



External Transitions 100 Series Glossary

Adverse Childhood Experiences (ACES): ACES are traumatic events experienced or witnessed by a child. ACES may include many types of difficult or traumatic experiences – examples include any type of abuse or neglect such as physical, emotional, or sexual abuse. Witnessing the following problems with any household member also qualifies as a traumatic experience: domestic violence, substance abuse, mental illness, suicide threats or attempts, incarceration. Natural disasters, loss of a home, and other family and community crisis situations also adversely affect children who experience them.

Center-Initiated External Transition: A center-initiated external transition is the permanent removal of a child from a program resulting from the child care setting's decision. Most center-initiated external transitions are suspensions or expulsions due to a child's challenging behavior. There are times when it is in the child's best interest to move to a child care setting that can better meet their needs. This is less common. Centers may also initiate external transition for administrative reasons such as for a parent's non-payment for services.

Child-Adult Meaningful Relationship: Ongoing interactions and connections between a child and an adult that model safe, healthy relationships. Meaningful relationships form between children and adults when they spend time together during routine activities. Examples of activities that can lead to bonding include teaching, playing, feeding, discussions, assisting with toilet training, and assisting with naptime routines.

Child-Child Meaningful Relationship: Ongoing interactions between similar-age children that support healthy attachment through modeling, friendship and positive interaction. These relationships provide practice for problem solving and relationship building. Meaningful relationships form between children who spend time together during routine activities like playing, eating, and learning.

Continuity of Care: Continuity of care in early care and education happens when children experience the same type of quality child care over a long period of time. Continuity is created in many ways and includes experiencing predictable routines, expectations, curriculum, teaching and learning practices, and relationships with caregiver and peers.

Curricula: subjects, ie reading, math, science, etc., and way the children are taught.

Disciplinary Disproportionality: encompasses the disproportionately high rates at which students from certain racial/ethnic groups are subjected to office discipline referrals, suspensions, school arrests, and expulsion.

Empathy: the action of understanding, being aware of, being sensitive to, and experiencing the feelings, thoughts, and experience of another.

External Transition: External transition is described as the temporary or permanent relocation of a child from one child care setting to another. External transitions may be voluntary, such as when a parent chooses to move a child to a different program because of a change of residence. These transitions may be involuntary when a child is removed from a child care setting as a result of suspension, expulsion, or the child being removed from a program because of intervention from an agency.

Impact: The effect a policy, practice, or behavior has on something or someone.

Intervention: Actions taken to reduce and/or stop a problem that is already occurring.

Introspection: examining one's thoughts and feelings.

Neurological: Relating to the anatomy, functions, and organic disorders of nerves and the nervous system.

Organic Developmental Delay: The failure of a child to demonstrate physical, behavioral, emotional, self-help, or cognitive skills expected for his or her age resulting from biological factors. These factors may involve differences in brain, nervous system, organ, or muscle development.

Perception: the way a person makes decisions about the meaning of a situation.

Prevention: Policies, procedures, strategies, or actions taken to keep a problem from occurring.

Regression: Going back to an earlier or less advanced state, loss of previously attained progress.

Resistance: the refusal to accept or comply with something; the attempt to prevent something by action or argument.

Routine Transitions: Changes in daily activities are a natural part of life. When a child care program follows a schedule each day, each child knows what to expect and when to expect it. When the changes in a child's daily activities are the same each day, they become routine. Changes from activity to activity can be described as routine transitions. An example of routine transitions during the day may include a child progressing through activities such as waking up, eating breakfast, brushing teeth, getting dressed, going to child care, etc.

Strategy: a plan of action.

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