

## Transition from Preschool Special Education to Kindergarten Checklist

This checklist includes practices to support preschoolers and their caregivers transition from preschool or preschool special education to kindergarten. The main focus of these practices is to implement activities in collaboration with family members and practitioners from the receiving kindergarten program in order to promote positive relationships and child and family preparation and adjustment to new settings and services.

The checklist indicators can be used to develop a transition plan, encourage caregiver decision-making, update a child's IEP, and promote practitioner planning, communication, and collaboration skills. The checklist rating scale can be used for a self-evaluation to determine whether practices are in place and being implemented.

Practitioner: \_\_\_\_\_ Child: \_\_\_\_\_ Date: \_\_\_\_\_

Please indicate which practice characteristics you were able to use as part of transitions with a child and family:	Seldom or never (0 - 25%)	Some of the time (25 - 50%)	As often as I can (50 - 75%)	Most of the time (75 - 100%)	Notes
1. Practitioners are knowledgeable about kindergarten and elementary school programs and maintain ongoing communication with key school personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Practitioners invite, with permission of the family, kindergarten and key elementary school personnel to attend the IEP meeting or another transition meeting to learn about the child and family, share information about kindergarten programs and school services, and jointly plan transition activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Practitioners engage family members and school personnel in planning transition activities to support child and parent preparation and adjustment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Practitioners include parents/family members in planning the transition to kindergarten in a timely manner including the transfer of records and completion of necessary enrollment forms and other documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Practitioners encourage the participation and input of parents/family members when convening the IEP team to review and update the IEP for the transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Practitioners provide parents/family members with information about school orientation activities and to facilitate program visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Practitioners encourage parents/family members to take their child on a planned visit to the school to meet with kindergarten staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Practitioners provide follow-up supports with the parents/family members and kindergarten staff to facilitate a smooth adjustment to the new setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

This checklist is based upon the following *DEC Recommended Practices*: Transition 1, 2

The DEC Recommended Practices are available at <http://dec-sped.org/recommendedpractices>

Access this checklist and other products at <http://ectacenter.org/decrp>

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