



Transition Toolbox

A Guide for Families

Early
ACCESS
for infants, toddlers and families



Transition Introduction

A Guide for Families

Soon your child will turn three years old. It is time to begin planning for transition.

Transition means that your child's services through Early ACCESS will end.

During this time you, your family, _____ your service coordinator, and others, will be discussing options for your child once Early ACCESS services end.

This information is intended to help you understand and move through transition from Early ACCESS.



Welcome to the Transition Toolbox

The Transition Toolbox is designed for families who are going through the transition process with their child(ren) from:

- Early ACCESS (IDEA Part C) to other services or
- Early ACCESS (IDEA Part C) to Early Childhood Special Education (IDEA Part B).

The Toolbox has six steps:

- Step One: Beginning the Transition Process
- Step Two: Transition Planning
- Step Three: The Transition Planning Meeting
- Step Four: Evaluation
- Step Five: Transition Plan: The IEP Process
- Step Six: Putting the IEP into Action

The expectation is that a Service Coordinator review each step with the family. Some families will need to complete steps three or four, while others will need to complete all six steps. Each step has additional handouts and worksheets. These are for families who may want additional information. The steps in the Toolbox are intended to be given to the family ONE at a time. The use of the Toolbox is designed to align with the Early ACCESS (Part C) transition timeline as described in federal and state law. The materials enhance and support the transition process to allow families to experience a smooth and seamless transition with their child(ren) from early intervention services.

Transition

What happens when my child reaches age three?

Early ACCESS provides appropriate early intervention services for eligible children until their third birthday. After age three, your child may be eligible for Early Childhood Special Education services under Individuals with Disabilities Education Act Part B (special education services for children ages three through 21) or other community programs or services.

When does transition planning begin?

Transition planning starts when your child enters Early ACCESS. It is part of the Individualized Family Service Plan (IFSP) process. You will be actively involved throughout the time your child is in Early ACCESS by examining your goals for your child and options for beyond his/her third birthday. A formal written transition plan must be completed at least 90 days and up to nine months prior to your child's third birthday. In addition, a transition planning meeting will be held within this same timeframe. The plan will include your child's program options for the period from his/her third birthday through the remainder of the school year. The plan may also include any services such as Early Childhood Special Education services or other community programs or services.

How do I know if my child is eligible for Part B Early Childhood Special Education services?

There will be a meeting with your family, your service coordinator, and your Area Education Agency (AEA) staff. During the meeting the team will review the IFSP evaluation and assessment data and decide if additional assessment information will be needed. The plan will address collecting the assessment information needed to determine if your child is eligible for Early Childhood Special Education services.

What happens if my child is eligible for Part B Early Childhood Special Education services?

In order to develop an Individualized Education Program (IEP) describing any services your child may receive, an IEP meeting will be held. Your family and your service coordinator will be invited to the meeting. The IEP team will include AEA consultants who completed assessments of your child, local school district representatives, and at your request other individuals that may have knowledge of your child. Your child's Early ACCESS record will be sent to the AEA to ensure a smooth transition and continuity of services.

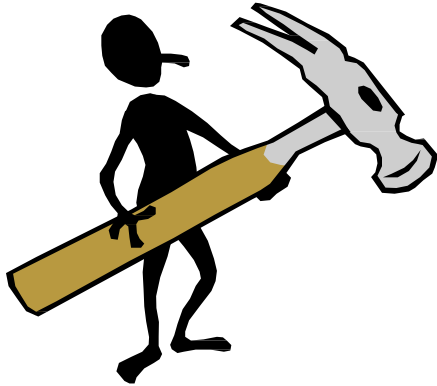
What if my child is not eligible for Part B Early Childhood Special Education services?

With your approval, a transition planning meeting will be held with you, your service coordinator, current service providers, and/or service providers who may potentially provide services to your child. In order to facilitate a smooth transition to the appropriate services and to ensure continuity of services to your child, your service coordinator will request your permission to send your child's record to the other applicable community agencies providing programs and services.

Step One:

Beginning the Transition Process

Date:



Building Your Vision

At, or around age three, your child will transition from the Early ACCESS program. A team, consisting of you, your family, and others who know your child best, will work together to plan for your child.

The family's role in the transition process is very important. You know your child best. Trust in your knowledge and use it to guide you in developing a plan for your child. The vision that you have for your child and family, as well as the ongoing observations and assessments done by other team members, will be valuable pieces in making informed decisions for your child.

Transition is a journey. It is not a single one-time event. Like all successful journeys, the journey of transition requires careful planning and preparation. Before embarking on the trip, a wise traveler will have a vision of where he wants to go and what he will find when he gets there. He will have given thought to some of the possible challenges and benefits of the journey. He will consider where he wants to go and the best way to get there.

In developing a vision for your child, you can plan like the traveler. Ask yourself the questions in this booklet and use the answers to guide you.



What do you mean by a *vision* for my child?

Simply put, your vision for your child is what you would like to see for him/her in the future. For a typical child, it may be to complete their education, get a job, raise a family, and be happy. For a child with special needs, it may be the same, although the educational expectation may be different. Perhaps your vision for your child deals more with relationships - making friends, getting along with peers, able to follow directions, able to make good choices. All of these things are important for all children.

To help build your vision, you need to start with what your child is doing now. What are your child's strengths? What things does he/she need to work on? What kinds of things would you like him/her to learn? What is your goal for your child's educational (school) experience? What would you like him/her to be able to do by the end of preschool? Spend some time thinking about what you want for your child. Develop some goals keeping in mind that goals are just that - goals - something your child and family are working toward. Think about what opportunities you would like to have available to your child to help him/her be successful.

Following are some thoughts parents expressed for their children:

"We would like our daughter to be included with her peers in our community - both at school and other activities, which will provide opportunities for her to communicate with and to benefit from the interaction with those around her."

"We would like our son to be involved in the same things his peers are and for him to be able to hold a job in our community when he is an adult with the supports he needs to be successful."

"We would like our son to progress as far as he can academically without limits being placed on him. We know he will need some level of supervision as an adult. We want him to be as independent as possible."

"We would like our daughter to develop the skills she needs to be able to interact appropriately with those around her including communication and behavior so she can be an independent, self-supporting adult."

**We would like our daughter to progress to her full potential, knowing that her teachers will work with us to make this happen.*

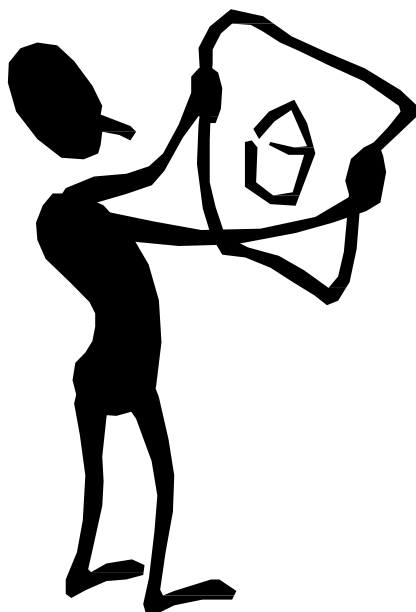
While building our plan...

Our family will:

- Talk about transition with our Service Coordinator and other providers;
- Think about our child, considering both his or her skills and challenges, in order to begin the transition journey;
- Answer the questions on the worksheets as best we can so we have a clear picture of our child and our hopes and dreams for him or her;
- Talk to family, friends, other parents of children with and without special needs, and community agencies to learn more about options for our child and the transition process;
- Decide if we want a friend or relative to participate in the transition planning meetings with us.

Our Service Coordinator will:

- Offer our family information about transition and related community resources;
- Support our family as we begin the transition process, some time from 90 days up to nine months prior to our child's third birthday;
- Begin the transition planning process by including transition outcomes in the Individualized Family Service Plan, IFSP;
- Schedule a transition planning meeting with our family, the service coordinator, and other team members, at least 90 days before the child's third birthday.



IMPORTANT PEOPLE AND PHONE NUMBERS/EMAIL ADDRESSES IN MY CHILD'S TRANSITION:

As part of the planning process, you and your service coordinator can complete this section.

Service Coordinator:

Other Important People and Numbers/Email:

Reminders for Step One:

- Community resources have been discussed
- Our family has talked to our service coordinator about our vision for our child

NOTES:

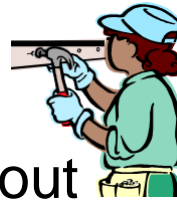
For additional handouts see:

- Some Questions to Consider
- Special Information About
- My Hopes, Dreams, or Goals
- Individual Strengths and Family Vision Worksheet
- Organizational Tips
- Dates to Remember

Some Questions to Consider:

- What does our family hope for our child in the future?
- What does our family hope for our child in the next year?
- What are our child's strengths? What can our child do now? What can he or she learn to do? What does our child have difficulty doing?
- Where does our child spend time right now? What goes well there? What is challenging?
- What does our child enjoy doing?
- What settings are available to our child? What will our child need to be happy and successful in various settings?
- What does everyone who works with our child need to know?





Special Information About

(Child's Name)

Please help me know more about your child by telling me the following:

Your child's:

- special abilities:

- favorite toys or playthings:

- favorite foods:

- favorite games, activities, songs:

What:

- quiets your child:

- scares your child:

- excites your child:

- names of special people (brothers, sisters, friends):

Things:

- that are difficult for your child:

- that come easily for your child:

Is there other special information or are there any concerns you may wish to share with me?

My hopes, dreams, or goals for my child:

Now:

Next year:

In elementary school:

As a teenager:

As an adult:

What support do you feel you have from the community or extended family?

What additional support/s or help might you need or want?

Individual Strengths and Family Vision Worksheet



Soon there will soon be a meeting to review, discuss, and consider educational plans for your child. Please use the information below to help you think about your child's strengths, needs and hopes for the future. Your vision will help guide the development of a transition plan.

Things you want to find out at the transition meeting:

-
-
-

What are your child's strengths (things he/she does well)?

-
-
-

What things/activities interest your child?

-
-
-

What vision do you have for your child's future?

-
-
-

Are there any concerns about your child's educational program that you would like to discuss at the meeting?

-
-
-

Things you would like your child to learn:

-
-
-

Things that could be done at home to help your child be more successful:

-
-
-

Organizational Tips

A family that is going through the transition process receives many forms, medical and educational evaluations, and other important pieces of information. Ideally, a family should begin collecting and organizing information as soon as possible. It is a very good idea to keep this information organized and together in a central location, so it can go with you to appointments. You will want easy access to this information in the future as your child grows and begins new programs and sees new doctors. If you keep the information updated and organized, it will save you from searching frantically for names, dates, medical information, developmental milestones, etc.

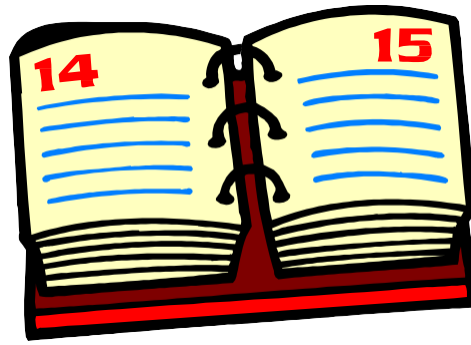
Save:

- Dates child achieved developmental milestones
- Results of evaluations, hearing tests, vision screenings, etc.
- Individualize Family Service Plan (IFSP) and Individualized Education Program (IEP) forms
- Other plans that are created for the child (health plan, behavior plan, etc), medical records, including immunizations--dates, locations
- Copies of documents given to agencies (i.e. waivers, SSI)
- Reasons for medical treatment or hospitalizations
- Instructions from doctors, therapists, and others
- Samples of child's work
- Articles or information learned about your child's disability or delay
- Suggestions given to you by professionals.

Here are some ideas for organization of the information:

- Put all the information into a large 3-ring binder. Use labeled dividers. Add the information as soon as it is received.
- Use an accordion type expanding file to separate and maintain information. Label contents.
- Use a large notebook with pockets.





Dates to Remember

What?	Date	Time	Place and/or Notes

Step Two: Transition Planning



When your child leaves Early ACCESS services, there is a range of programs and services that may be available for your child. Depending on program requirements, he or she may attend a local preschool, child care center, family child care provider's home, Head Start, or a preschool classroom for children with special needs.

For children eligible for special education, the Individualized Education Program (IEP) team will assist in making individual program and support service decisions.

Some Questions to ask:

Is additional assessment needed?

Who can we call if we have questions?

What different ways can services be provided?

What services best meet my child's needs and vision?

Tips for visits to programs, services, or child care options...

- Determine if your family is eligible.
- Make an appointment. Visit only at the time scheduled.
- Upon arrival, check in at the office or with the director.
- Write down questions to ask the teacher or child care provider.
- At the end of the visit, schedule another time to talk about your child with the director, child care provider, or teacher.
- Ask for suggestions to help ease your child into the setting.

When visiting a preschool or child care setting...

Picture your child as part of the class and consider these questions:

Do the children appear to be happy?

Are they actively involved with materials and other children?

Does this program appear to match the way our child learns?

How is communication encouraged?

Does this program appear to match our family's values and respect our ethnic traditions?

Would our child be in this setting if he or she did not have a developmental delay or disability?

How are families involved?

What is the ratio of adults to children in this program?

Is the travel time from our home to the setting reasonable for a young child?

How do the adults interact with the children?

Who do we need to contact if we want to visit a program or classroom?

What are good times for us to visit?

Additional questions we have:



Options to visit:

Program:
Address:
Phone #:

Program:
Address:
Phone #:

Program:
Address:
Phone #:



While designing our plan...

Our family will:

- Share our hopes for our child;
- Review the transition law – see copy in “Additional Handouts”;
- Ask questions about anything that is unclear;
- Decide whether to sign (or not to sign) the consent form for Exchange of Information from Early ACCESS to the new program, option, or service (not required if going to an Area Education Agency, (AEA) or Local Education Agency program, (LEA));
- Decide whether to consent for a special education evaluation in order to determine whether our child is eligible for Early Childhood Special Education;
- Agree to participate in the transition planning process at the level that feels comfortable for us;
- Make sure the transition plan includes options that help realize our dreams for our child.

Early ACCESS staff will:

- Share information as requested by our family;
- Answer any questions our family may have;
- Participate actively in transition planning;
- Help our family set up and get ready for visits to various options for services when our child turns three.

Early Childhood Special Education staff will:

- Discuss possible services and places where services might be provided;
- Consider our family’s concerns about the transition;
- Participate actively in transition planning.



Reminders for Step Two:

- Transition requirements were explained
- Options for services were listed and discussed
- Consent was obtained from our family for release of records, as appropriate

NOTES:

For additional handouts, see:

- Important Information About My Child
- My Child
- Things We Want to Know
- Visiting Notes
- Transition requirements (2)
 - State
 - Federal



Important Information About

- Health information:

- Safety concerns:

- What everyone must remember about my child:

- Strategies that work with my child:

- Things that do not work with my child:

- My child likes to:

- Unique talents my child has:



MY CHILD

Description of my child:

My child most enjoys:

The best thing about being my child's parent is:

My child can do or can learn to do:

My child has difficulty with:

My concerns, fears, or worries for my child:

Places my child spends time:

	PLACE	THINGS THAT GO WELL THERE:	THINGS THAT ARE DIFFICULT:
1.			
2.			
3.			
4.			
5.			

Things We Want to Know

Question:

Whom can we ask?

Contact information:

The answer

Question:

Whom can we ask?

Contact information:

The answer

Question:

Whom can we ask?

Contact information:

The answer

Question:

Whom can we ask?

Contact information:

The answer



Visiting Notes

Program:

Address:

Phone #:

Scheduled date of visit:

Time of visit:

Meeting with the following people:

Things I liked:

Questions I have:

Comments:



Background

Legal Requirements

IDEA 2004 [20 USC 1437 (a)(9)(A-C) and 20 USC 1436 (a)(8)] requires the Lead Agency and Regional Grantees to provide a description of the policies and procedures to be used to ensure a smooth transition for toddlers receiving early intervention services under Part C to preschool, school, other appropriate services, or exiting the Part C program. The description must include how:

- the families of such toddlers and children will be included in the transition plans;
- the Lead Agency or Regional Grantees will notify the local educational agency for the area in which such a child resides that the child will shortly reach the age of eligibility for preschool services under part B;
- in the case of a child who may be eligible for such preschool services, with the approval of the family of the child, convene a conference among the lead agency, the family, and the local educational agency not less than 90 days (and at the discretion of all such parties, not more than 9 months) before the child is eligible for the preschool services, to discuss any such services that the child may receive;
- in the case of a child who may not be eligible for such preschool services, with the approval of the family, make reasonable efforts to convene a conference among the lead agency, the family, and providers of other appropriate services for children who are not eligible for preschool services under part B, to discuss the appropriate services that the child may receive;
- to review the child's program options for the period from the child's third birthday through the remainder of the school year; and
- to establish a transition plan, including, as appropriate, steps to exit from the Part C program.

IDEA 2004 [20 USC 1437 (a)(9)(A-C) and 20 USC 1436 (a)(8)]

281—120.209(34CFR303) Transition to preschool and other programs.

120.209(1) Application requirements. The department must include the following in its application:

a. A description of the policies and procedures the state will use to ensure a smooth transition for infants and toddlers with disabilities under the age of three and their families from receiving early intervention services under this chapter to:

- (1) Preschool or other appropriate services (for toddlers with disabilities); or
- (2) Exiting the program for infants and toddlers with disabilities.

b. A description of how the state will meet each of the requirements in subrules 120.209(2) through 120.209(6).

c. An intra-agency agreement between the department's program that administers Part C of the Act and the department's program that administers Section 619 of Part B of the Act (early childhood special education). To ensure a seamless transition between services under Parts C and B of the Act, the intra-agency agreement must address how the department will meet the requirements of subrules 120.209(2) through 120.209(6) (including any policies adopted by the lead agency under 34 CFR §303.401(d) and (e)), subrule 120.344(8), rule 281—41.124(256B,34CFR300), and 281—subrules 41.101(2) and 41.321(6).

d. Any policy the department has adopted under 34 CFR §303.401(d) and (e).

120.209(2) Notification to the department and appropriate AEA.

a. The department must ensure that:

(1) Subject to paragraph 120.209(2) "b," not fewer than 90 days before the third birthday of the toddler with a disability if that toddler may be eligible for preschool services under Part B of the Act, the public agency responsible for providing Early ACCESS services to the toddler notifies the department and the AEA for the area in which the toddler resides that the toddler on the toddler's third birthday will reach the age of eligibility for services under Part B of the Act, as determined in accordance with state law;

(2) Subject to paragraph 120.209(2) "b," if the toddler is determined to be eligible for Early ACCESS services more than 45 but less than 90 days before that toddler's third birthday and if that toddler may be eligible for preschool services under Part B of the Act, the public agency responsible for providing Early ACCESS services to the toddler, as soon as possible after determining the child's eligibility, notifies the department and the AEA for the area in which the toddler with a disability resides that the toddler on the toddler's third birthday will reach the age of eligibility for services under Part B of the Act, as determined in accordance with state law; or

(3) Subject to paragraph 120.209(2) "b," if a toddler is referred to Early ACCESS under rules 281—120.302(34CFR303) and 281—120.303(34CFR303) fewer than 45 days before that toddler's third birthday and that toddler may be eligible for preschool services under Part B of the Act, the public agency that would be responsible for determining the child's eligibility under this chapter, with parental consent required under rule 281—120.414(34CFR303), refers the toddler to the department and the AEA for the area in which the toddler resides; however, no agency is required to conduct an evaluation, assessment, or an initial IFSP meeting under these circumstances.

b. The department must ensure that the notification required under subparagraphs 120.209(2) "a"(1) and (2) is consistent with any policy that the state has adopted, under 34 CFR §303.401(e), permitting a parent to object to disclosure of personally identifiable information.

120.209(3) Conference to discuss services. The department must ensure that:

a. If a toddler with a disability may be eligible for preschool services under Part B of the Act, the public agency responsible for Early ACCESS services, with the approval of the family of the toddler, convenes a conference, among that agency, the family, and the AEA of the toddler's residence not fewer than 90 days—and, at the discretion of all parties, not more than nine months—before the toddler's third birthday to discuss any services the toddler may receive under Part B of the Act; and

b. If the public agency determines that a toddler with a disability is not potentially eligible for preschool services under Part B of the Act, the public agency, with the approval of the family of that toddler, makes reasonable efforts to convene a conference among that agency, the family, and providers of other appropriate services for the toddler to discuss appropriate services that the toddler may receive.

120.209(4) Transition plan. The department must ensure that for all toddlers with disabilities:

a. The appropriate public agency reviews the program options for the toddler with a disability for

the period from the toddler's third birthday through the remainder of the school year and each family of a toddler with a disability who is served under this chapter is included in the development of the transition plan required under this rule and subrule 120.344(8);

b. The appropriate public agency establishes a transition plan in the IFSP not fewer than 90 days—and, at the discretion of all parties, not more than nine months—before the toddler's third birthday; and

c. The transition plan in the IFSP includes, consistent with subrule 120.344(8), as appropriate:

(1) Steps for the toddler with a disability and the toddler's family to exit from the Part C program; and

(2) Any transition services that the IFSP team identifies as needed by that toddler and the toddler's family.

120.209(5) *Transition conference and meeting to develop transition plan.* Any conference conducted under subrule 120.209(3) or meeting to develop the transition plan under subrule 120.209(4) (which conference and meeting may be combined into one meeting) must meet the requirements in subrules 120.342(4), 120.342(5), and 120.343(1).

120.209(6) *Applicability of transition requirements.* The transition requirements in subparagraphs 120.209(2) "a" (1) and (2), paragraph 120.209(3) "a," and subrule 120.209(4) apply to all toddlers with disabilities receiving services under this chapter before those toddlers turn age three.



Step 3: The Transition Planning Meeting

Date:

Since your child is receiving services through Early ACCESS (Part C), you will be part of a meeting to plan the next steps. This meeting is called a transition planning meeting.

The purpose of the transition planning meeting is for the IFSP team to share information about progress your child has made, and to make a plan to prepare your child and family for transition from Part C Early ACCESS.

At the meeting, the IFSP team will talk about the process for your

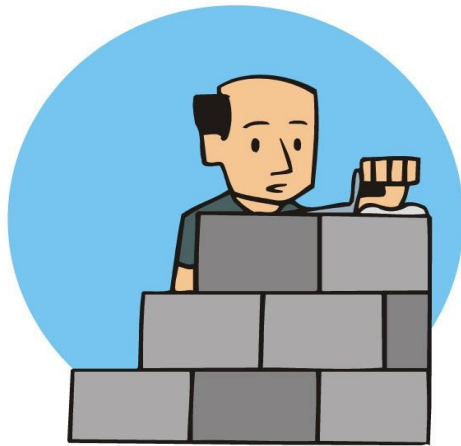
child to be considered for Part B Special Education Services.

The IFSP team will talk about what happens if your child is not eligible for IDEA Part B services. The service coordinator, , can help you find other appropriate services for your child.

The IFSP team will review information in order to plan for any needed evaluation(s).

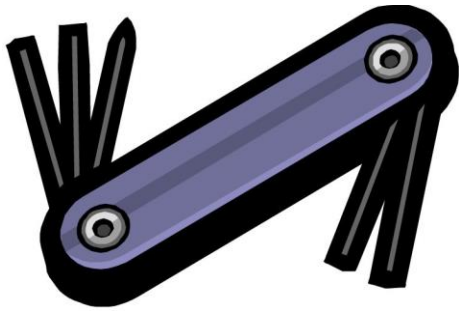
At this meeting, you will discuss potential services, including services from your child's third birthday, through the remainder of the school year

There will be a written plan developed at the meeting that will include an outcome or outcomes with steps and services to prepare your child for any new expectations and/or skills in preparation for his/her next setting. This can also include discussion about any training you may need for your child's next steps.



The Transition Meeting...

- Includes the family in the transition plans;
- Includes you, your service coordinator and other Area Education Agency (AEA) personnel;
- Will be held sometime between 9 months and/or 90 days of your child's third birthday;
- Will review the child's program options for the period from the child's third birthday through the remainder of the school year;
- Will establish a transition plan, including as appropriate steps to exit from the Part C program.



At the Transition Planning meeting:

The family will:

- Share information;
- Ask questions;
- Talk about their child's strengths and needs;
- Share concerns.

The service coordinator will:

- Initiate discussion about current services the child is receiving;
- Discuss potential services;
- Discuss community based options;
- Provide information about the transition process;
- Provide information about family rights;
- Complete a written plan with your input;
- Obtain a written consent for evaluation for Part B, if appropriate.



Reminders for Step Three:

- The meeting was held
- There is a written transition plan
- Authorization for exchanges of information, is signed, if needed
- Discussed eligibility criteria for next potential setting

NOTES:

For additional handouts, see:

- Ideas for preparing children for a new setting or program,
- Visiting Notes (which is also in Step 2)
- Flow sheet for transition planning process

Ideas for Preparing Your Child for a New Setting or Program:

- Schedule a visit or a series of visits to the new setting. Visit places where the child will go. Meet the important people in the new setting. Take photographs, if permissible, to share later with extended family and friends.
- Talk about how the new setting is different than home and also how the new setting is the same as home. Do a puppet show about a character who is making the same new beginning. Write a story about the differences and the similarities of the settings.
- Talk about how your child will get to the new program or setting. If possible, do a trial run so the child will be prepared. If the child will be transported on a bus, ask the program for a trial bus ride and go with your child. Talk about the things you see out the window.
- If you know of any other children who will be in the same setting, arrange a play date prior to the start of the new program so the child will have a friend when he or she begins.
- Take your child to the store to pick out any needed supplies for the new setting or program. Be excited about the choices your child makes.
- Help your child learn to sit and pay attention, in a group, by attending the public library story hour.
- Ask your local librarian for help finding good books to share that deal with changes and/or new beginnings in settings or programs.
- If the child has a favorite story or song, ask the new teacher or child care provider if he or she would incorporate it into the plans in the first day or two.
- Make a storybook with pictures of the new people and places the child will see. Read it at home several times before beginning.
- Have a calendar to cross off the days until the child begins in the new setting. Have a special activity planned for each day before the child starts in the new setting.
- Encourage your child to ask questions and share feelings about transition. Talk about what will happen when the new program begins.
- Practice some of the new routines and activities that will be used in the new setting at home before the child begins. For example, if the children in the new setting drink milk with a straw, practice drinking with a straw, or if the children talk about the weather every day. Do that each morning at home. You can practice sitting like the children sit at group time or practice any other routine.
- Let your child make simple choices throughout the day — show him or her two shirts so a choice can be made. Let the child decide “what’s for lunch”. Children need practice in making choices to increase independence, to feel in control, and to build self-esteem.



Visiting Notes

Program:

Address:

Phone #:

Scheduled date of visit:

Time of visit:

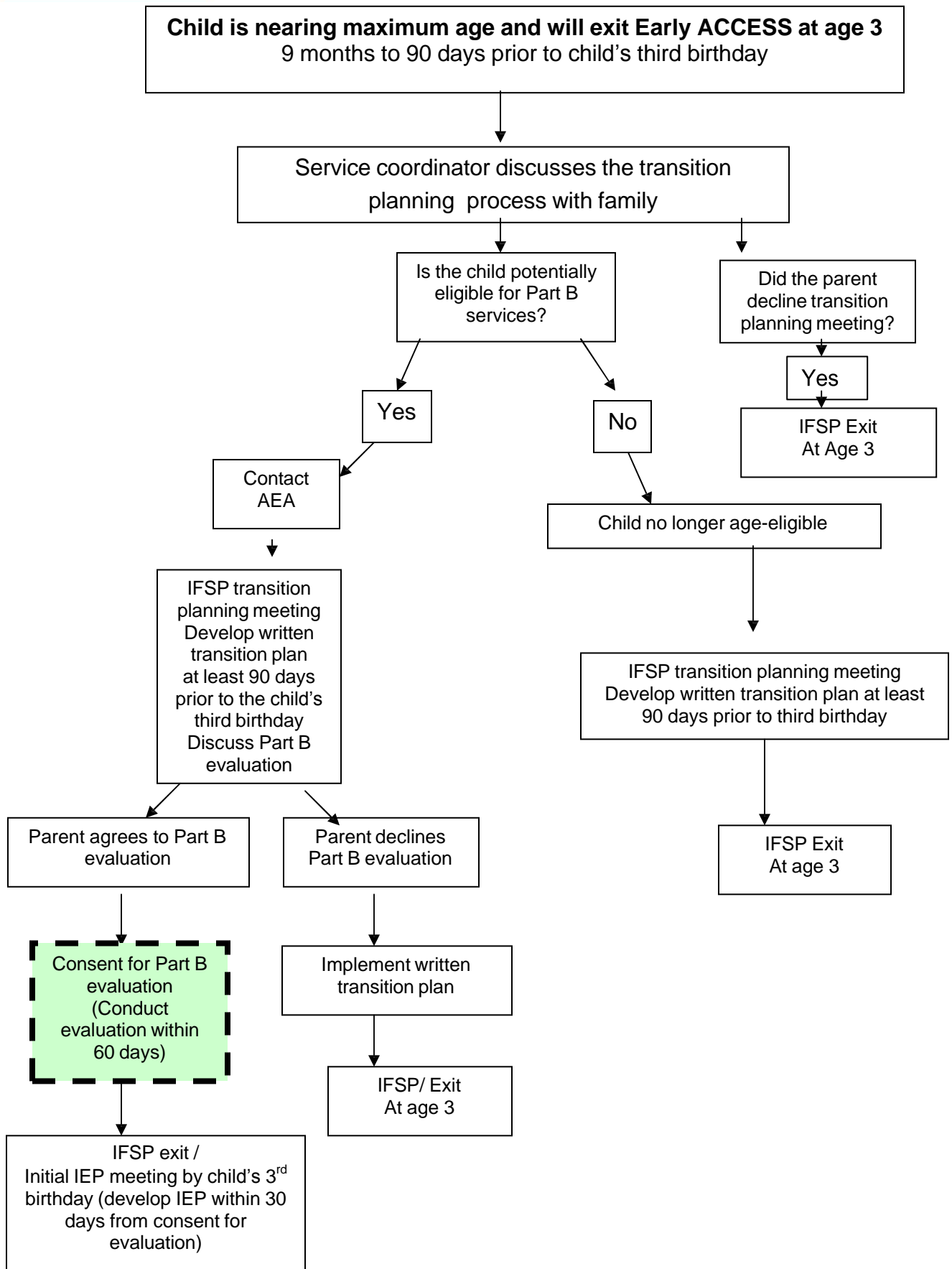
Meeting with the following people:

Things I liked:

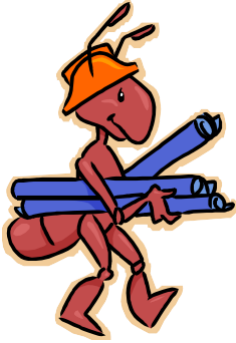
Questions I have:

Comments:

Transition Planning Process



Step Four:



Evaluation

Every child has skills and needs. It is important to know his or her skills in order to provide the supports they need when they transition.

The law (The Individuals with Disabilities Education Act) requires that each child be offered an evaluation to find out whether he or she is eligible to receive special services and supports. Your written consent must be received before the evaluation can occur.

Information for the evaluation may come from a review of your child's records in Early ACCESS. New information may come from new evaluations. Some of the information may be gathered in natural, play-like settings or other assessment activities.

Some of the areas looked at by your team during evaluation, may be:

- Hearing and vision
- Health and medical history
- Developmental history
- Thinking and problem solving (cognitive)
- Talking, listening, and understanding (communication)
- How your child moves (fine motor; gross motor)
- Self-help skills
- Getting along with others (social/emotional behavior)

Some questions to ask:

- What will be done and why?
- What information can the team expect to learn?
- What does our family want you to know about our child?
- May a family member be present when our child is tested?
- How can we help?



During evaluation:

Our family will:

- Share with the team what we feel is important about our child and family;
- Ask questions about anything that is unclear;
- Try to schedule evaluation activities at our child's best time, perhaps mornings or after naps;
- Ask questions about the evaluation.

Early ACCESS staff will:

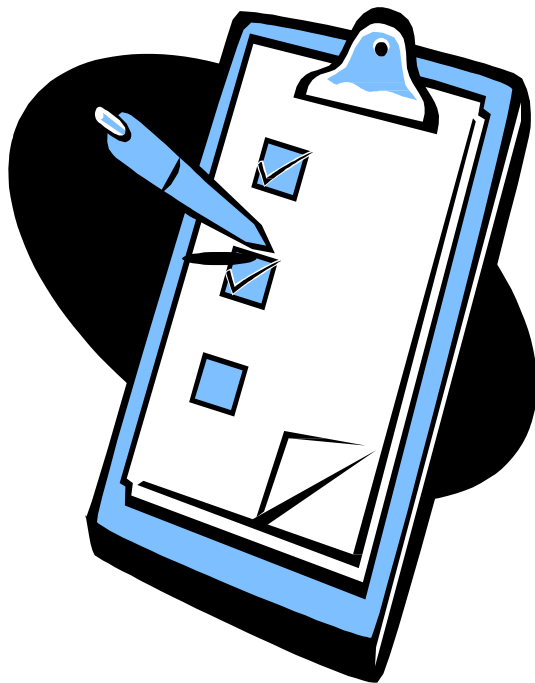
- Share records and testing information on file;
- Invite Early Childhood Special Education staff to observe our child;
- Answer any questions our family and the Early Childhood Special Education teams may have;
- Contact the local school district if your child is determined eligible for Part B special education services.

Early Childhood Special Education staff will:

- Explain and plan the evaluation with our family;
- Locate records and testing information already on file;
- Decide what new information is needed;
- Provide a team to evaluate our child;
- Complete the evaluation and share the results with family within 60 calendar days.

IEP team will:

- Set up a meeting to go over results of the evaluation and make plans for our child's next steps.



Reminders for Step Four:

- Records from Early ACCESS were reviewed
- Evaluation by multidisciplinary team was completed within the allotted time
- Information from our family was considered
- Our family was introduced to the Parent-Educator Connection Program in our area
- The meeting is planned to go over the results of the evaluations and plan for our child

NOTES:

For additional handout(s), see:

- A Look at My Child's Development

Name of Child:

D.O.B.:

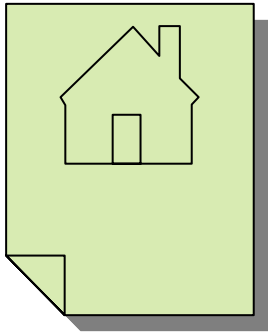
Today's Date:

A Look at My Child's Development

<i>Area of development:</i>	<i>Some things my child knows or can do in this area:</i>	<i>Some things I would like my child to learn in this area:</i>
Communication/Language-through use of gestures, signs, pictures, or verbal language; demonstrates skills, such as: naming objects, answering questions, listening, and following directions		
Self-Help-This area includes the skills of daily living such as dressing, feeding, and grooming oneself, includes toileting.		
Cognitive-This area involves skills in thinking, problem solving, counting, matching colors, determining cause and effect, and sorting things.		
Pre-reading-This area involves enjoying books, looking at the pictures, listening to stories, having favorite books and characters.		
Fine Motor- Activities in this area involve the small muscles that you use when doing things like stringing items, using Play Dough, building with Legos, and exploring use of pencils and markers.		
Gross Motor- Physical activities involve the large muscles of the body such as walking, jumping, running, catching, and throwing.		
Social/Emotional- This area includes doing tasks independently of parents, sharing, taking turns, following rules and routines, playing by self and with others.		

Step Five:

Transition Plan: The IEP Process



help develop your child's program. Information about your child's strengths and needs will be used to write goals to address your child's needs.

Decisions will be made about the services your child will receive and where they will be provided. The IEP team, including *you*, other family members, staff from Early ACCESS and Early Childhood Special Education, your local school district, along with other invited parties, all contribute to these decisions.

Constructing the IEP

Leaving Early ACCESS will be a significant event for your child and family. Eligibility for Early ACCESS differs from eligibility for Special Education services that begin at age 3. Special Education services beginning at age 3 are more child focused than family focused. Your child will transition from an Individualized Family Service Plan, (IFSP), to an Individualized Education Program, (IEP).

Educational services and supports may be put in place to help your child be successful.

Observations, assessments, evaluations, and reflections will

As a team member, you will be asked to describe your child's current development, along with the progress you would like to see your child make during the next year. Taking time to prepare for this role will make a difference for you and your child.

The team should discuss available locations for your child to receive Early Childhood Special Education services and supports. You may want to visit potential setting(s).

Each community has different possible settings where Early Childhood Special Education services and/or supports can be provided. Here are a few possible settings: child care center, Head Start, private preschool, family child care, child's home, cooperative play group, school district preschool, Early Childhood Special Education classroom.

Rights for Students who receive Special Education Services:

Free Appropriate Public Education (FAPE) - School districts and area education agencies are responsible for providing FAPE for each student with special needs, from birth through 21.

Least Restrictive Environment (LRE) - Students who receive special education services have the right to be educated with peers without special needs to the maximum extent appropriate. Special education is not a place, but rather, a service.

Our Child's IEP Team

My primary contact is:

Phone :

TEAM Members include:

Name	Area of Specialty	Phone	email address
(Parent)			

The Individualized Education Program (IEP) Staffing

The law requires that the Individualized Education Program (IEP) meeting be held, and the paperwork completed, before your child's third birthday. The IEP staffing brings together the family and service providers to put shared goals into writing. Some of the faces will be very familiar to the family, while others may be new. Parental Procedural Safeguards, (parent rights), will be discussed at the meeting.

Family members are a very important part of the team that will help in the transition from IFSP (Individual Family Service Plan) to an IEP (Individualized Education Program). You will be given opportunities to express your thoughts about your child's current activities and your hopes for him or her in the coming year.

The evaluations will be reviewed, and a decision will be made, regarding your child's eligibility for special education services. If your child is eligible for special education services, you will sign your name on the "Consent for Initial Placement Special Education Page" to receive/or not to receive the recommended services.

You will be asked what goals you would like your child to work on

during the next year (for example, listening to a story, using the toilet, understanding and using speech, or matching colors). Some of the goals may fit into your everyday routines and help your child become more independent in learning and performing activities of daily living at home and at school.

As a member of the IEP team, you will be part of the process to decide:

- the goals with the highest priority;
- the supports, transportation and other services that are needed to reach the goals; and
- the setting where your child receives supports and services to reach the goals.

When team members agree upon these issues, the plan will be put into writing, forming your child's IEP.

Be sure you understand and agree with the program. Meetings can be rescheduled if you have questions or concerns about any of your child's proposed IEP. Additional IEP meetings can be scheduled if you have questions or concerns about your child's program.



While Preparing for the IEP Staffing...

Our family will:

- Be ready to tell what our child is doing now;
- Consider possible goals for the IEP;
- Consider inviting a relative or friend to go to the initial IEP meeting with us;
- Visit the potential setting(s) of programs to determine which setting would best meet our vision for our child and family;
- Talk with family members and friends about our hopes for our child and family;
- Imagine a “typical” day for our child, and consider what steps should be taken to make it happen.

Early ACCESS staff will:

- Answer questions our family may have;
- Consider possible goals for the IEP.

Early Childhood Special Education staff will:

- Answer questions from our family;
- Consider possible goals for the IEP;
- Choose a date for the IEP meeting at a mutually agreeable time and place;
- Provide us a written notice of the IEP meeting at least 10 days before the meeting.



Reminders for Step Five:

- Parental Procedural Safeguards, Parent Rights, will be discussed at the IEP meeting and a copy given to the family
- IEP meeting was held, agreement was reached, and an IEP was written
- Discussion and decision-making included our family, Early ACCESS, and Early Childhood Education staff
- Consent for initial placement in special education was signed

NOTES:

For additional handouts, see:

- Transition...A Time for Change

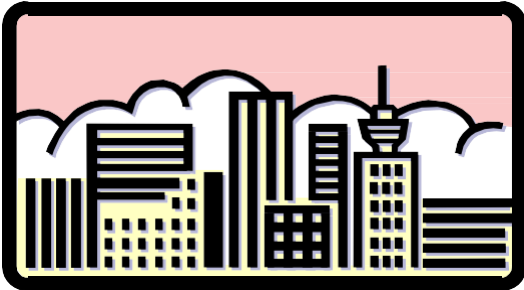
Transition...A Time for Change

Transition can be an exciting time, one that can provide new opportunities for your child and family; it can also be a time of great change and adjustment. A coordinated set of activities prepares the child and family for leaving Early ACCESS to enter Part B/Special Education or other community services.

A Comparison Chart: Special Education, Part C to Part B

<p>Part C-IFSP Individualized Family Service Plan I Serves children 0-2 and/or their families</p>	<p>Part B-IEP Individualized Education Program Serves students 3-21</p>
<ul style="list-style-type: none"> • Serves children who have a condition or disability that is known to have a high probability of later delays, if early intervention services were not provided, or the child is already experiencing a 25% delay in one or more areas of growth or development. • Services are available at no cost to families. • A service coordinator is required to be a single point of contact and to work with the family to implement FSP • Family-Centered services are usually in the home or in the child's natural environment. • Outcomes and activities are developed to address the needs of the child and the family. • The Early ACCESS system includes community services and interagency involvement • An FSP can be updated at any time, with formal reviews required every six months 	<ul style="list-style-type: none"> • Ensures FAPE (Free Appropriate Public Education) to all children with disabilities, including special education and related services designed to meet their individual needs. • Services are available at no cost to families. • A primary contact (Special Education General Education, child care) is appointed to coordinate services. • Child-focused services are usually in a center or school-based setting (Least Restrictive Environment, LRE). • Measurable annual goals are developed to address the child's specific needs in reaching educational outcomes. • Educational focus with community linkages • A parent may request an IEP meeting at any time, otherwise an IEP meeting is required annually.

Step Six:



Putting the IEP Into Action!

Writing an IEP (Individualized Education Program) that truly meets your child's needs is an important accomplishment for you and other members of the IEP team. Now it's time to put the program into action! This is an exciting time of new beginnings for you and your child. As with any new program, questions may arise, and decisions will need to be made. It's important for you and other members of your IEP team to discuss programming and any questions that arise, to share information, and to make decisions that are in the best interest of your child.

What topics might we consider?

- Health records, including immunizations
- Toileting
- Transportation
- Special equipment
- Medications
- Special diet
- Staff orientation or training
- Registration forms

Other topics may include planning for your child's first days in a new program and finding ways to make those transitional days successful. This may require a trial visit to the new classroom, a tour of the bus, or bringing something to share from home.

The key to assuring a smooth transition from an IFSP to an IEP is good communication among all who know and care for your child. As you talk together, you will begin to think of many creative ideas to help your child enjoy the steps ahead. If problems arise, they can be discussed in an atmosphere of openness and respect.



Putting the IEP into action...

Our family will:

- Ask questions and be open to new ideas;
- Help staff at the new program understand our child;
- Communicate with staff about helping our child be successful in the new program;
- Help our child feel excited and confident about this transition.

Early Childhood Special Education staff will:

- Welcome our child and family;
- Ask questions and be open to new ideas;
- Arrange for the IEP to be carried out;
- Consider our family's needs in making decisions;
- Communicate with our family and staff from Early ACCESS.

Reminders for Step Six:

- Our child has made a successful transition from Early ACCESS
- We discussed all issues that arose
- We are all communicating during this time of change

NOTES:

For additional handouts see:

- Tips for Parents
- PEC Brochures
- What Do All These Letters Mean?



Questions Families May Ask About the New Program:

- Can our child visit the new school with us?
- Can we do a trial run on the school bus?
- How are food and snacks handled?
- Has the teacher identified the times when our child needs special help?
- When and how does the teacher prefer to communicate with parents?
- What activities are there for families at the new program?
- What supplies should we provide?
- What suggestions do you have for easing our child into the new program?

Questions Children May Ask

- Who are all these people?
- Can my mom stay with me for a while?
- Can I play with all these toys?
- Can I bring my blanket to school?
- What if I get tired or hungry?
- Who will help me?
- Will I like it here?
- How long do I stay?
- Do I go every day?

At this point...

You have practiced ways of transition planning that you can use again in the future. All transitions go more smoothly when families and service providers work through the process together, by building on the family's hopes, sharing their knowledge about the child, their understanding of the law, and their creative ideas.

Congratulations! You have worked through the transition process. Your child has stepped ahead from Early ACCESS, (Part C), and an IFSP, to IDEA, (Part B) and an IEP, to provide the supports and services he or she needs to be successful.

Tips for Parents

- Be assertive, not aggressive or passive aggressive
- Seek a support person when you know you are being overloaded
- Keep a log of your contact with educators and other professionals
- Remember that you are doing the best possible job at the time
- Keep yourself informed
- Say thank you to educators
- Give yourself plenty of time when you need to discuss important issues
- Look at people when you talk with them
- Before a meeting, make a list of things you want to say and ask; take the list with you to the meeting
- Remember that the people you are working with care for your child too
- Deal with the current situation and the current facts
- Work with others actively and honestly
- Avoid interruptions when you meet with others
- Take someone with you when you attend a meeting
- Don't be afraid to ask questions
- Ask the educator what is expected of you
- Ask the educator what is expect of your child
- Ask the educator what their concerns are as they work with your child

Modified 2007; Thomas, Deb and Wright Virginia K. (1988). *Rubberband Syndrome: Family Life with a Child with a Disability*. The Parent Educator Connection Project, Iowa Department of Public Instruction and the Nebraska Parent Training Grant, Nebraska Department of Education

What Do All These Letters Mean?

ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit w/ Hyperactivity Disorder AEA Area Education Agency
BIRT	Brain Injury Resource Team
CCR&R	Child Care Resource & Referral
CHSC	Child Health Specialty Clinics
CSR	Comprehensive Service Review
DD	Developmental Delay
DE	Department of Education
DHS	Department of Human Services
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
ECSE	Early Childhood Special Education
EARC	Early ACCESS Regional Coordinator
EBCE	Experienced Based Career Education
EI	Entitled Individual
ELL	English Language Learner
EPSDT	Early Periodic Screening, Diagnosis and Treatment
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FERPA	Family Education Rights Privacy Act
HIPAA	Health Insurance Portability and Accountability Act
ICEA	Iowa Council for Early ACCESS
IDEA	Individuals with Disabilities Education Act
IDPH	Iowa Department Public Health
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
IHP	Individualized Health Plan
IPAT	Iowa Program for Assistive Technology
LEA	Local Education Agency
LEP	Limited English Proficiency
LRE	Least Restrictive Environment
NCLB	No Child Left Behind
OSEP	Office of Special Education Programs
OT	Occupational Therapy
P&A	Iowa Protection and Advocacy
PEC	Parent-Educator Connection
PLAAFP	Present Level of Academic Achievement and Functional Performance
PT	Physical Therapist
PTI	Parent Training & Information Center
SEA	State Education Agency
SLP	Speech and Language Pathologist
SSI	Supplemental Security Income
SSW	School Social Worker
T19	Title XIX (Medicaid)
TDD/TTY	Telecommunication Device for the Deaf
WIC	Women/Infants/Children