

# The Transition from Early Intervention to School: A 360-degree Perspective

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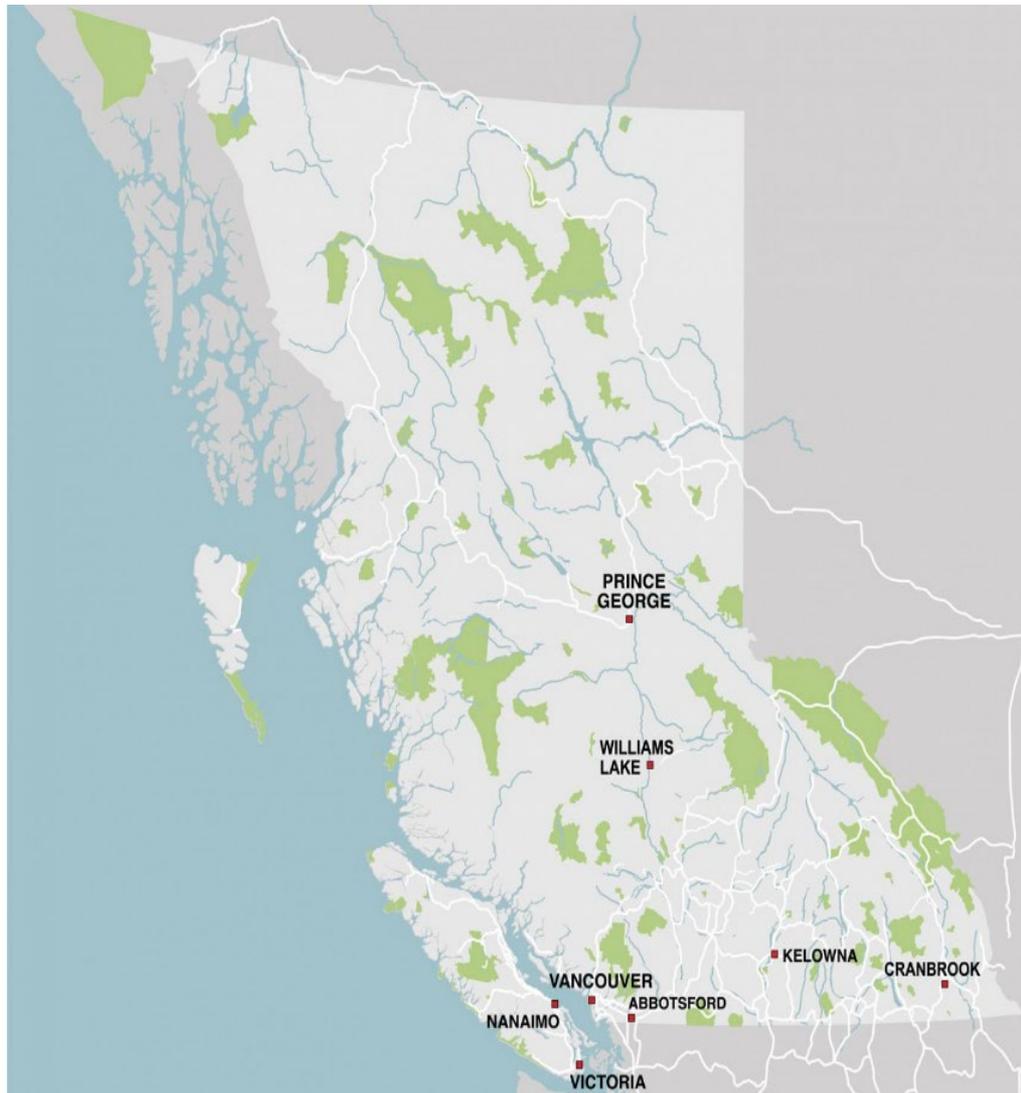
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# British Columbia

(<https://www.travel-british-columbia.com/>)

# Why are we interested in the transition to school?

- The first major transition in children's lives
- A successful transition is a major investment in later school years
  - Children's achievement in school remains very stable after the first few years
  - Transition into school is a period when a developing system is particularly open to outside influence
    - Even small adjustments may have long-lasting effects
- *Anecdotally, parents are stressed!*

# What do we know about parent responses to the transition?

- 80% of parents of typically developing children wanted:
  - more involvement in the transition to kindergarten planning
  - more information about kindergarten readiness, including academic and behavioral expectations

(McIntyre et al., 2007)
- Parents of children with disabilities:
  - greater concerns about their children's behavior, communication, and academic readiness

(Briody & Martone, 2010; Giallo et al., 2010; McIntyre et al., 2007)

# How do Early Intervention and School differ?



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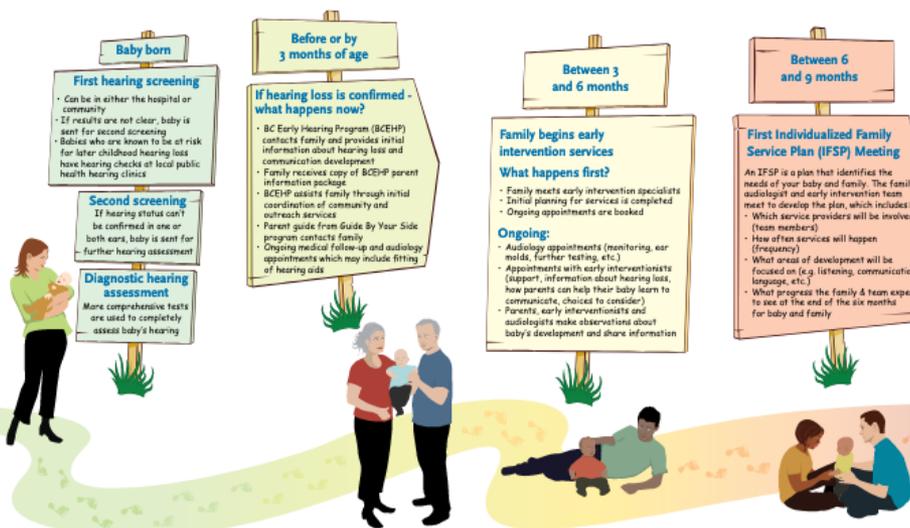
## In school:

- More structured, academic learning, group-based activities
- Greater expectations to get along with adults and peers
- Contact between parents and teachers more formalized, less frequent
- Primarily child-focused

# What about the path into school?

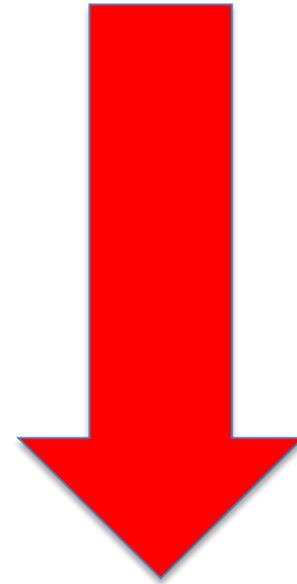
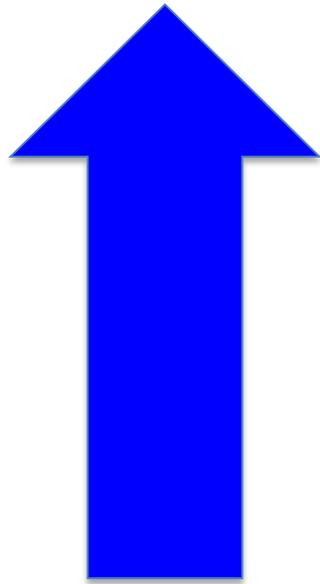
BC Early Hearing Program  
A service of BC Children's Hospital and the  
Provincial Health Services Authority

## Family Path



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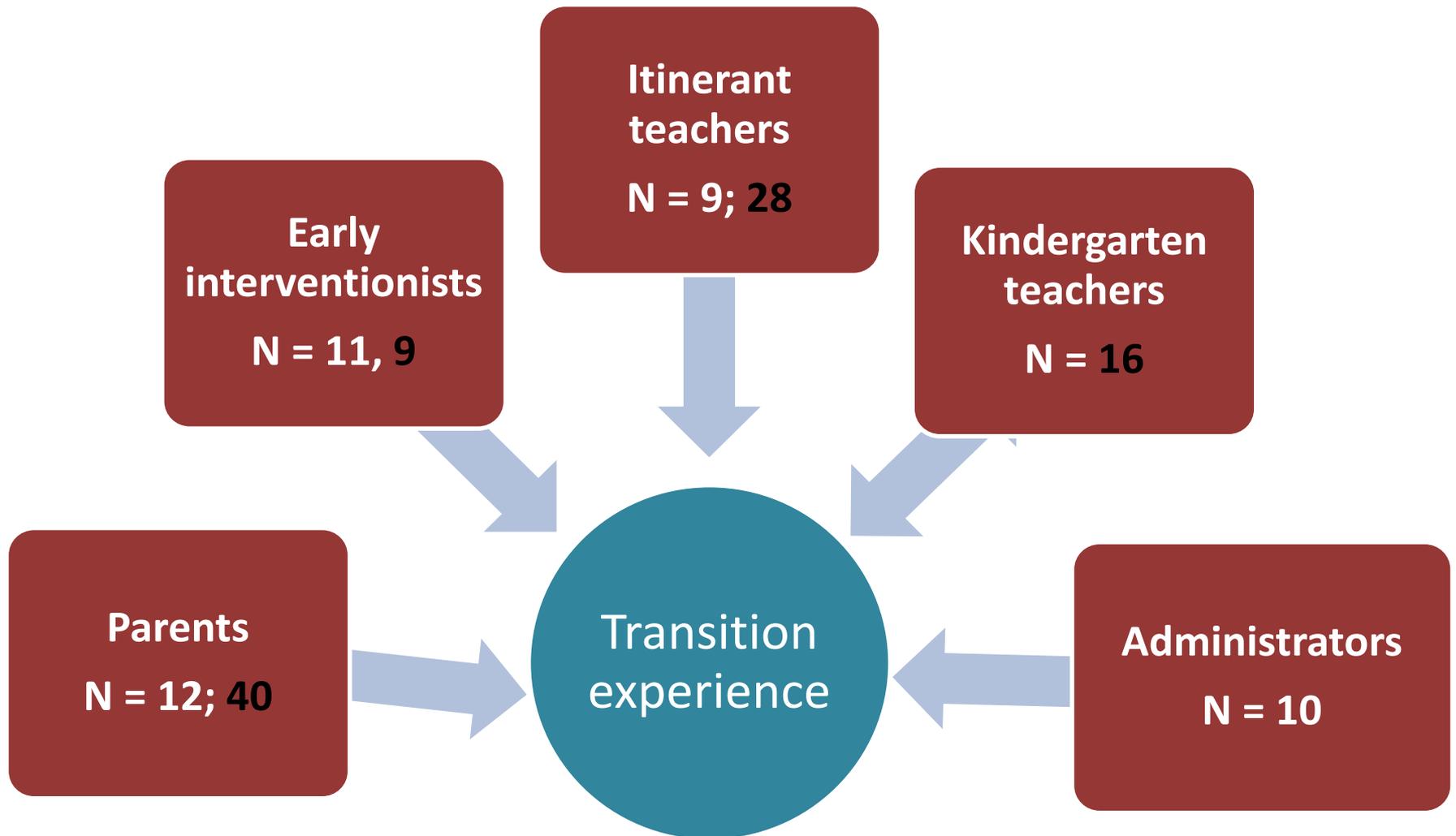
# Do Early Intervention and School Systems Function as Silos?



# Research Question

What are the **facilitators** and **barriers** to a smooth transition into school for children who are d/Deaf or hard of hearing and their families?

# KEY STAKEHOLDERS



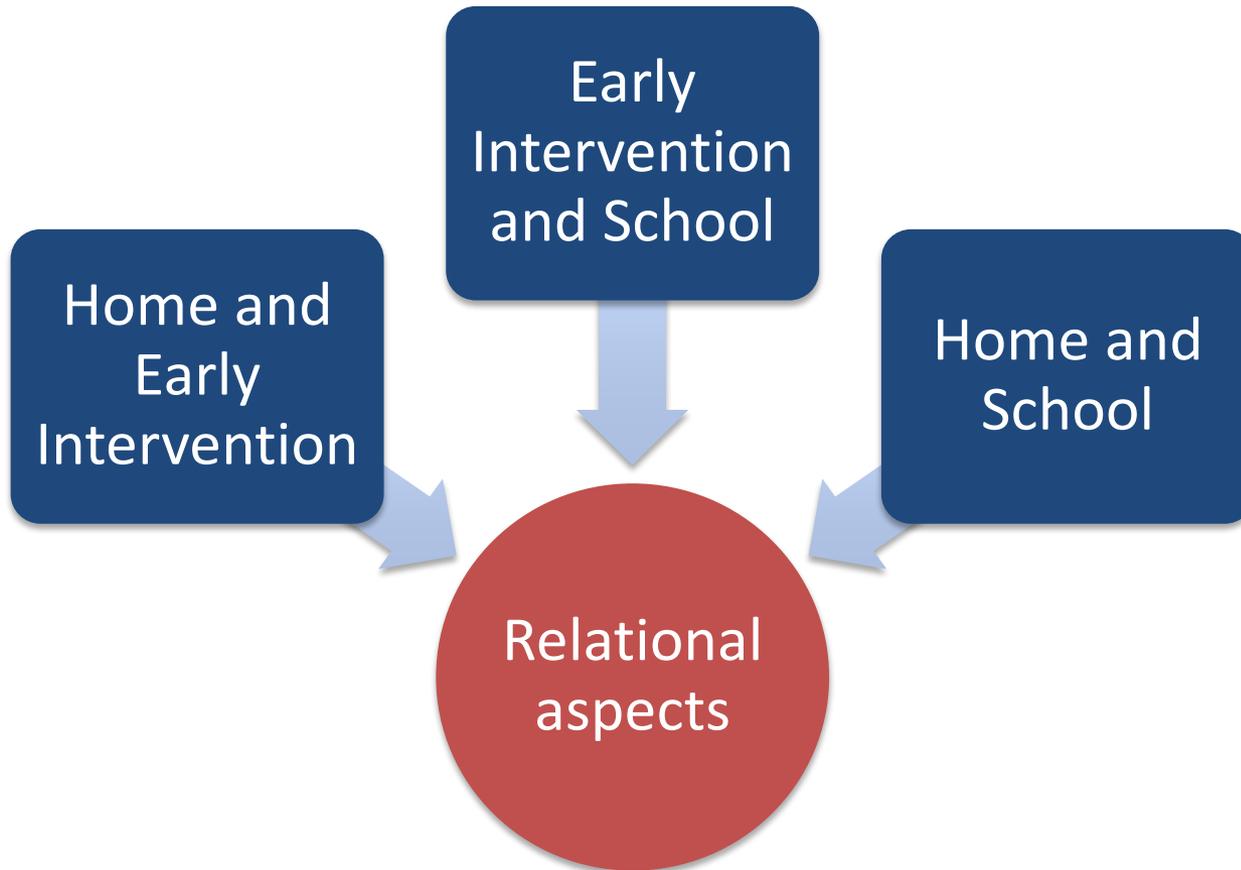
# Procedure and Analysis

- Described today:
  - semi-structured interviews and surveys
  - thematic or content analysis (interviews) or descriptive statistics (surveys)
  - key periods:
    - Pre-transition: at least 3 months prior to the transition
    - Transition: summer preceding the transition and first year of school

# Findings: It's All about Relationships



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# Home and Early Intervention Context: Facilitators and Barriers

## Pre-transition

- EI shared with parents early and ongoing:
  - child's developmental strengths
  - Information advocacy strategies
- Some families couldn't access EI pre-transition supports because of time, distance, or language

## During transition

- EI served as EI-to-school bridge during transition meeting
- Some families don't connect with school prior to entry if not arranged by EI
- Gap if EI services ended prior to school entry

## From a parent:

*“I have read a lot about those transition processes and how you have to be very proactive in the school and be an advocate for your child, because it’s not easy for other people to understand what it is to have hearing loss.”*

# Early Intervention and School Context: Facilitators and Barriers

## Pre-transition

- Both systems have designated transition personnel
- School system had advance notice of child
- EI, school, and parents meet together; itinerant teacher involved early
- Parents unable to advocate
- IFSP not shared; impacted continuity of goals

## During transition

- Document exchanges among systems
- Longstanding relationships across EI and school professionals
- Late notification of child entering school system
- EI and school systems not clear about policies of the other
- IEP developed without IFSP

# From an early interventionist:

*“Part of the process that I would like to see...would be to have a stronger connection from early intervention services to...at least that first year of transition...you’re family-centered and then you go into school and it’s like Bam! You know, you hit the brick wall! Let’s bring this philosophy of family-centered care into the school system a little bit more and then you won’t have parents pushing back at the school system.”*

# Home and School Context: Facilitators and Barriers

## Pre-transition

- School establishes connection with parents before transition
- Itinerant teacher involved early
- Individual contact with parent during summer
- Limited educational options
- Lack of or limited communication between school and parents before transition

## During transition

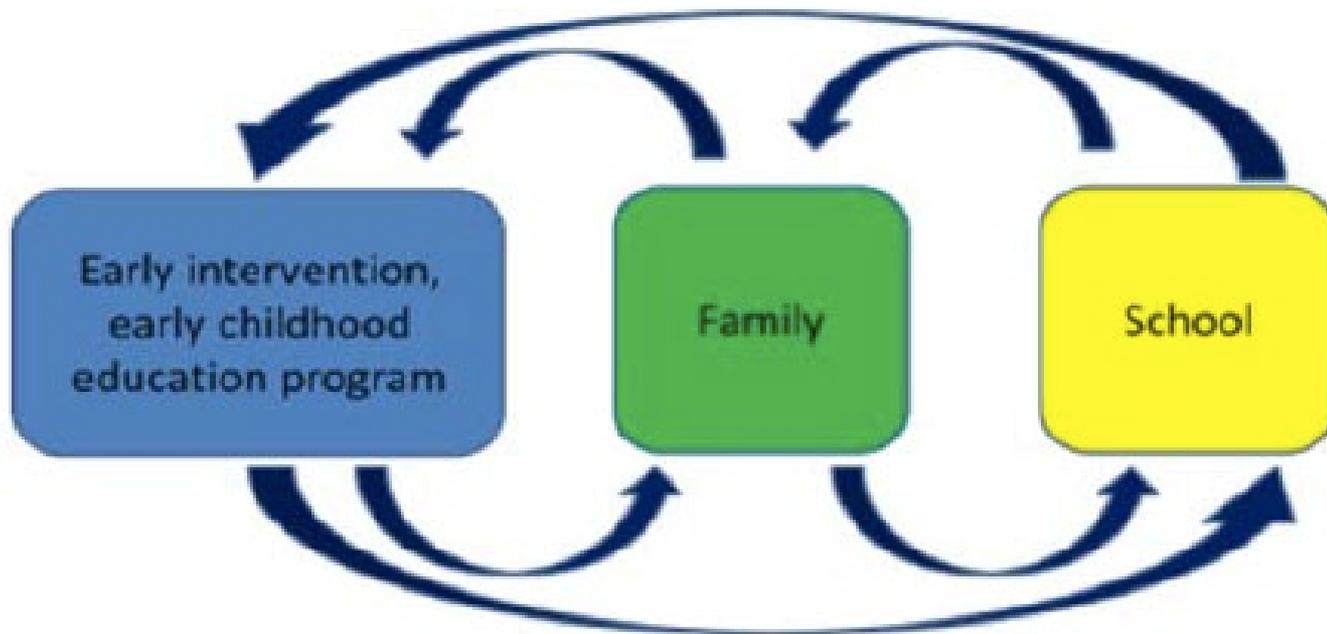
- School-based teams and parents actively involved on an ongoing basis; partnership established
- Parents don't understand school system
- Specialized supports not in place when school starts
- Resurgence of parental grief

# From an Itinerant Teacher of the Deaf and Hard of Hearing

*“The transition for the parent, I find, is dependent on...the level of anxiety they have for their child moving from preschool to school. Usually the worries [are] around being bullied about wearing hearing aids, and that’s their number one worry.”*

# Opportunities to promote smooth transitions

- EI informs school system early of child's transition
- Parents have clear understanding of options
- Document exchange across systems
- EI/school/parent “overlap” meeting arranged by systems
- Parents have continuous support throughout the transition, including summer
- Schools build on early learning foundation from home and EI
- Shared crisis: itinerant teacher shortage!



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