



Presents...

Transition In Early Childhood
Thursday, June 18, 2020

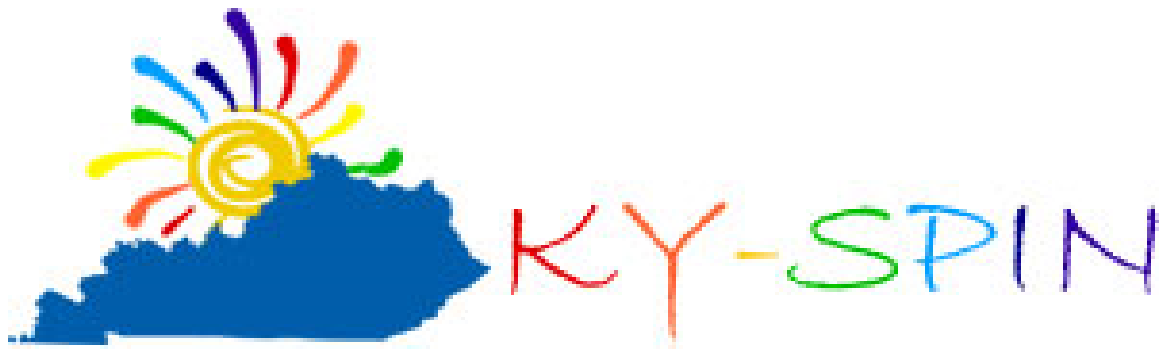
KY-SPIN

(Special Parent Involvement Network)

Parent Training & Information (PTI)

Center

Funded by the U.S. Dept. of Education under IDEA since 1988 when Kentucky first received a PTI. KY-SPIN Parent Center provides training, information and support for children and youth with all types of disabilities (birth through 26 years old), their parents, families, and professionals.



We do NOT:
Act as Attorneys

We DO:



- ♥ Empower Families to Effectively Advocate for their Children
- ♥ Provide peer support to help families access needed information and resources
- ♥ Lend a listening ear



TRANSITION IN EARLY CHILDHOOD

First Steps to Preschool

Presented by:

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Transition

- The process of moving from one type of placement to another
- All states must ensure a transition process from early intervention programs to preschool programs



Think
about...

Two transitions you have
made in your life:

- Your earliest school transition
- Any other transition

For each transition

- What are some feelings you remember having during each transition?
- How might each have been smoother – or if it was smooth, what helped make it that way?

Why is Transition Planning Important?

- Children are more successful when they can:
 - *Engage with peers, teachers, and the classroom environment*
 - *Quickly adapt to rules, expectations, and routines in the new setting*
 - *Continue to grow, develop, and learn*
- Good transition planning prepares children and families so that children are more successful in the new program



Research on Effective Transition Practices

- Factors associated with positive transition outcomes
 - *A close, positive teacher-child relationship*
 - *A good match between curricula and teaching practices across programs*
 - *Teaching children skills needed for the new setting*
 - *Coordinated transition supports*
 - *Family involvement and satisfaction with the program*

Transition and IDEA



- Individuals with Disabilities Education Act (IDEA)
 - *Smooth transition between early intervention and preschool programs*
 - *Begin transition planning at least 90 days (but not more than 9 months) before 3rd birthday*
 - *IEP in place by 3rd birthday if eligible*

Family Involvement in Transition

- Child and family involvement are critical to the transition process
- Family knowledge of the law supports involvement
- Family permission at each step of the transition ensures family agreement with the process
- Understanding expectations of the new setting helps the family prepare themselves and their child



Part C to Part B Transition Process

- Transition Conference
 - *At least 90 days prior to 3rd birthday*
- Referral and Evaluation
 - *First Steps refers child to LEA with family permission*
- Eligibility Determination
 - *LEA uses evaluation results to determine eligibility*

Part C to Part B Transition Process

- IEP Planning
 - *May be developed during eligibility meeting*
- Placement
 - *IEP guides determination of services and where provided*
- Implementation of IEP
 - *Child begins to receive services*
- Review of IEP
 - *At least annually*

Differences Between First Steps and School District Programs



- Ages covered under each program
- Eligibility
- The way eligibility is determined
- Services provided
- How services are provided
- The individualized plan

FIRST STEPS Early Intervention Services	KENTUCKY PRESCHOOL PROGRAM (for children with special needs)
<p>What ages are covered? Birth to three (3) years (infants and toddlers).</p>	<p>What ages are covered? Ages three (3) and four (4), as of the child's 3rd birthday.</p>
<p>What children are eligible? Children with a developmental delay, or children with a medical condition which has an established risk for developmental delay.</p>	<p>What children are eligible? Children with a disability that has an <u>"adverse effect on the child's educational performance."</u></p>
<p>Who determines eligibility? The eligibility team comprised of the parents, Point of Entry staff, and Primary Level Evaluator.</p>	<p>Who determines eligibility? The Admissions and Release Committee (ARC) comprised of a parent, school personnel, and others.</p>
<p>How is eligibility determined? 1) A multidisciplinary evaluation that shows the child has a significant delay in physical, cognitive, communication, social/emotional or adaptive development, or 2) The child has a medical condition with an established risk for developmental delay.</p>	<p>How is eligibility determined? Based on a multidisciplinary evaluation drawn from several sources, with required components (current within one year).</p>
<p>What are the basic services? Screening, service coordination, evaluation, assessment, developmental intervention, family services, nutrition, physical therapy, occupational therapy, communication development, vision/hearing services, respite, assistive technology, and transportation. The services are provided by multiple agencies, linked to First Steps, who work together to provide comprehensive services.</p>	<p>What are the basic services? Children eligible for special education and related services are provided services in the context of the placement the ARC has determined appropriate. This may be in a state-funded preschool program that focus on all areas of child development (physical, cognitive, communication, social/emotional, and self-help) or community preschool program. If appropriate, special education services may be provided in the home or a service provider location. "Related services" if needed to benefit from the specially designed instruction (e.g., occupational, physical, speech therapies; assistive technology; special transportation; parent education.</p>
<p>Where are the services specified? The type and amount of services to be provided in natural environments for the child and family are described in the Individualized Family Service Plan (IFSP). The IFSP addresses child needs and the family resources, priorities and concerns related to identified developmental needs of the child.</p>	<p>Where are the services specified? The type and amount of services for the child are in the Individual Education Program (IEP).</p>
<p>How are services provided? Services may be provided in a variety of natural environments. These environments are both places (home, center-based or community settings) and opportunities where a child can enjoy everyday developmentally appropriate activities with children who do not have a disability. The consultative approach used with families by First Steps supports quality interaction between the child and family. Together, they identify teachable moments within daily routines and practice strategies to assure that learning and development occur.</p>	<p>How are services provided? Services are provided in the least restrictive environment (LRE), which are settings where children with disabilities are educated with their peers who do not have disabilities. Preschool education and related services may be provided directly by the district, or through contracting or arrangement with other agencies. Settings include centers or classes; parent/ child programs at home or elsewhere; and programs where itinerant staff may visit hospitals or other community settings.</p>

Planning Transitions

- In the following video, consider the teacher's concerns. If you were the teacher:
 - *What kind of information would you want from Tamiya's family?*
 - *What kind of information would you want from her early intervention provider?*
 - *When would you want to receive the information?*



CONNECT Modules

The Center to Mobilize Early Childhood Knowledge



- In the following video, consider the family's concerns. If you were the family:
 - *What kind of information would you want about the new program?*
 - *When would you want to receive the information?*



CONNECT Modules

The Center to Mobilize Early Childhood Knowledge





- Finally, what about the child?
 - *What information do you think she needs?*

Activities to Promote Successful Transitions

- Preparing the family
- Preparing the child
- Preparing the receiving program



INFORMATION ABOUT MY CHILD

This form was designed to help families prepare for an Admissions and Release Committee (ARC) Meeting. Complete each section, take it to the meeting, and share the information with other team members.

These things please me most about my child:	Here's what my child does well:	My child really likes these:
Right now I'm most concerned about:	I would like my child to learn to do these things in the future:	My child learns more easily when:

TRANSITION Family Practice Guide 2 of 3

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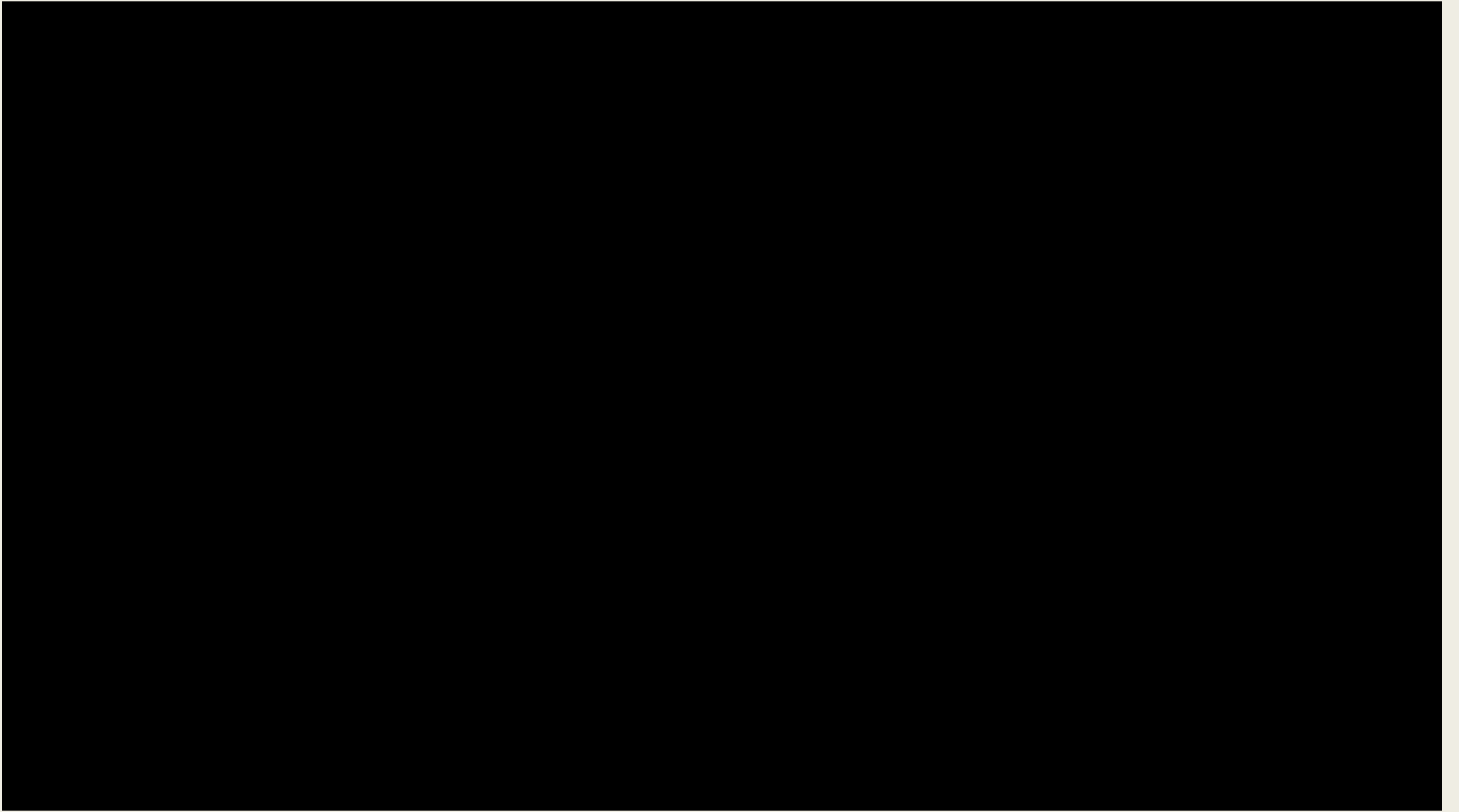
Your Child's Move from Early Intervention to Preschool Special Education Services

As your toddler approaches his or her third birthday, early intervention practitioners will work with you to plan your child's transition from early intervention and, if potentially eligible, to preschool special education services. This transition involves key decisions about your child's future. By communicating and collaborating with both the early intervention program staff and the preschool program staff, you can share information you need to actively participate in the transition planning process, share your concerns and preferences, and help your child adjust to the new setting and services.

[Watch a video of this guide](#)

Helping Families Prepare for Transition

- Create opportunities for families to meet with professionals to discuss concerns
- Create opportunities for families to meet one another
- Arrange visits to the new setting
- Allow family to stay with the child until they feel comfortable
- Share information with the family about the child's successes



Helping the Child Prepare for Transition

Suggested Children's Books to Support Transition

Sending teachers can use stories to help children prepare for and understand the new environment to which they will be moving. Receiving teachers can continue to support the child by using stories as a follow-up and to lead discussions about how the children feel about their new environment. When selecting stories, keep in mind the type of transition the child will be going through. Stories should address not only the type of transition, but also issues about which the child is concerned. Remember, also, that the selected stories should be appropriate for the child's age, understanding, and interest level.

- Use children's literature
- Plan visits to the new setting
- Have new service providers visit the child in the current setting
- Create a book for the child with pictures of the new setting
- Plan for the child to meet children who will be in the new setting
- Arrange for a phased-in transition

Helping Professionals Prepare for Transition

- Ask families to complete a transition profile or information sheet about their child's needs and preferences
- Plan a visit to the child's current setting
- Communicate with professionals from the child's current setting
- Have the child and family visit the new setting and gather information related to meeting the child's needs

TRANSITION Checklist 2 of 3

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Transition from Early Intervention Services to Part B Preschool Special Education Checklist

This checklist includes practices to support the transition of toddlers from early intervention services into preschool or preschool special education services. The main focus of these practices is activities implemented in collaboration with family members and preschool program practitioners that promote positive relationships and child and family preparation and

adjustment to new settings and services. The checklist indicators can be used to develop a transition plan to ensure a child's and family's smooth transition from early intervention to preschool. The checklist rating scale can be used for a self-evaluation to determine whether the transition practices were used prior to, during, and after the transition.

Transition from Early Intervention to Preschool Special Education Services

Early intervention and preschool special education practitioners can support parents and caregivers during the transition to preschool special education by listening to parents' concerns and preferences, answering their questions, coordinating cross-agency communication, and providing parents clear and accurate information. Practitioners need to be sure parents and family members are informed and prepared to participate as decision-makers in the transition process.

[Watch a video of this guide](#)

Video courtesy of CONNECT

Practitioners support parent preparation, participation, and decision-making



Child Transition Profile

This profile is to be completed by the sending provider and family member and given to the receiving teacher to support the child's transition. This information does not replace a formal child assessment. However, it provides practical information that will help facilitate the child's ability to engage and adapt to the new setting.

Key Points

- Transitions can be scary
- Transition planning ensures success
- Family and professional collaboration is critical



Questions??



Questions are the path to learning



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