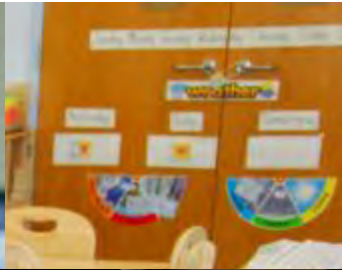

**Navigating Transitions:
Supporting Social & Emotional Development for Kindergarten Success
at Home, in Early Care and Learning Settings,
and in Teacher Preparation**

— Tracy Lyman, MEd.
TLEL, Binghamton University —

Who's Here Today?



ABOVE





Frustrated



Embarrassed



Lonely



Sad



Mad

**This is how I
feel today!**



Nervous



Happy



Loved



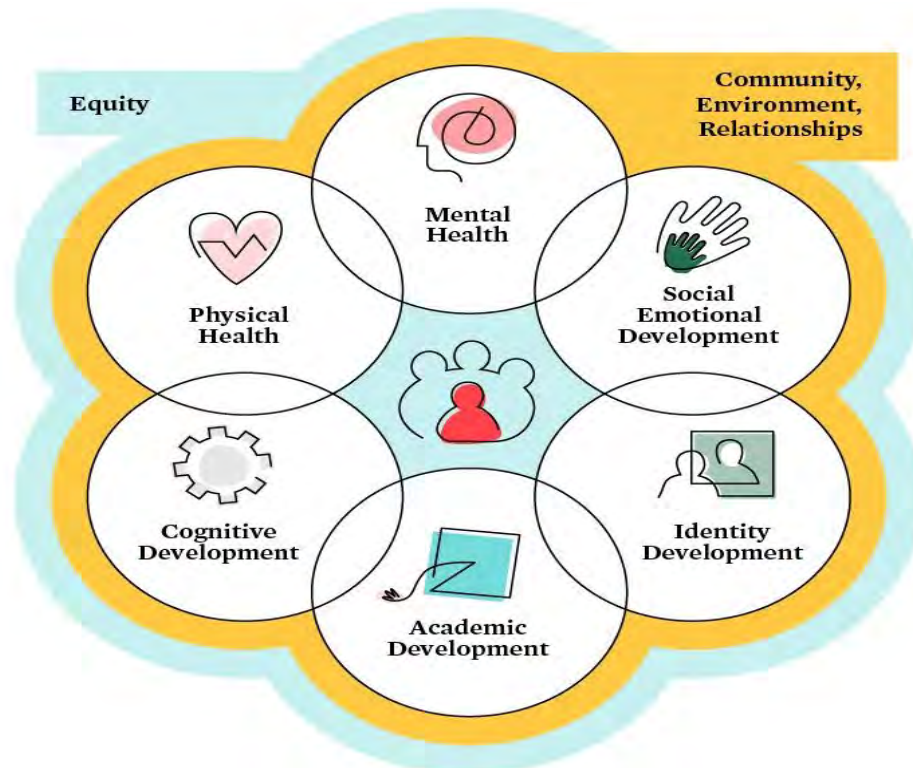
Scared



Proud

Why focus on social emotional development?

- Children with strong social-emotional skills have better academic outcomes (Durlak et al., 2011).



What does social emotional development look like for young children?

Developing capacity of the child from birth through five years of age to

- form close and secure adult and peer relationships;
- experience, regulate, and express emotions in socially and culturally appropriate ways and
- explore the environment and learn

...all in the context of family, community and culture.

(Adapted with permission from ZERO to THREE's definition of infant mental health, 2019)

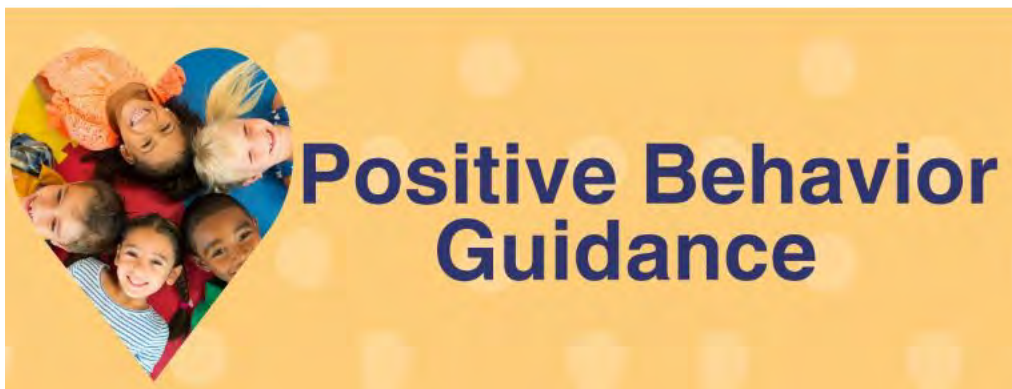
The Role of Early Care and Learning Settings

- **High-quality early care settings** contribute significantly to social-emotional growth (Peisner-Feinberg et al., 2001).
- Early care settings that integrate **play-based learning** with a focus on **emotional literacy** help children identify and express their emotions. This approach has been shown to improve self-regulation and social interactions, contributing to smoother kindergarten transitions (Denham et al., 2012).
- Early educators are considered important **socializers** of emotion, providing children experiences that **promote or deter** the development of emotional competence (Denham et al., 2012).
- Establishing **structured daily routines** in early care environments encourages the development of **executive function** skills such as impulse control, working memory, and flexibility (Bierman et al., 2008).
- Social-emotional frameworks, such as the **Pyramid Model**, improve children's emotional competence, relationships, and classroom engagement (Fox et al., 2003).

NYS Pyramid Model



Positive Behavior Guidance | New York State Education Department



- [Field Guidance for Promoting Positive Behavior and Addressing Exclusionary Discipline Practices in Prekindergarten Programs](#)
- [Building Relationships and Environments to Foster Positive Behavior in Prekindergarten: A Resource and Reflection Tool](#)
- [Guidance for Supporting Positive Behaviors at Home](#)
- [Tip Sheet for Creating a Cozy Area](#)
- [Prekindergarten Teacher Guidance for Challenging Behaviors](#)
- [New York State Pyramid Model](#)
- [Getting Started: Six Tips for Supporting Positive Behaviors](#)
- [New York State Social Emotional Learning Benchmarks](#)
- [Social Emotional Learning: Essential for Learning, Essential for Life](#)
- [Social Emotional Learning: A Guide to Systemic Whole School Implementation](#)

The Role of Families in Social-Emotional Development

- **Parents' ability to regulate their own emotions** has a significant impact on their children's emotional regulation and adjustment to school, demonstrating the importance of emotional modeling in the home environment (Crandall et al., 2015).
- **Engaging, predictable environments** and **ongoing positive adult-child interactions** are necessary for promoting children's social and emotional development and preventing challenging behaviors. (Hemmeter, Ostrosky, and Fox 2006).
- **Early, positive, and consistent interactions** between children and caregivers help build emotional **resilience** and a **strong foundation** for navigating transitions like starting school (National Scientific Council on the Developing Child, 2019).



Pyramid Model Family Engagement Resources



Session	Primary Focus	Objectives
Session 1 - Making the Connection	Orient the group to the Positive Solutions for Families format, building connections with your child, and using positive encouragement.	<ul style="list-style-type: none"> ▶ Meet each other and learn about our families. ▶ Discuss the purpose of the group. ▶ Discuss ground rules we might have for our group. ▶ Discuss the role families have in promoting their child's social-emotional development. ▶ Identify the importance of building positive relationships with children.
Session 2 - Keeping It Positive	Learn how to use playful interactions to strengthen the caregiver-child relationship, understand the meaning of challenging behavior, and how to use positively stated directions.	<ul style="list-style-type: none"> ▶ Understand how playful interactions and creating fun in everyday moments can be a powerful practice. ▶ Link building relationships, using positive comments and encouragement, and play to children's behavior. ▶ Examine why children do what they do. ▶ Understand how to use positive language with children.
Session 3 - Behavior Has Meaning	Determine the meaning of children's behavior, being a behavior detective, and developing and teaching rules.	<ul style="list-style-type: none"> ▶ Examine why children do what they do. ▶ Practice ways to determine the meaning of behavior. ▶ Understand effective ways to develop and teach household rules.
Session 4 - The Power of Routines	Setting up successful routines and transitions and using prevention strategies.	<ul style="list-style-type: none"> ▶ Discover the importance of routines and how to set them up for success. ▶ Introduction to the Family Routine Guide. ▶ Identify strategies for making transitions successful. ▶ Plan for when things go well.
Session 5 - Teach Me What to Do!	Teaching emotional vocabulary, anger management, and problem-solving skills.	<ul style="list-style-type: none"> ▶ Understand why teaching key social and emotional skills is needed. ▶ Identify the best time for teaching of social and emotional skills. ▶ Identify feeling words and identify effective ways to teach feeling vocabulary. ▶ Identify how the use of calming strategies can be used to cope with feelings and teach self-regulation skills. ▶ Learn how to teach problem-solving skills.
Session 6 - Responding With Purpose	Understanding how to respond to challenging behaviors.	<ul style="list-style-type: none"> ▶ Review powerful prevention strategies and learn two new prevention strategies. ▶ Learn specific strategies that can be used to respond with purpose to child behavior in home and community settings.
Session 7 - Putting It All Together With a Plan	Developing a behavior plan to use during daily routines.	<ul style="list-style-type: none"> ▶ Identify the meaning of behavior by examining what happens before and after the problem behavior. ▶ Identify the three parts of a behavior plan: prevention, new skills to teach, and new responses. ▶ Learn to use the Family Routine Guide to identify supports for use with children during daily routines.



Pyramid Model Family Engagement Resources

Relationships

- [Positive Feedback and Encouragement](#)
- [Talking to Very Young Children about Race](#)
- [Help Us Have a Good Day! Positive Strategies for Families](#)
- [Scripted Stories: Making a Scripted Story](#)
 - [I Can Be a Super Friend!](#)
- [Infant/Toddler Family Engagement Resources](#)
- [Relationship Building with Families](#)
- [Labeling Emotions](#)
- [Building Relationships with Children](#)
- [Teachers Guide for Positive Interactions with Siblings & Friends](#)

Environment

- [Helping Children Transition Between Activities](#)
- [Visual Supports for Routines, Schedules, and Transitions](#)
- [How to Use Visual Schedules to Help Your Child Understand Expectations](#)
- [Teaching Your Child to Become Independent with Daily Routines](#)
- [Routines and Schedules - How to Help your Child Transition Smoothly Between Places and Activities](#)
- [Routines and Schedules - How to Plan Activities to Reduce Challenging Behavior](#)
- [Routines and Schedules - How to Help Your Child Have a Successful Morning](#)
- [Teaching Your Child to Cooperate with Requests](#)
- [Families: Let's Talk Expectations](#)
- [Teaching Rules at Home](#)
- [Our Rules! Sample Poster for Home](#)
- [Talking is Teaching Activities](#)

Social emotional skills

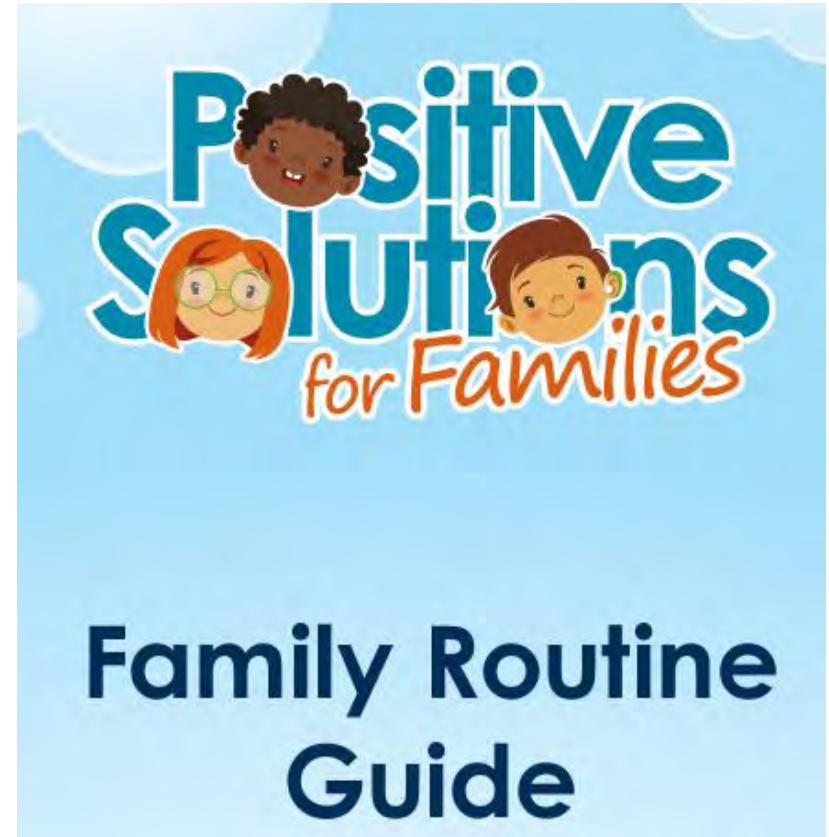
- [Children's Book List \(Titles Only\)](#)
- [Scripted Stories: Making a Scripted Story](#)
 - [Introducing Tucker Turtle letter for families](#)
 - [Tucker Turtle Takes Time to Tuck and Think at Home](#)
- [Feeling Faces Playdough Mats](#)
- [Teaching Emotions: Activity Ideas to Share with Families](#)
- [Teaching Your Child to Identify and Express Emotions](#)
- [Self-Regulation Skills: Relaxation Thermometer \(Blank\)](#)
- [Feeling Wheel \(English-Blank\)](#)
- [Feeling Faces: This is how I feel today! Chart and Template \(English-Blank\)](#)
- [Feeling Faces - Large Cards or Feeling Faces: Cards \(English-Blank\)](#)
- [Help Us Calm Down: Strategies for Children](#)
- [Help Us Stay Calm: Strategies that help you and your child during challenging behavior](#)
- [Self-Regulation Skills: Breathing Strategies](#)
- [Introducing the Solution Kit!](#)
- [Problem-Solving Steps](#)
- [Solution Kit: Home Edition](#)
- [We Can Be Problem Solvers at Home!](#)
- [Suri Spider Selects a Solution](#)



Pyramid Model Family Engagement Resources

Intensive Interventions

- [Backpack Connection Series](#)
- [Making Life Easier Series](#)
- [Caregiver Planning Form](#)
- [Observation Card](#)
- [Family Routine Based Support Guide: Building Relationships with Infants](#)
- [Positive Solutions for Families: Family Routine Guide](#)
- [Recommended Practices: Supporting Infants and Toddlers with Challenging Behavior](#)
- [Responding to Your Child's Bite](#)
- [Understanding Your Child's Behavior: Reading Your Child's Cues from Birth to Age 2](#)



Promote Protective Factors



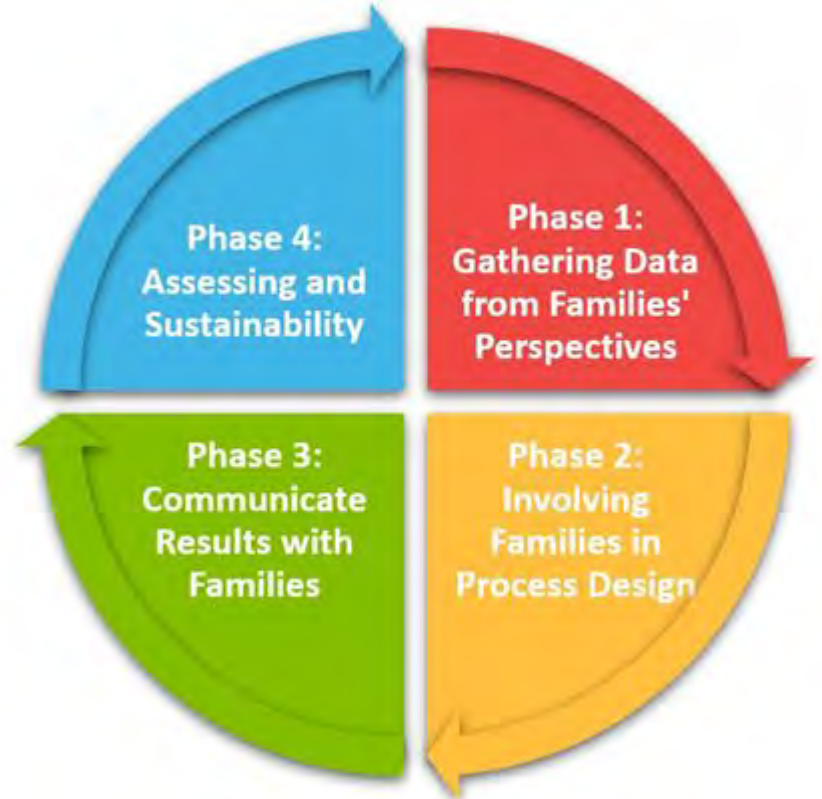
- ❖ Social and emotional competence of children
- ❖ Knowledge of parenting and child development
- ❖ Social connections
- ❖ Parental resilience
- ❖ Concrete support in times of need

[Strengthening Families - Center for the Study of Social Policy](#)

Authentic Family Engagement

1. Make your approach personal
2. Leverage existing community groups and partnerships
3. Create (flexible) family partner job descriptions
4. Make participation as convenient as possible
5. Empower family voices

[Five Strategies for Engaging Family Partners](#)



[Family Partnerships I: Gathering Family Feedback for Stronger Programs Quality Start Los Angeles](#)

Parents as Partners!

Partnering with Families
Here are some key roles families can take up in collaborating with early education programs

Collaborators with program staff and members of the community on issues of program improvement and reform

Decision-makers & choosers of educational options for their children, the program, and community











Advocates & Activists for improved learning opportunities for their children and at their programs

Models of lifelong learning and enthusiasm for education

Supporters of their children's learning and development

Encouragers of an achievement identity, a positive self image, and a "can do" spirit in their children

Monitors of their children's time, behavior, boundaries and resources



Strategies for Family Engagement

Incentives: Raffles, celebrations, and/or progress trackers can be used to encourage participation – online or in person.

Access & Inclusion: Make sure to have forms available in different languages and adaptations for folks with low reading levels, blind, deaf, etc.

Representation: Ensure that all types of family voices are present (most to least involved, different backgrounds, new and older families, etc.). This increases the chance that all families are heard and that potential solutions will work for everyone.

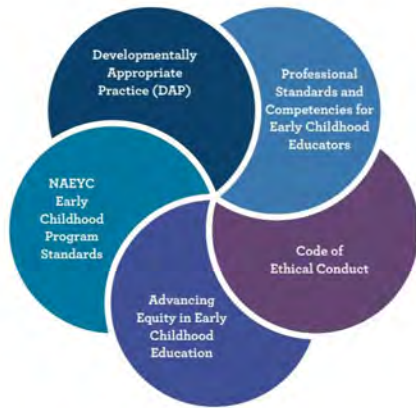
Strengths-Based Approach: Adjust Family Needs Assessments to include Family Strengths! Include sections like: learning styles, communication preferences, neighborhood knowledge, and social circles. Consider what funds of knowledge families may have at their disposal.

Communication Methods: Some options are more suitable for certain families

- **Typical:** Text messages, E-mail, On-line or Paper survey
- **Continued Efforts:** Making Repeated attempts while using messaging showing feedback is important to us.
- **Next Level:** Individual invitations and support from teachers. Can families have in person help filling out these tools with a teacher?

Strategies for Families to Support Kindergarten Transition

- Establish **consistent routines** to create stability during the transition (Perry, Dockett, & Petriwskyj, 2014).
- Use books, stories, and role-playing to **discuss feelings** about starting school.
- Encourage **social play** to build peer interaction skills (Denham et al., 2003).
- Children who do **chores** may exhibit higher self-esteem, be more responsible, and be better equipped to deal with frustration, adversity, and delayed gratification. These skills can lead to greater success in school, work, and relationships (AACAP, 2018)
- Initiate regular, open **discussions about kindergarten expectations, routines, and any concerns** children might have. (Dockett & Perry, 2014).
- **Attend** kindergarten orientation sessions, open houses, or playdates organized by the school to **familiarize the child with the new environment and peers** (La Paro et al., 2017).



DAP: Purpose | NAEYC

How are we preparing the next generation of educators?

Initial Practice Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

SEL IS KEY

Our schools and communities are facing a critical challenge to address racism and bias that harms all young people. Social emotional learning (SEL) is a key tool in creating greater equity. SEL teaches the necessary skills for self-awareness, understanding others, and taking action to change inequitable systems.



CULTURALLY RESPONSIVE-SUSTAINING PRACTICES



SEL and Culturally Responsive-Sustaining Education (CR-SE) practices work together to affirm identities, develop student abilities, and empower students as agents of social change. When implemented with intention, SEL builds capacity to reflect on bias, strengthens community action for healing, creates safe spaces for connection and agency, fosters academic excellence, and nurtures belonging for all in the school community.

SCHOOL CLIMATE

Equitable SEL draws on SEL competencies to create a safe and welcoming school climate that prioritizes ongoing adult SEL and diversity, equity, and inclusion. SEL should be integrated throughout all aspects of district and school policy and practice, including interactions between students and teachers, family and community engagement, and additional supports for students and families in order to create learning environments that are caring and just.



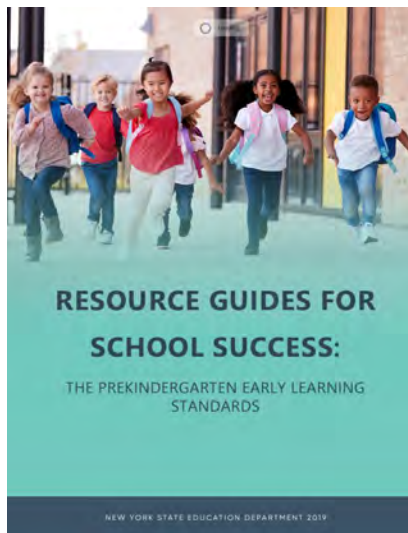
FAMILIES AS PARTNERS



Equitable SEL involves students and families as partners in planning, implementation, review, and improvement. When young people and families are meaningfully involved, strategies and programs become more relevant and engaging. Adopting a community school strategy within an integrated Multi-Tiered System of Support (MTSS-2) offers a system in which schools can prioritize and align supports and services, emphasizing family engagement and strong community partnerships.

Social Emotional Learning and Equity

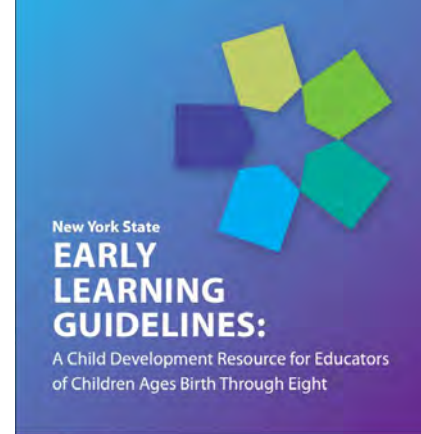
How are we preparing the next generation of educators?



[Resource Guides for School Success: The Prekindergarten Early Learning Standards](#)



[NYS Pyramid Model](#)



[The New York State Early Learning Guidelines](#)



[The New York State Core Body of Knowledge](#)

The Role of Teacher Preparation in Supporting Kindergarten Transitions

- Teachers with **specialized training in child development and social-emotional learning strategies** provide more effective transition support (Pianta et al., 2008).
- Teacher preparation programs should include content on **cultural competence, emotional responsiveness, and trauma-informed practices** (Zinsser et al., 2019).
- Reflect on practices such as **interprofessional collaboration** in teacher training to address developmental needs.

Best Practices in Teacher Preparation

- Provide **field experience with diverse children** to practice SEL skills.
- Incorporate ongoing professional development in **SEL strategies and classroom management** (Jones & Bouffard, 2012).
- Focus on **teacher well-being** as it impacts their ability to support students emotionally (Jennings & Greenberg, 2009).
- Engaging teachers in **reflective practices**, such as coaching and mentorship, allows them to critically analyze their interactions with students and improve their social-emotional teaching strategies. (Jennings et al., 2017).

Class 2-
Plan for the
Day:

Last week follow-up – Reading
Takeaways
Wellness Wednesday
Understanding the impact of
ACEs
PAPER TIGERS discussion
Trauma Informed Care in
Schools– next week

CCPA faculty, students develop solutions to improve mental health

Impacting students

When preschool elementary school students feel angry or overwhelmed and need help working through their feelings, Tracy Lyman '99, MSEd '01, a certified elementary and special education teacher who is also a lecturer in the [Department of Teaching, Learning, and Educational Leadership \(TLEL\)](#), encourages them to "think like a turtle."

Take a cue from "Tucker Turtle," Lyman tells them: "Tuck into your shell. Take three breaths to help calm down. Once your head is clear, you can think of a positive solution."



Tracy Lyman Image Credit: Jonathan Coban.

In this case, "Tucker" is a green handheld puppet Lyman uses in her teaching. In her mental health and education course at Binghamton University, she uses methods like the scripted research-based story of "Tucker Turtle" and his namesake puppet to show teachers-in-training unique ways of helping preschool and elementary school students improve their well-being during difficult moments.

"There is a strong research base behind social-emotional learning and for schools that integrate this work, their students are more connected to school," Lyman says. "For children, we are preparing them to be ready to learn and be more independent as they become problem solvers and have more successful interactions with peers and adults. This will support them as they move through school and then continue to build these skills into adulthood."

Lyman also works with Binghamton University students in her class to show them how teachers can integrate well-being practices into their classroom activities and become better attuned to their students' needs.

"If students are in a school environment where there's bullying or students getting kicked out of classrooms, that's going to impact everyone's mental health and won't make anyone feel safe or comfortable at school," Lyman says.



Language and Literacy Leading to Positive Solutions for Families

Tracy Lyman, MSEd
Marisa Mooney, MS CCC-SLP
Tina Caswell, MS CCC-SLP
Kara Nunn, MS CCC-SLP, BCS-CL



Graduate Student Wellness

Tracy Lyman, MSEd.

- Review stress and its impact
- Reflecting upon our own responses to stress
- Planning for stress management
- Review of resources

Resilience and Trauma-Informed Care Tools for Educators and Schools



Created April 2020



BINGHAMTON UNIVERSITY
STATE UNIVERSITY OF NEW YORK

Interprofessional Education

Where do we go from here?

Home

Support families to **model emotional regulation, provide predictable, positive environments, and engage in consistent, supportive relationships** to strengthen protective factors for both children and caregivers

Early Care and Learning Settings

Integrate play-based learning, emotional literacy, and structured routines foster children's emotional competence, **self-regulation**, and **executive function skills**, promoting smoother transitions to kindergarten and enhancing social-emotional growth

Teacher Preparation

Include specialized training in **child development, cultural competence, trauma-informed practices, and SEL strategies** while also **promoting teacher well-being and reflective practices** like coaching and mentorship

Some discussion...

- What **effective transition programs or practices** have you seen implemented in your school or community? What elements contributed to their success?
- How can we **gather feedback from families and educators about the effectiveness** of our kindergarten transition process? What data or information would be useful in this evaluation?
- What **steps can we take to continuously improve our kindergarten transition practices** based on feedback and observed outcomes?
- What **innovative approaches** can we explore to enhance kindergarten transition practices? How can technology or community resources support these initiatives?
- How can **successful kindergarten transitions influence a child's long-term educational journey**? What implications does this have for our education systems as a whole?



THANK
YOU!

Tracy Lyman:
tlyman@binghamton.edu



**PBS KIDS Ready To Learn Initiative and
The Monroe County Library System present:**

Community Collaboration for Transition to Kindergarten



Tonia Burton
Children's Services Consultant
Monroe County Library System

Rachel Rosner
NYS Statewide Partnerships Manager
WXXI Education/PBS KIDS Ready To Learn



**Monroe County
Library System**



PBS
LearningMedia



The Ready To Learn Initiative



Collaboration is a Win-Win



Corporation
for Public
Broadcasting

Ready To Learn Initiative

Where to Start?



Supporting providers. Strengthening families.

Who does the transition impact?



Teachers/Classroom Staff



Future Kindergartners



Whole Family

Collect Data





Utilize the Data to Plan and Prepare




Activity & Room Setup


Kinder Camp - check off as you complete activities

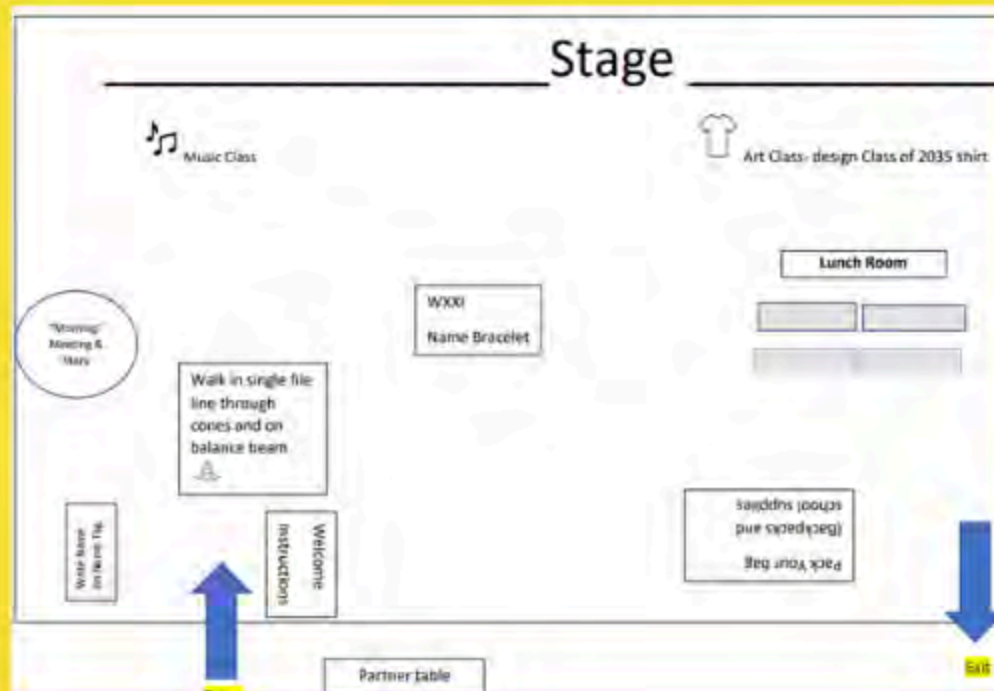
Music Class with Mr. Topher 

Art Class 

Evening Meeting 

Pack Your Backpacks 

Make Bracelets with WXXI 



CAMPAMENTO DE KINDER



Biblioteca de Maplewood Branch
Sábado, 20 de Agosto
2 pm - 4 pm
1111 Dewey Avenue
428-8220

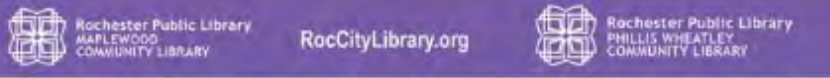
Biblioteca Comunitaria de Phillis Wheatley
Miércoles, 24 de Agosto
5 pm - 7 pm
33 Dr. Samuel McCree Way
428-8212

Los niños que ingresan a kinder y sus adultos están invitados a competir en nuestro campamento de entrenamiento de kindergarten. Las familias pasarán por un conjunto de obstáculos que ayudarán a su hijo a experimentar cómo es un día típico de kinder. Las organizaciones comunitarias estarán allí para compartir sus recursos que apoyarán a su familia durante el año escolar.



Este programa GRATUITO es para niños que ingresan a kinder en el otoño.
Es necesario registrarse.

Este programa está patrocinado por una Subvención de Desarrollo Preescolar - Nacimiento a Cinco del Consejo de Niños y Familias del Estado de Nueva York y Amigos y la Fundación de la Biblioteca Pública de Rochester.



La Biblioteca Central es accesible para personas con discapacidades. Para solicitar arreglos específicos, llame al 385-428-5304 diez días antes del programa.

KINDER CAMP



Maplewood Branch Library
Saturday, August 20th
2 pm - 4 pm
1111 Dewey Avenue
428-8220

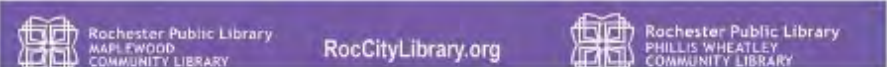
Phillis Wheatley Community Library
Wednesday, August 24th
5 pm - 7 pm
33 Dr. Samuel McCree Way
428-8212

Children entering kindergarten in September and their adults are invited to compete in our kindergarten training camp. Families will go through a set of obstacles that will help your kindercamper get a taste of what they will do during a typical day of kindergarten. Community organizations will be there to share their resources that will support your family during the school year.



This FREE program is for children entering kindergarten in the fall.
Registration required: Call the library for more information.

This program is sponsored by a Preschool Development Grant - Birth to Five from the NYS Council on Children and Families and the Friends and Foundation of the Rochester Public Library.



Welcome



Lunch Time!





Art Class

Music Class



Connect with Home



What is Ready To Learn?

The **Ready To Learn (RTL) Initiative** is a cooperative agreement between the **U.S. Department of Education's Office of Elementary and Secondary Education**, **Corporation for Public Broadcasting, PBS**, and local stations. The main goals are to:

- **Develop, distribute and evaluate PBS KIDS multiplatform content** – television programs, video, interactive games, mobile apps and **hands-on activities** – for preschool and early elementary school children (ages 2 to 8), and their grown-ups, wherever they are.
- **Promote early learning and school readiness**, with a particular interest in reaching low-income and traditionally marginalized children, families, and communities.



- **Support the development of early learning community engagement programs through partnerships and collective impact work.**





New York's Largest Classroom

PBS LearningMedia offers FREE educational resources for PreK-12 educators and students. Empower and engage your students with resources that are designed for educators, vetted, and curated to support your educational needs.



- ✓ Thousands of learning-ready resources aligned to state and national standards
- ✓ Award-winning, educational content
- ✓ Free access for every educator across New York
- ✓ Teacher tools - class roster, quizzes, puzzles, and more
- ✓ Compatibility with Google Classroom, Schoology, Clever, and Remind



 [PBSLearningMedia.org](https://www.pbslearningmedia.org)

WCNY 

THIRTEEN

MOUNTAIN LAKE 

WXXI

Buffalo-Toronto
Public Media


WLIW


WPBS


wmht

WSKG


Q

A



Tools You Can Use



The Ready To Learn Initiative



WXXI | Education
Ready To Learn Initiative



Join the NYS PBS KIDS Email List!



Scan the QR code or
<https://bit.ly/NYSRTLEmailList>

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NYS Ready To Learn
Statewide Partnerships
Manager

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Rochester & Monroe
County

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Ready To Learn Initiative

The Ready To Learn Initiative

is made possible by



The contents of this presentation were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. The project is funded by a Ready To Learn grant [PR/Award No. S295A200004, CFDA No. 84.295A] provided by the Department of Education to the Corporation for Public Broadcasting.



Supporting Kindergarten Transitions

Kindergarten Transition Summit



WELCOME!

Introductions

AGENDA

- What is QUALITYstarsNY?
- How QUALITYstarsNY Supports Kindergarten Transitions





New York
Early Childhood
Professional
Development
Institute



Early Childhood
Career
Development
Center



QUALITYstarsNY

- New York State's Quality Rating and Improvement System (QRIS) for early childhood programs
- Designed to empower educators to enhance the quality of early childhood for New York's children and families
- A continuous quality improvement process with support and resources for early childhood programs



QUALITYstarsNY

Designed to systematically

assess,

improve,

and sustain

high quality care and
education in all regulated
settings.



QUALITYstarsNY Standards

3 Sets of Standards

4 Standards Categories



Visit qualitystarsny.org to access the Standards

THE PARTICIPATION PROCESS



How



Supports
Early
Childhood
Programs



Individualized support
from a Quality
Improvement Specialist

Professional development
opportunities



Guidance, information,
and resources to enhance
your learning environment

Data-driven assessment
to inform quality
improvement planning



Quality Improvement Specialist

- Individualized support from a Quality Improvement Specialist with expertise in early childhood education and program management
- Helps your program navigate the participation process and build your Quality Improvement Plan
- Connects programs with resources to meet their goals



Professional Development Support

- Access to trainings, conferences, and other PD opportunities for teachers and administrators
- Scholarships to help staff advance their education or obtain certifications



Learning Environment

- Supporting high quality environments that the children are in every day.



Data Driven Information

- Evidence-based Standards offer roadmap for programs to implement best practices in early childhood education
- Rating results help programs identify strengths and opportunities for improvement to build their Quality Improvement Plan
- Three-year rating cycle that allows programs to reflect on their progress and continually amend their goals

Supporting Kindergarten Transitions

- The QUALITYstarsNY Standards offer roadmap to help programs implement best practices around kindergarten transitions
- Participating programs can access **resources, materials, and 1-1 guidance** to prepare children and families for this transition

How Quality Improvement Specialists Support Kindergarten Transitions

- Provide guidance around kindergarten transition practices
- Participate in transition events across the state and encouraging programs to attend
- Can serve as a member of the local transition team
- Supports programs while implementing their transition plan and events
- Build connections between early childhood programs and schools

STARTwithSTARS

QUALITYstarsNY
initiative designed to
support:

- Programs that have been open for less than 1 year
- Programs with new leadership

Support and resources to help programs create a strong foundation for success right from the start.

After achieving progress in Start with Stars, programs transition into QUALITYstarsNY.

Learn More

Visit the QUALITYstarsNY website:
qualitystarsny.org

Interested in participating? Complete our
Program Interest form:
qualitystarsny.org/apply



Resources

Interested in Participating in QUALITYstarsNY? [Log In](#) [English](#)



[About Us](#)

[Quality Standards](#)

[Providers](#)

[Families](#)

[News & Events](#)

[Find a Program](#)



New York's Quality Rating & Improvement System

QUALITYstarsNY is New York's Quality Rating and Improvement System (QRIS) for early childhood programs, providing support and resources to improve and sustain high quality across New York State. We believe that all early childhood educators are committed to the young children they work with and are always intrinsically motivated to improve their practice. QUALITYstarsNY exists because we believe that early childhood educators across the state deserve the support to engage in continuous quality improvement.

[LEARN MORE](#)



Qualitystarsny.org

Questions

Please stop by the Information Table for a flyer with our Regional Coordinators contact information.

Kathy Moss
845-359-1926
Kmoss@qualitystarsny.org

Contact our team: support@qualitystarsny.org

Thank You



A Deeper Dive into the Prekindergarten to Kindergarten Transition Toolkit

New York State Education Department
Office of Early Learning 



Prekindergarten to Kindergarten Transition Toolkit

For Administrators and Educators



The transition toolkit is a vital resource for administrators and educators providing a structured approach to planning, implementing, and evaluating transition activities. It ensures that all stakeholders are prepared, engaged, and working collaboratively to support children's successful entry into kindergarten and ultimately promoting positive educational outcomes.

The Transition Toolkit

The New York State Education Department's Planning Tool to Support Effective Transitions from Prekindergarten to Kindergarten for School Districts



How to use this planning tool:

This tool can be used to create a transition plan. The first section provides an area to brainstorm a list of who will be on the transition team including district and community-based team members. It is important to identify a Transition Team Coordinator.

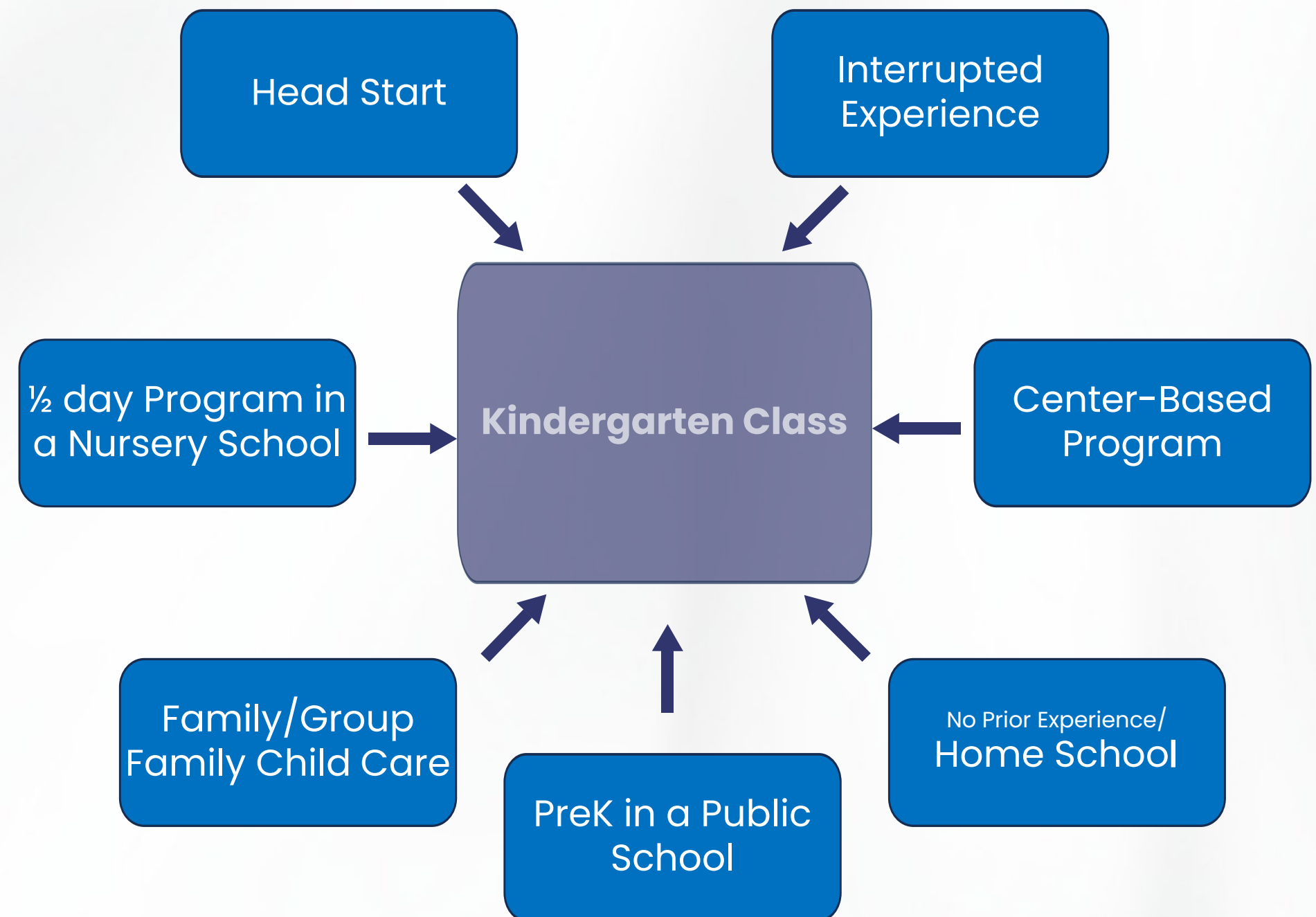
List of School District Transition Team Members (may include prekindergarten and kindergarten teachers, building leaders or district administrators, school counselor or social worker, ENL staff, CPSE staff, and family members)	List of Community Based Transition Team Members (may include the local librarian, social service agency staff, health clinic staff, local housing authority staff, community-based organization teachers and staff, and early childhood program staff that do not provide prekindergarten instructional services with the district)

Setting Transition Goals & Objectives

This section of the tool allows the team to create transition goals and objectives. Below are potential goals and objectives to use as a baseline to create the plan.

Potential Goals	Our Goals
<ul style="list-style-type: none"> • Ensure Continuity of Learning and Development • Foster Positive Relationships • Increase Family Engagement • Promote Child Readiness • Support Teachers and Staff 	
Potential Objectives	Our Objectives
<ul style="list-style-type: none"> • Align preschool and kindergarten curricula and facilitate teacher collaboration to ensure a smooth academic transition for children. • Create opportunities for children to meet teachers and peers before transitioning to kindergarten to support relationship-building and social integration. • Provide families with resources, workshops, and communication channels to actively engage them in supporting their child's transition to kindergarten. • Assess and support each child's developmental needs through targeted activities that prepare them for the kindergarten environment. • Offer professional development and collaborative opportunities to ensure teachers are equipped with strategies to support children's transition to kindergarten. • Collaborate with CBO partners. 	

Setting Transition Goals & Objectives for Districts



The Transition Toolkit

Developing & Evaluating the Transition Plan

This section provides the team with information to consider in developing and evaluating the plan. Read each item carefully and indicate how strongly your program considers it as part of the kindergarten transition plan. Place a checkmark in the box indicating not implemented, in process, or implemented. Develop a timeline for implementation of activities and designate responsibilities.

Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Set up the transition team, define goals and objectives, roles and duties, and kick off the initial planning phase.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			
Collaborate with local services and support agencies for potential partnerships.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			
Arrange meetings for the transition team and ensure alignment with school policies and objectives.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			

Developing & Evaluating the Transition Plan

This section provides the team with information to consider in developing and evaluating the plan. Read each item carefully and indicate how strongly your program considers it as part of the kindergarten transition plan. Place a checkmark in the box indicating not implemented, in process, or implemented. Develop a timeline for implementation of activities and designate responsibilities.

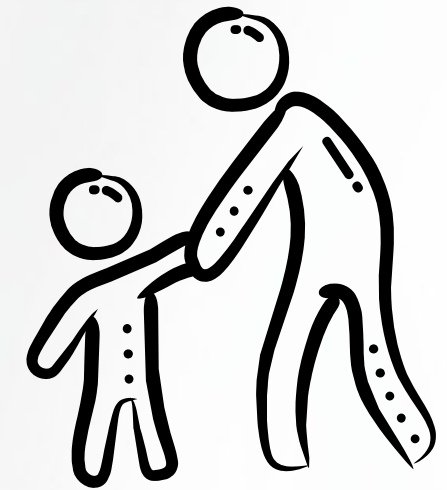
Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Allocate resources for transition tasks.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			
Evaluate transition plans and gather feedback for continuous improvements from team members, teachers, and families. Identify successes and areas of improvement.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Ongoing			
Create a process for engaging families in the transition of their children to kindergarten that is clearly communicated within the community.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Ongoing			

Fostering Connections

- Establishing Child - School Relationships
- Strengthening Family - School Relationships
- Nurturing Program - School Relationships
- Cultivating Community - School Relationships





Establishing Child-School Relationships



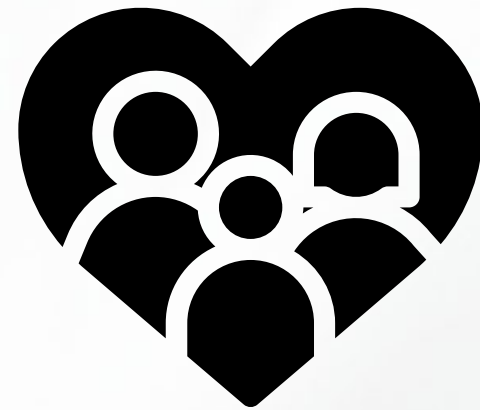
- **School tour & Classroom Visits:** Class trip to the school playground or new classroom.
- **Story time:** Visit the new school library for a story time session with the librarian or kindergarten teacher.
- **Welcome Art:** Have children create art projects such as self-portraits or family pictures to display in the new kindergarten classroom to help create a sense of ownership and belonging.

The Transition Toolkit for Districts

Establishing Child-School Relationships 					
Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Integrate transition activities in the prekindergarten classroom into daily routines (for example, practicing open/closing food containers at lunch, talk/read stories about riding the bus, read stories about kindergarten, etc.).	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	May			
Provide opportunities for prekindergarten students to visit a kindergarten classroom. If an in-person trip is not possible, provide access to a virtual tour of the building including spaces the prekindergarten student may access as a kindergarten student such as the nurse, library, cafeteria, special area classrooms, etc.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	May			
Invite kindergarten teachers to the prekindergarten classroom to meet incoming kindergarten students.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	April-May			

Establishing Child-School Relationships 					
Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Schedule kindergarten orientation to orient students to their new classroom.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	May			

Strengthening Family-School Relationships




- **Open House Events:** Host an open house event where children and their families can tour the school, visit classrooms, and meet teachers and staff.
- **Kindergarten Orientation:** Conduct orientation sessions for families to learn about the kindergarten curriculum, daily schedules, and how they can support their child's learning at home.
- **Interactive Workshops:** Organize fun workshops that include fun, hands-on activities for children and their families such as story time or arts and crafts and provide families with materials such as books, school supplies and information on routines and expectations.



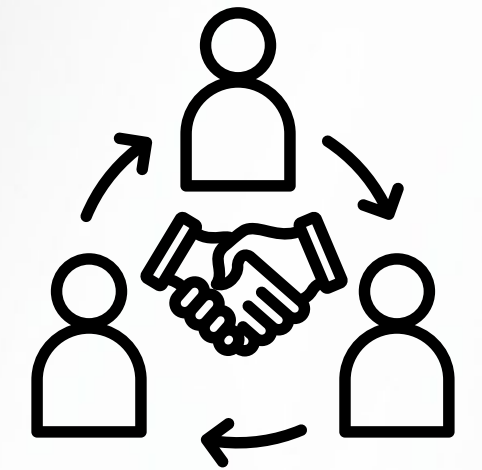
The Transition Toolkit for Districts

Strengthening Family-School Relationships 					
Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Create a district process to obtain information from families about their child(ren) who are entering kindergarten, including the child's early childhood experiences.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			
Facilitate outreach and enrollment of children eligible for the kindergarten program.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			
Create a district process for obtaining and reviewing screening, assessment, special education (IEP's BIPS, etc.) and EML information for students who attended an early childhood program before kindergarten.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			
Establish a process to assist in the kindergarten placement of students identified as a student with disabilities.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			

Strengthening Family-School Relationships 					
Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Establish a process to assist in the kindergarten placement of students identified as an Emergent Multilingual Learner.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			
Create written communication to share with families about transition activities that support the culture, home languages, and reading levels of the families of incoming children.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			
Provide families with information about school routines, important dates, the kindergarten learning standards and curricula before the first day of kindergarten.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Spring			
Provide open house events, kindergarten orientation and/or interactive family/child workshops to provide opportunities to strengthen the family-school relationship.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Ongoing			




Nurturing Program-School Relationships



- **Child Profiles:** Create child profiles that include information about each child's strengths, interests and developmental progress to be shared with kindergarten teachers (see appendix for the Prekindergarten Learner Profile)
- **Data Sharing Agreements:** Establish data-sharing agreements between prekindergarten programs and kindergarten to ensure relevant information is transferred securely and effectively.
- **Transition Teams:** Establish teams consisting of prekindergarten and kindergarten teachers, school administrators, and various support staff to coordinate transition activities through regularly scheduled meetings.

The Transition Toolkit for Districts

Nurturing Program-School Relationships 					
Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Coordinate transition information sessions for staff from both district and CBO classrooms.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	February			
Provide training for staff on transition best practices, on supporting Students with Special Needs, and EML students entering the kindergarten classroom.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	March			
Provide opportunities for kindergarten teachers and prekindergarten teachers to visit each other's classrooms.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Ongoing			
Create a prekindergarten learner profile that includes information about each child's strengths, interests and developmental progress to be shared with kindergarten teachers (see Appendix VI for an example).	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	May-June			


Cultivating Community-School Relationships




- **Community Events** - Organize community events such as fairs and family fun days to bring families, school staff, and community members together.
- **Partnerships with Local Organizations:**
 - Library partnerships to offer story time sessions.
 - Healthcare providers to offer health screenings or informational sessions on health and wellness.
 - Nonprofit organizations that focus on early childhood education, family support, and community services to provide additional resources and programs.
- **Community Bulletin Boards:** Maintain bulletin boards in the school and around the community with information about upcoming vents, resources, and volunteer opportunities.



The Transition Toolkit for Districts

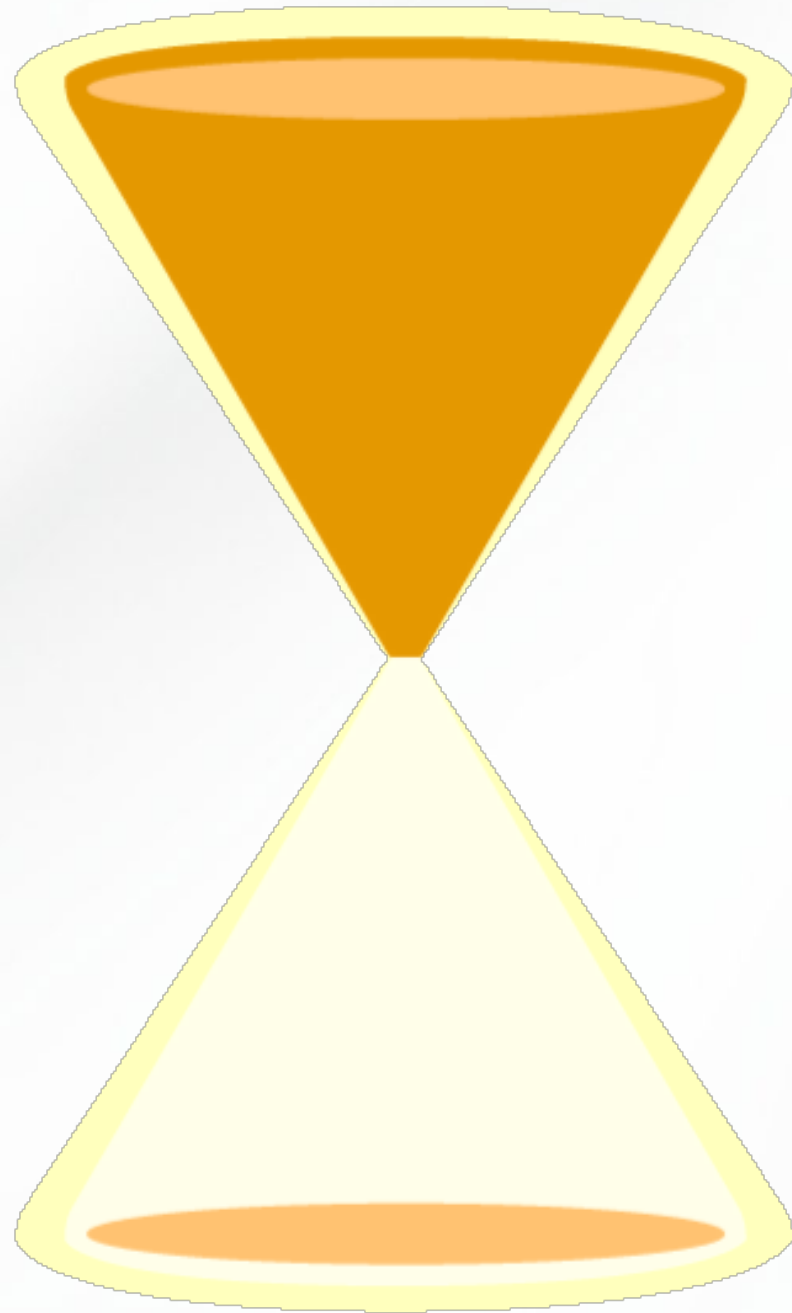
Cultivating Community School Relationships 					
Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Establish a list of the names and locations of early childhood programs/providers in the district (non-public schools, nursery schools, family childcare programs, etc.) that serve children in the year prior to kindergarten entry with contact information.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Ongoing			
Provide opportunities (such as emails and meetings) for staff from early childhood programs and kindergarten teachers and administrators to share information regarding effective transitions.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Ongoing			

Cultivating Community School Relationships 					
Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Establish a list of the names and locations of early childhood programs/providers in the district (non-public schools, nursery schools, family childcare programs, etc.) that serve children in the year prior to kindergarten entry with contact information.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Ongoing			
Provide opportunities (such as emails and meetings) for staff from early childhood programs and kindergarten teachers and administrators to share information regarding effective transitions.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Ongoing			

Toolkit Review & Feedback



Workgroups



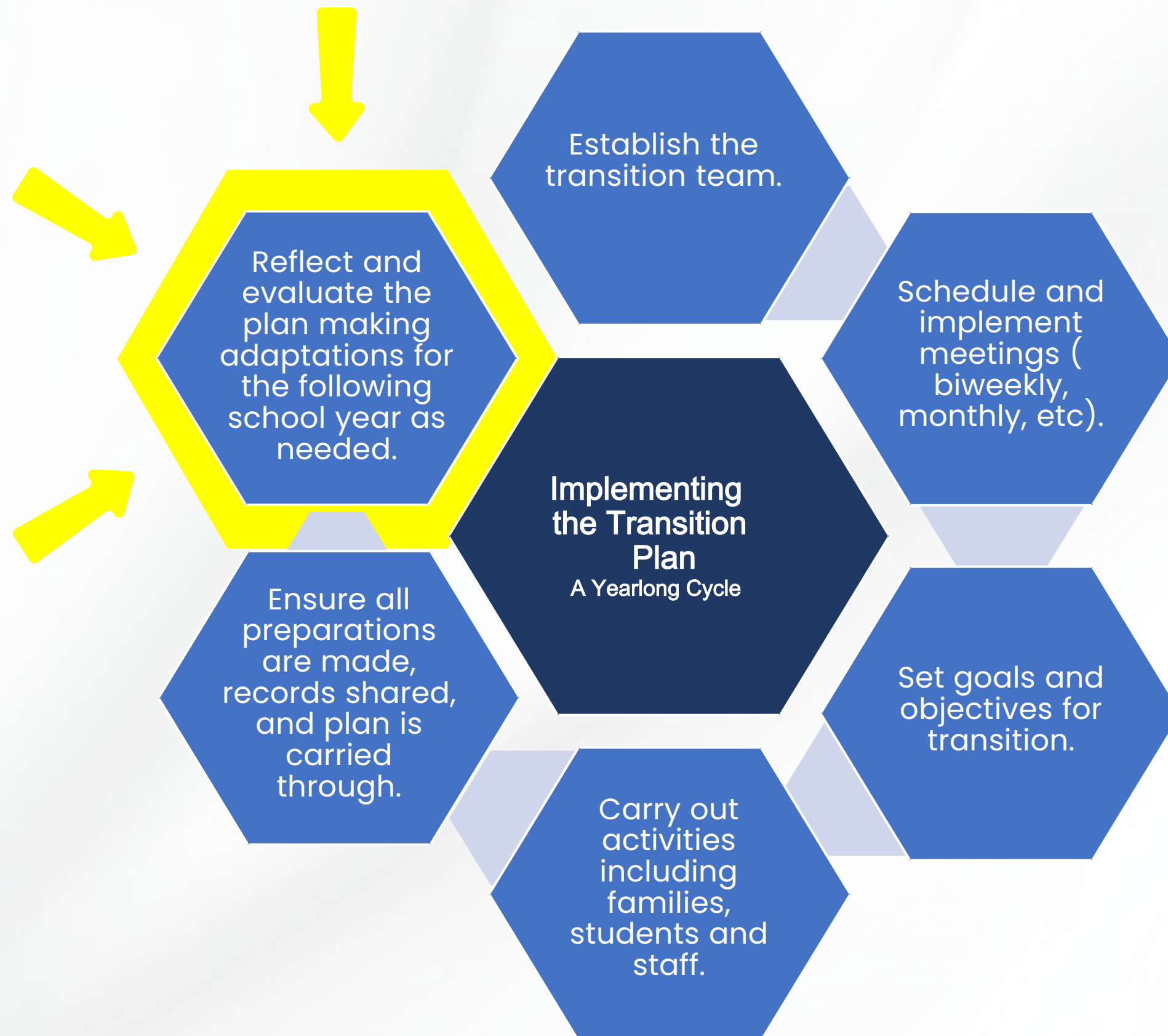
Group Share



What are 2 key takeaways your group gained from your review of the toolkit?



Reflect and Evaluate




Evaluating the Transition Plan


Reflection and Continuous Improvement of Plan

Setting up a transition plan from prekindergarten to kindergarten involves a reflective framework for continuous improvement, connecting prekindergarten programs with kindergarten classrooms. It focuses on monitoring, tracking, and feedback for adaptability and responsiveness. Please see the tool in the appendix to reflect on the transition programming and plan for continuous improvement of the plan.


Monitoring and Tracking of Data

 **Progress Monitoring:** Consistently assess students' academic, social, and emotional development using valid and reliable tools.
Data Collection: Record student progress from prekindergarten to kindergarten, encompassing attendance and academic performance.
Tracking: Evaluate the impact of curricula and teaching methods through the systematic tracking of collected data.
System Development: Establish a plan of action to facilitate data sharing agreements between prekindergarten and kindergarten programs to review effectiveness.

Feedback

 **Teacher Feedback:** Conduct meetings and conversations with prekindergarten and kindergarten teachers to collect insights on curriculum alignment, student readiness, and transition activity effectiveness.
Parent and Caregiver Feedback: Involve parents through surveys, meetings, and discussions to gain their viewpoints on the transition experience.
Student Feedback: Use techniques such as drawings and conversations to assess children's comfort levels and address any concerns they might have about the transition.

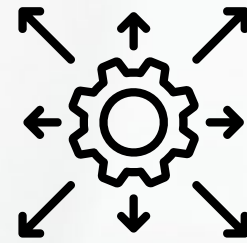
Reflection and Continuous Improvement

 **Data Analysis:** Regularly analyze prekindergarten student data to identify patterns and areas for improvement in programming.
Reflective Meetings: Hold meetings with transition team members to review and reflect on progress monitoring and assessment data. The team can provide feedback, identifying successes and areas for improvement.
Sharing Best Practices: Share successful practices within and across schools and CBO locations to encourage ongoing learning.
Annual Review: Conduct a comprehensive annual review of the transition plan with the transition team to evaluate effectiveness, make adjustments to goals and objectives, and strive for continuous improvement of the plan.

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WHY?

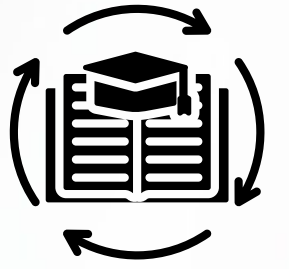
Monitoring and Tracking of Data



Feedback



Reflection and Continuous Improvement



Prekindergarten to Kindergarten Transition Reflection and Continuous Improvement Planning Tool

Monitoring and Tracking of Data

Progress Monitoring, Data Collection, Tracking and System Development	Progress	Comments	Updates to the current transition plan
Consistently assess students' academic, social, and emotional development using valid and reliable tools and teacher observations.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		
Record student progress from prekindergarten to kindergarten, encompassing attendance and academic performance.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		
Evaluate the impact of curricula and teaching methods through the systematic tracking of collected data.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		
Establish a mechanism to facilitate the exchange of vital information between prekindergarten classes and kindergarten programs.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		

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Prekindergarten to Kindergarten Transition Reflection and Continuous Improvement Planning Tool

Feedback

Feedback: Teacher, Parent/Caregiver & Student	Progress	Comments	Updates to the current transition plan
Conduct surveys and focus groups with prekindergarten and kindergarten teachers to collect insights on curriculum alignment, student readiness, and transition activity effectiveness (see appendix).	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		
Involve parents through surveys, meetings, and discussions to grasp their viewpoints on the transition experience.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		
Employ techniques such as drawings and guided conversations to assess children's comfort levels and address any concerns they might have about the transition.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		

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Prekindergarten to Kindergarten Transition Reflection and Continuous Improvement Planning Tool

Reflection and Continuous Improvement

Data Analysis, Reflective Meetings, Sharing Best Practices, Annual Review	Progress	Comments	Updates to the current transition plan
Regularly analyze prekindergarten student data to identify patterns and areas for improvement in programming.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		
Hold meetings with transition team members to review and reflect on progress monitoring and assessment data. The team can provide feedback, identifying successes and areas for improvement in programming.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		
Share successful practices and lessons learned within and across schools and CBO locations to encourage ongoing learning.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		
Conduct a comprehensive annual review of the transition plan with the transition team to evaluate effectiveness, make adjustments to goals and objectives, and strive for continuous improvement of the plan.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		

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Additional Feedback



New York State Education Department
Office of Early Learning 🍏

Contact Us :



518-474-5807



OEL@nysed.gov



nysed.gov/early-learning





Bureau of Early Intervention (BEI)

Karen Dwyer
Training, Technical Assistance, and SSIP Unit Manager



October 30, 2024

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Agenda

- Overview of the Early Intervention Program
- Transitioning out of the Early Intervention Program
- Early Intervention Resources
- Questions



2

3

Early Intervention Program Overview



3

Background - Early Intervention Program

- New York State's Early Intervention Program is for infants and toddlers with developmental disabilities and their families
- Part C of federal Individuals with Disabilities Education Act (IDEA)
- Title II-A of Article 25 of Public Health Law – Implemented July 1, 1993
- Department of Health is Lead Agency responsible for administration and oversight
- All fifty-seven counties and New York City have a designated Early Intervention Official/public agency responsible for local administration



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New York State Early Intervention Program

- Early Intervention Program delivers services to approximately 70,000 children annually
- Expenditures of about \$690 million across all payers
- Program includes approximately 1,310 providers who are in Agreements with New York State to bill for early intervention services
 - o 57 Municipal Providers
 - o 422 Billing Agencies
 - o 831 Individual Practitioners
 - o In addition, there are 8,876 individual providers who can work as contractors with approved agencies



5

Mission and Goals of the Program



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Early Intervention Program Mission

- ✓ **Identify** and **evaluate** as early as possible those infants and toddlers whose healthy development is compromised.
- ✓ Provide the **appropriate interventions** to improve child and family development.



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Goals of the Early Intervention Program



To **provide** family-centered, community-based, and culturally-sensitive services.



To **coordinate** Early Intervention (EI) services with other services typically used by this population.



To **deliver** effective, high-quality services that result in measurable outcomes for children and families.

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Goals of the Early Intervention Program



To ensure consistency and accountability and clear lines of responsibility and authority throughout the early intervention service system.



To seek the support and involvement of healthcare providers (Medical Home).



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Early Intervention Steps: A Parent's Basic Guide to the Early Intervention Program



<https://www.health.ny.gov/publications/0532.pdf>



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Recognizing and Respecting Each Family's Unique Nature



- Parents and caregivers are the experts on their children, and **they want what is best** for their children and family.
- Each family has their own **language** as well as their own **cultural and belief system**.
- Each family has their own set of **traditions, routines and practices** that are important to them.



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Early Intervention Steps



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Step 1: Referral



- 1. Referral** (parents, parent educator)
- Referral source or parent suspects child of having developmental delay or disability
 - Family informed of benefits of Early Intervention Program (EIP)
 - Child referred to Early Intervention Official (EIO) within two days of identification
 - EIO assigns Initial Service Coordinator



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Early Intervention Program Resources



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Primary Referral Sources

- All approved evaluators
- Service Coordinators
- Providers of early intervention services
- Hospitals
- Child health care providers
- Day care programs
- Local health units
- Local school districts
- Local social service districts
- Public health facilities
- Early childhood direction centers
- Operators of any clinic approved under Article 28 of Public Health Law, Article 16 of the Mental Health Law, or Article 31 of the Mental Hygiene Law
- Public agencies and staff in the child welfare system
- Domestic violence shelters and agencies
- Homeless family shelters



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Service Coordination



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Step 2: Service Coordination

Initial Service Coordinator:

Helps the family with all of the steps necessary to get services

On-going Service Coordinator:

Makes sure that the family and child get the services in their Individualized Family Service Plan (IFSP)



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Evaluation



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Step 3: Evaluation

Multidisciplinary Evaluation means the procedures used by two or more qualified professionals from different disciplines to determine a child's initial and continuing eligibility for the Early Intervention Program, by assessing five areas of development: cognitive, physical, communication, social-emotional, and adaptive development.



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Eligibility Criteria

- 12-month delay in one functional area, or
- 33% delay in one functional area, or
- 25% delay in each of two areas, or
- 2 standard deviations (SD) below the mean in one functional area, or
- At least 1.5 standard deviations below the mean in each of two functional areas



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Individualized Family Service Plan (IFSP)



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Step 4: Individualized Family Service Plan (IFSP)



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What is an Individualized Family Service Plan (IFSP)?

An Individualized Family Service Plan (IFSP) is:

- A written plan for providing early intervention services to a child eligible for the Early Intervention Program and the child's family.
- Developed jointly by the parents and early intervention personnel that comprise the IFSP team.



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Family-Centered Services

- Early intervention services should focus on the specific identified needs of the family
- Identified current and needed supports identified by the family.
- Parents should be included and provided with opportunities to participate in their child's early intervention program during times that are convenient to them.



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Individualized Family Service Plan Review



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Step 5: IFSP Review (6 months/evaluated annually)

5. IFSP Review Six Months, Evaluate Annually

- Decision is made to continue, add, modify or delete outcomes, strategies and/or services
- If parent requests, may review sooner (If parent requests an increase in services, EIO may ask for supplemental evaluation)



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Transition



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What is Transition?

Early intervention regulations specifically require the Individualized Family Service Plan transition plan to include the steps taken to support the child's transition, including:

- Discussions with and education of parent(s) regarding options for transition,
- Procedures to prepare the child and family for changes in service delivery, including steps to help the child adjust to a new setting,
- Procedures to prepare staff who may serve the child following transition, and
- Identification of transition services and other activities that the Individualized Family Service Plan team determines are needed to ensure the smooth transition of the child.



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Who Assists the Family with Transitioning out of the Early Intervention Program?

The child's **service coordinator** is responsible for:

- Explaining the transition process in a way parents will understand
- Adhering to all required timelines for a child's transition
- Obtaining all written parental consents required during in the transition process
- Assisting families with referral of the child to other supports and service systems that are part of the transition plan.



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Transition out of the EIP

- Eligible children can receive EIP services from birth to age three
- The last date eligible children can receive EIP services is **the day before** their third birthday, unless preschool special education eligibility has been determined through the Committee on Preschool Special Education (CPSE) through their school district.



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Transition out of the EIP

- Transition planning must occur for all children exiting the EIP, including those for whom a referral to CPSE is not appropriate. Their transition plan must include a referral to other resources which may be appropriate.
- Not all children participating in the EIP will transition to preschool special education.
- The **last date for EI services** is the day before the child's third birthday.



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Other Supports and Services

This includes a referral to:

- Children and Youth with Special Health Care Needs Program (if the municipality participates)
- Child Care Resource and Referral Program
- Other appropriate resources (example: Health Homes Serving Children for Medicaid eligible children, Office for People with Developmental Disabilities services)



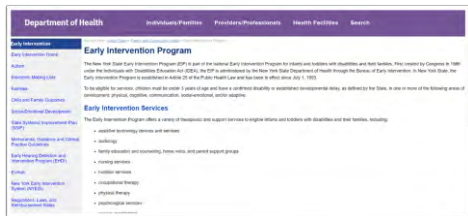
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Resources for Families and Professionals



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Online Early Intervention Program Resources



https://www.health.ny.gov/community/infants_children/early_intervention/ 

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NYSDOH – Early Intervention Community of Families Facebook Group



www.facebook.com/groups/NYSDOHEI




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New York State Early Intervention Program Families Listserv

• Are you interested in upcoming trainings for parents and caregivers?
 • Are you looking for resources on developmental delays and disabilities?
 • Do you want to share your ideas with the State Early Intervention Program?
 • Do you want to learn about new State guidance and policies?

If you answered YES, sign up for the New York State Early Intervention Program Families Listserv (NYS EIP Families Listserv)

1. Send an e-mail to listserv@health.state.ny.us - write "Subscribe" in the subject line.
2. In the body of the e-mail, write "Subscribe: NYS_EIP_Families", then your first name and last name.
3. Remove any e-mail signatures, then click send.
4. You will receive a Listserv confirmation e-mail. Click the link in this e-mail to confirm your subscription. If you do not see this confirmation e-mail in your inbox, please check your spam/junk folder for the e-mail.
5. If you have any trouble subscribing, please e-mail BELSSIP@health.ny.gov




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Early Help Makes a Difference Brochure



- Contains language to help parents track their child's developmental milestones and be prepared to discuss any concerns with their child's health care provider
- Includes milestones specific to social-emotional development
- Provides developmental milestones for 2, 4, 9, 15, and 30-months
- Currently available in English and Spanish. Will be translated into 28 languages



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Other Resources

Early Childhood Family and Community Engagement (FACE) Centers

Early Childhood Family and Community Engagement Centers are located throughout New York State. Early Childhood Family and Community Engagement Centers promote meaningful family involvement within the educational system, build collaborative community relationships, and provide information and training about available service options and delivery systems for children from birth to age 21. For a complete list of Centers and contact information, please visit: <https://www.nysed.gov/postsecondary-services/family-and-community-engagement>

Special Education Regional Offices:

The Regional Associate oversees preschool and school age special education services, and serves as a resource to parents, school district personnel and private providers. For additional information, visit: <https://www.nysed.gov/special-education/special-education-quality-assurance-regional-offices>

Special Education in New York State for Children Ages 3-21: A Parent's Guide:

<https://www.nysed.gov/sites/default/files/programs/early-learning/a-resource-to-specialeducation-support-services.pdf>



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Questions?



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Contact Information



Bureau of Early Intervention:
(518) 473-7016

BEIpub@health.ny.gov



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