**LINC 1.4 Activity 2**

**Building Bridges**

**Overview**

Now that you have completed the first activity and readings for this lesson on successful transitions, we are revisiting the table presented in the first activity to consider strategies and practices that can help support smoother transitions for the various individuals included in the exercise. As Lesson 1.4 discussed, transitions present leaders with an important opportunity and challenge to help usher students into their next educational stage: transitions represent a time when forward progress may be accelerated, slowed, halted, or even reversed depending on the level and quality of the supports provided.

**Plan**

You will use the information gleaned from Lesson 1.4 and Activity 1 to complete the table below. The table is identical to the one provided in Activity1. Rather than assuming different points-of-view to *answer* the questions; however, your task is to *respond* to the answers you provided in Activity 1. Your task is to devise transition strategies that would address whatever needs, questions, or concerns you recorded in the table for Activity 1. Complete the table with one or two strategies that would build bridges during times of transition for each individual/question, concern, need.

**Reflect**

After you have completed the table, reflect on the strategies you listed. Consider the following questions in your reflection:

* How many of these strategies are in place in your school or district?
* What are the obstacles to implementing the transition strategies you identified?
* What are the opportunities and resources that may facilitate smoother transitions that are not currently in place?

**Building Bridges Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | What would you like to know? | What would you like others to know? | What do you worry about with the upcoming transition? | What would make you feel better prepared? |
| Kindergarten parent |  |  |  |  |
| Ninth grade teacher |  |  |  |  |
| Sixth grade student |  |  |  |  |
| Fifth grade special education parent |  |  |  |  |
| Twelfth grade student |  |  |  |  |