

Transition and School Readiness

Transition planning not only includes an assessment of services a child might need when he/she turns 3, but also includes an assessment of the skills the child needs to be successful in the next service settings. The IFSP meeting that includes transition planning could also include developing new outcomes to address these skills.

Here is a [chart](#) to support and follow transition of the required elements for IFSP Transition Steps and Transition Services while in ECI.

Here is an infographic about skills all children need to be “school ready”:

[Zero to Three School Readiness Infographic](#)

As you can see, many of the skills and strategies experts recommend for school readiness are embedded in all ECI services (relationships, everyday experiences, play).

Although all developmental areas need to be considered during transition planning, more and more experts are emphasizing the importance of social-emotional skills as a component of school readiness.

Social and behavioral competence in young children predicts their academic performance in the first grade over and above their cognitive skills and family backgrounds (Raver & Knitzer, 2002).



As a specialist in cognitive skills, social skills and challenging behavior, EISs are uniquely qualified to help prepare a child to be successful in school and other group settings. Many of the developmental activities addressed in previous chapters will

support a child's "school readiness". In addition, the resources listed below provide guidance on addressing specific skills a child will need to thrive in his/her future settings.

Key Math Skills for School:

[Zero to Three – Help Your Child Develop Early Math Skills](#)

Building Literacy Skills (24 – 36 months):

[Zero to Three – Language](#)

Research

[Research to Practice](#)

The Research to Practice report summarizes the research on development during the first 3 years of life, highlights areas that are foundational for school readiness and later school success, and discusses how providers can support the development of school readiness in infants and toddlers.



Activity

At your program read through the booklet, Beyond Early Childhood Intervention (ECI): Moving on from the Texas ECI Program. Familiarize yourself with the specifics in each content area about how you can support a family transitioning from ECI.

With your supervisor discuss page 6, To Plan Ahead..., and how this resource will both assist you and the family in the transition process. Share specifics around a family that is currently transitioning from ECI and reference the content areas in this booklet that may have supported the family.