The Transition Process in Early Intervention
(Birth to Three and Three to Five)
Learning Objectives

Participants will..

• Expand knowledge about the transition process to appropriately support families

• Understand the role of all team members in providing a smooth transition for children and families
Transition is a Process
Not an Event

• Transition planning is a collaborative extensive and dynamic series of conversations and activities

• Ideally it begins at the first meeting with the family
Transition Process Timeline

• Initial IFSP is held
• 24 months – Develop Transition Outcome
• 32–33 months – Transition Planning Meeting
• 34–36 months – Completion of Evaluation Report (ER)
• By 36 months – IEP Meeting
Transition from Infant/Toddler to Preschool

All IFSP/IEPs must contain a statement about the steps to support the transition of the toddler to appropriate services.

A Transition Plan should be developed as an ongoing process at a child’s team meetings.

Needs to include strategies for assuring that services change to meet the changing developmental needs of the child.

Plan reflects the progression of activities and conversations with the family about transitions in the child’s life.

(Announcement: EI-13 #01 Transition of Toddlers to Preschool or Other Community Services)
Transition Outcome

- Transition outcome is developed by the team for the child/family
- Identified by the family and focus on an activity, behavior or skill in everyday life.
- Include what routines currently support the child’s natural learning opportunities
Transition Plan

• Each transition plan will look a bit different because each child’s needs are different.

• The plan is based on:
  - The skills needed by the child to succeed
  - Adaptations and acquisitions
  - Community resources and family activities
  - Family desired connections
The Transition Plan Form

Why do we use the transition plan form?

1. To help determine outcome for the child/family related to transition.
2. To help answer the questions, “What comes next?” and “What do we need to get there?”

When do we use the transition plan form?

1. At the IFSP closest to the child’s 2nd birthday
2. When there is a pending exit (due to progress/moving)
Starting the Process
(with the IU)

By 33 months, the child’s MDE and IFSP and amendments should be reviewed by the Preschool Special Education Program.
What Happens at the Transition Plan Meeting?

- Meeting participants include the family, County Service Coordinator, and IU Service Coordinator (representative).

- The family meets an IU representative and learns the “next steps”.

- The team discusses the child’s current supports as well as the family’s plans or expectations.

- Transition outcome and activities are reviewed and any necessary additions are made.

- Evaluation/observations are discussed and tentative time lines are established.
What is the Purpose of Preschool Evaluation?

- Determines whether the child has a disability and needs special education and related services.
- Determines the extent to which the child can be involved in appropriate preschool activities.
What are the timelines for Preschool Evaluation?

- Begins with receipt of the signed “Permission to Evaluate”

- An evaluation shall be completed and a copy of the evaluation report (ER) presented to the parents no later than **60 days** after the early intervention agency receives written parental consent.
Preschool Evaluation

Approaches/Procedures:

• Various assessment tools and strategies are used to gather developmental information about the child
• Parents/caregivers provide information related to enabling the child to participate in appropriate activities
• No sole criterion is used for determining eligibility and for determining an appropriate educational program and placement
Determining Eligibility

An Evaluation Report (ER) is created to determine if the child has a 25% delay or 1.5 standard deviation (depending on the county) in any developmental area. From the Evaluation Report an Individualized Education Program (IEP) is created.
Purpose of IEP Process

• The Individualized Education Program (IEP) is a written plan for the provision of free and appropriate early intervention services to an eligible young child, including services to enable the family to enhance the young child’s development.

• The IEP shall be based on and responsive to the results of the multi disciplinary evaluation report.
Timelines in IEP Process

• The evaluation report shall be given to the parents at least 10 days prior to the IEP team meeting. A parent may waive this provision.

• The IEP meeting must be conducted within 30 days of the issuance of an evaluation report (and/or prior to child’s 3rd birthday).

• The IEP shall be reviewed by the IEP team at least annually.
Who Participates in the IEP Process?

1. Parents of the child
2. Regular education teacher
3. A special education teacher
4. A local education agency representative
If the child has a 25% delay or 1.5 standard deviation (depending on the county), an Individualized Education Program (IEP) is developed to address the child’s needs.

The IEP includes:

- Present levels of performance (ER)
  - Measurable goals
  - Specially Designed Instruction
  - Recommended services
Conducting the IEP Meeting:

Steps shall be taken to ensure that the parents are present at each IEP meeting, including

– Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and

– Scheduling the meeting at a mutually agreed on time and place for all team members
Plan Components:

- Special considerations
- Present Levels of Educational Performance
- Goals
- Services During Scheduled Breaks
- Early Intervention Services
- Participation in Regular Early Childhood Programs
What is the Least Restrictive Environment?

Definition:

To the maximum extent appropriate, children with disabilities are educated with children who are non-disabled.
Content of the IEP:

The IEP team shall recommend services which may be provided in many different locations, including early childhood environment, special education environment, or the home. The IU is responsible for providing FAPE for each child.
Placement

• Once all the elements of the IEP are determined, including services, a placement decision must be made.

• The IEP Team must always consider the unique needs of the student before making the final placement determination.

• A Notice of Recommended Educational Placement (NOREP) must be signed before services may begin.
Notice of Recommended Placement (NOREP)

• This document is used for parents to approve/disapprove the IEP and placement

• First NOREP must be signed with agreement for IEP services to begin. If the IEP is not in place, IFSP services will continue without interruption by IU personnel.

• If future NOREPs are not accepted they are considered approved automatically after 10 days.
Transition from Infant/Toddler to Preschool

By the third birthday, for children transitioning from the Infant/Toddler program, an IEP has been developed and is being implemented. If the IEP is not in place, IFSP services will continue without interruption by IU personnel.
Additional Reading Materials

Please click on the attached link for additional reading on Transition:

Guidelines to Support the Early Intervention Process: Transition
Thank you for completing this module
Completion Instructions

• Complete the Quiz
  (please be sure to add your name and date)

• Print the Certificate of Completion, add your name, signature and date, and return to your supervisor along with the quiz results.
Transition Quiz

Name: ________________________________ Date: ________________________________

1. Transition starts on the child’s 2nd birthday.
   [ ] True
   [ ] False

2. Transition outcomes should be individualized to the needs of the child and include:
   [ ] The skills needed by the child to succeed
   [ ] Adaptations and acquisitions
   [ ] Community resources and family activities
   [ ] Family desired connections
   [ ] All of the above

3. The Transition Plan contains:
   [ ] A. Outcomes related to the transition
   [ ] B. What comes next?
   [ ] C. What do we need to get there?
   [ ] B and C
   [ ] A, B and C

4. The Transition Plan meeting must be held at least 90 days before the child’s 3rd birthday.
   [ ] True
   [ ] False

5. The purpose of a Preschool Evaluation (ER) is to determine the extent to which a child can be involved in preschool activities and if special education and related services are needed.
   [ ] True
   [ ] False

6. Definition of Least Restrictive Environment: to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled.
   [ ] True
   [ ] False

7. Once all of the elements of the IEP are determined, a placement decision must be made and include the signing of a Notice of Recommended Educational Placement (NOREP).
   [ ] True
   [ ] False

8. The IEP must be completed by the child’s 3rd birthday for services to continue without interruption by the transition.
   [ ] True
   [ ] False
This is to certify that ___________________________ has completed ___________________________.

.5 Hour(s) of Transition – Annual Training
(no breaks)

on ___________________________ at KenCrest Online Training Module
(Date) (Location)

Created by: Pam Schaefer, Program Coordinator, Staff Training and Development

Provider Signature: ___________________________