



CENTER FOR
DEVELOPMENT
& DISABILITY

Early Childhood Transitions and Partnerships

Janet Alvarado, MA

AUTISM PROGRAMS
UNIVERSITY OF NEW MEXICO
CENTER FOR DEVELOPMENT AND DISABILITY

Objectives

Participants will:

1. Explore Home Visitor's role in promoting partnerships
2. Examine benefits and barriers that contribute to building positive partnerships
3. Identify potential partners
4. Receive strategies for building positive partnerships

Understand, Prepare, and Support Partnerships During Transition



Role of Home Visitors in Building Supportive Partnerships Around Transition

- Provide **awareness** of its impact on children and adults
- Support **intentional planning** with tools and resources
- Become familiar with community services and **build relationships**



Benefits and Barriers of Building Partnerships

Benefits:

- A proven predictor of academic achievement...”Studies show that a family’s engagement has a direct positive impact on a child’s learning success.” *Waterford.org*
- Partnerships maximize & strengthen services

Barriers:

- Buy-in/commitment
- Leadership- includes a lack of policies or procedures to encourage, train, and require intentional partnership
- Accountability
- <https://www.iidc.indiana.edu/ecc/images/theory-of-action-for-transition.pdf>



Get to Know Your Community Partners

Strategies for Building Positive Partnerships



Beginning

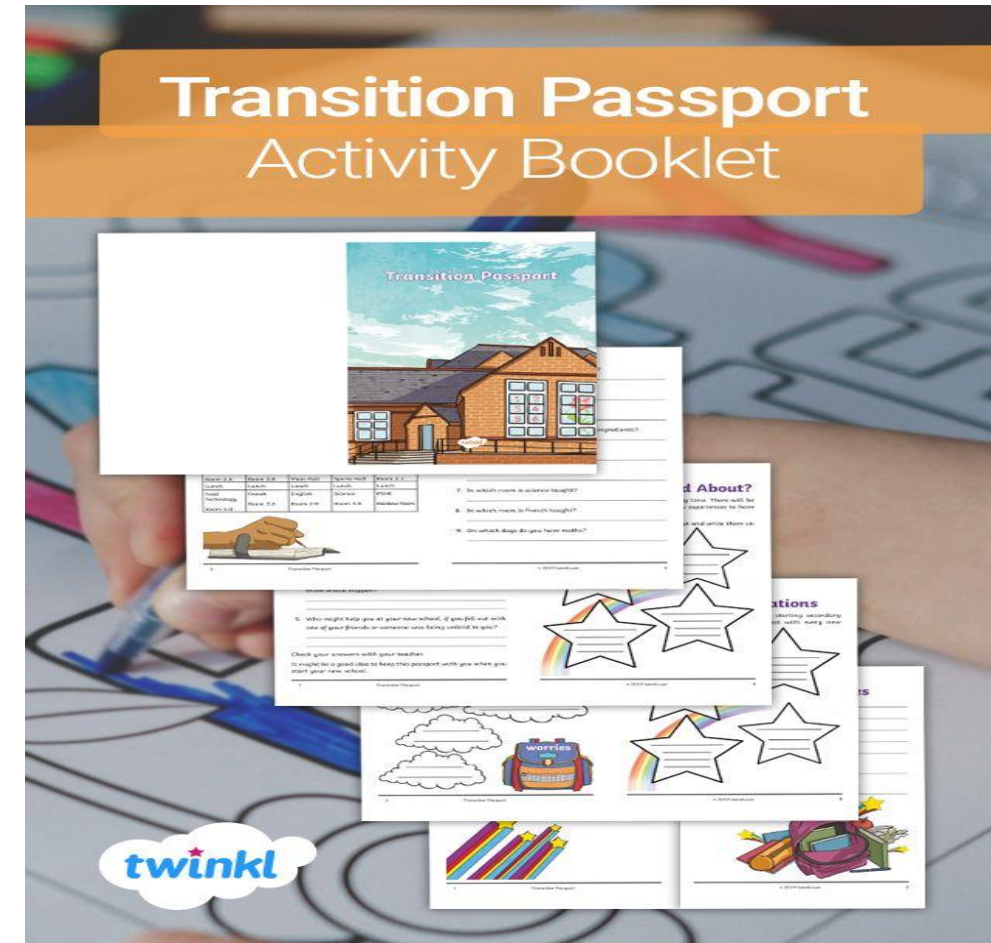
Middle

End



Strategies for Building Positive Partnerships

- Obtain consent - signed family release forms
- Develop a formal Memorandum of Agreement (MOA)
- Coach/mentor family members to be active partners



Resources

Early Childhood Transition Theory of Action: <https://www.iidc.indiana.edu/ecc/images/theory-of-action-for-transition.pdf>

Supporting Transitions: Resources for Building Collaboration <https://eclkc.ohs.acf.hhs.gov/transitions/article/supporting-transitions-resources-building-collaboration>

Seven (7) minute video or transcript on [Head Start Program Performance Standards](#) regarding transition services

<https://eclkc.ohs.acf.hhs.gov/policy/head-start-program-performance-standards-showcase/transition-services>

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/video/transcripts/hspps-transition-services.pdf>

How to build a parent-teacher relationship and work together for your child's success at school <https://www.marcus.org/autism-resources/autism-tips-and-resources/communicating-with-your-childs-teachers>

Four (4) minute video regarding partnerships between centers base programs and families Building an early learning partnership - Dr Susan Irvine
<https://www.youtube.com/watch?v=e4tbW3XJfAY>

Parental involvement is key in student success. May 2022, by Grace Chen <https://www.publicschoolreview.com/blog/parental-involvement-is-key-to-student-success>

How parent engagement leads to student success: Waterford July 2022 <https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/>

Relationship Building During Transitions <https://eclkc.ohs.acf.hhs.gov/transitions/article/relationship-building-during-transitions>

Family Panel decision moving from Part C to Part B: Parents' point of view

<https://connectmodules.dec-sp.ed.org/connect-modules/resources/videos/video-2-2/>

Supporting Transitions: Working with Early Childhood Partners <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/supporting-transitions-brief-four.pdf>



Center for Development and Disability:

<https://hsc.unm.edu/cdd/>

CDD Library:

<https://unmhealth.org/services/development-disabilities/programs/other-disability-resources/information-network/library.html>

CDD Information Network:

<https://unmhealth.org/services/development-disabilities/programs/other-disability-resources/information-network/>

505-272-8549

CDD Autism Portal:

<https://cdd.health.unm.edu/autismportal/>

Janet Alvarado, MA

JKAlvarado@salud.unm.edu