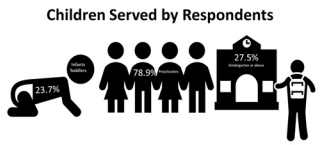
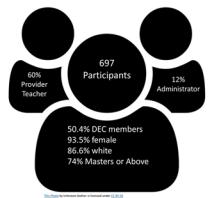


# Nationally Validated Transition Practices: Implications for Children with Disabilities, Families and Providers



## To what degree have perceptions of critical transition practices changed since 2008?

High endorsement of transition practices has decreased significantly over a 8-year period from an overall mean drop from 3.49 to 3.18.

Respondents did not endorse the practice of follow-up on children after transition.

Overall, in the latest survey, DEC members have higher levels of agreement with transition practices than non-DEC members.

Year	<75%	75% - 89%	≥90%
2008	0	1	20
2016	2	15	4

Overall Agreement for 21 Total Practices

Survey question prompt:  
On a scale of 1 = Strongly Disagree to 4 = Strongly Agree to what degree the practices is important to a successful transition

90% or more respondents agreed or strongly agreed the practice was important

**High ENDORSEMENT** Practices Across Both Studies

- 2008 only (N = 13)
- Primary contact person for transition identified within each program
  - Community- & program-wide transition activities & timelines required
  - Referral processes, timelines clearly specified
  - Agencies develop formal mechanisms to minimize disruptions in services before, during, & after transition
  - Staff & family members actively involved in design of transition processes
  - Staff roles & responsibilities for transition activities clearly delineated
  - Conscious & transparent connections between curricula & child expectations across environments
  - Methods in place support staff-to-staff communication within & across programs
  - Families meaningfully participate as partners with staff in transition efforts
  - Transition team members share appropriate info about each child making transition
  - Transition plans include individual activities for each child & family
  - Staff know key information about agencies & services available within community
  - Families aware of importance of transition planning & information needed to actively participate in planning
  - Families' needs related to transition assessed & addressed
  - Families have information about & linked with resources to help them meet specific child & family needs
  - Families actively participate in gathering information about their child's growth, development

- 2008 & 2016 (N = 4)
- Enrollment processes, timelines clearly specified
  - Program eligibility processes & timelines clearly delineated
  - Individual child and family transition meetings conducted
  - Children have opportunities to develop & practice skills needed for next environment

2016 only (N = 0)

Less than 75% of respondents agreed or strongly agreed the practice was important

**NO ENDORSEMENT** Practices in 2016 by DEC Membership

DEC Members

All Respondents

- Staff follow-up on children after transition to support adjustment

Non DEC Members

- Staff & family members actively involved in design of transition processes
- Families meaningfully participate as partners with staff in transition efforts