2: Building Family and Community Relationships</p> <p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships.</p> <p>2c: Involving families and communities in young children’s development and learning.</p>

	5.3: Link development, learning experiences, and instruction to promote educational transitions.	
<p>Standard 7: Collaboration</p> <p>7.0: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p> <p>7.3: Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p>		<p>Standard 2: Building Family and Community Relationships</p> <p>2c: Involving families and communities in young children’s development and learning.</p>
	S7.9: Assist the family in planning for transition.	<p>Standard 2: Building Family and Community Relationships</p> <p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships.</p> <p>2c: Involving families and communities in young children’s development and learning.</p>
	S7.10: Implement processes and strategies that support transitions among settings for infants and young children.	<p>Standard 2: Building Family and Community Relationships</p> <p>2c: Involving families and communities in young children’s development and learning.</p>

Examples for fieldwork focused on observation:

The university/college student observes and discusses/reflects on:

1. A Part C service provider's role and strategies employed in transitioning a child from Part C services to preschool. For example, a Part C service coordinator arranges for Rosa to attend the preschool class in which she will be placed for one hour per week for several weeks before the actual transition. Her Part C Early Interventionist will be in the classroom at this time also to facilitate Rosa's interaction with the children and facilitate the teacher's use of the augmentative communication system effectively.
2. The logistical arrangements for and content of a group meeting with families about the transition of preschoolers to kindergarten. For example, the kindergarten teachers in Jackson Elementary sponsor a meeting for families whose children will be transitioning from the school's preschool classrooms and the community Head Start program into kindergarten.