Successful Early Intervention Transitions Webinar Series

Early Intervention Transition to Preschool Special Education or Other Settings

June 27, 2019
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Topics

• Exploring the components of successful transitions
• Understanding the role of the primary care provider, early intervention, preschool special education and community resources in the transition process
• Empowering families to understand their role and rights in the early intervention transition process
• Utilizing the IFSP transition plan and conference to support a meaningful transition out of Part C Early Intervention
Components of successful transitions
“It’s not the changes that do you in, it’s the transitions.”

William Bridges
DEC Recommended Practices: Transition

❖ Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child’s successful adjustment and positive outcomes.

❖ Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.
Roles in the EI transition process
Early childhood transition is the process of change within or between services that involves children, families, other caregivers and service providers.

- Nebraska Early Development Network
Collaboration

Opportunities for interaction, collaboration and coordination exist at every step in the transition process.

Collaboration is necessary to ensure smooth transitions for children and families.
The Role of Early Intervention

❖ Service Coordinators
  ➢ Talk with families about the transition process and their desired outcomes for their child, no later than age 2
  ➢ Convene the IFSP meeting to develop the individualized transition plan between 2 yrs, 3 mos and 2 yrs, 9 mos
  ➢ Collaborate with the AU to invite a representative to participate in the transition conference
  ➢ Make the referral to preschool special education if child is potentially eligible
  ➢ Connect family with other resources as appropriate
The Role of Early Intervention

Providers

➢ Talk with the family about the skills needed to transition to the new setting
➢ With the IFSP team, develop new outcomes to address these skills
➢ Coach the family on the implementation of strategies to meet these outcomes
➢ Participate in the IFSP meeting to develop the transition plan
➢ Share current and complete information on the child’s strengths and needs with practitioners in the receiving setting
The Role of the Family

❖ Talk with your EI providers and service coordinator about what kind of setting you would like for your child.
❖ Ask questions!
❖ Participate in transition planning and the development of the transition plan.
  ➢ This is YOUR individualized plan for your child. It should go beyond basic regulatory requirements.
  ➢ Share information about your child’s likes, dislikes, strengths and challenges
❖ Participate in the development of IFSP outcomes to support your child and family’s successful transition
❖ Talk with your EI provider(s) about strategies within home or community that will support the continued learning and development of your child.
❖ Let your primary care provider (PCP) and medical specialists know of the upcoming transition and share the IEP
The Role of the AU (School District) for children who are potentially eligible

❖ Review current developmental information provided by EI and the family
❖ Participate in the transition conference ➢ Discuss available options
❖ Determine the make up of the preschool eligibility evaluation team
❖ Evaluation for eligibility
❖ Develop the IEP and have in place by the child’s third birthday
The Role of the PCP

❖ Talk with the family about their desires for their child
❖ Discuss options for continuing service provision
  ➢ Insurance
  ➢ Medicaid
❖ Ask that you receive a copy of the IEP
❖ Check in with family at next visit after the child has transitioned
We are all in this together!
Who Has How Much Influence on What?

Caregiver Competence & Confidence

Professional Support

Child Outcomes

(Dr. Robin McWilliam, 2014)
In a comprehensive review of 29 studies, parent involvement with their child(ren)’s school was found to be twice as predictive of academic success as socioeconomic status.

Family, School, Community Partnering from the earliest childhood through high school contributes to:

- Higher student academic achievement
- Better child behavior at school and home
- Enhanced parent satisfaction, knowledge, competence, and support of their child(ren)’s learning and their schools
- Increased resources and funding to support schools
- Improved school leadership

Outcomes of Successful Transitions

❖ Families show positive attitudes toward preschool or community learning opportunities
❖ Providers, teachers and primary care providers recognize and value differences and provide developmentally appropriate practice
❖ All stakeholders are linked through positive and mutually-supported and focused efforts

(adapted from Rous, et al, 2008)
Questions?
Empowering families in the early intervention transition process
No later than a child’s third birthday, the child will transition out of the early intervention program.
Transition planning:

What do you want to achieve?
Celebrate Change

❖ Your child can learn to adjust to new people, programs and settings.
❖ Professionals can gain insight into your child and what will help your child to be successful.
❖ You can learn new skills to help with future transitions.
Moving from a “family focus” to a “child focus” in preschool special education

❖ The Individual Education Plan (IEP)
  ➢ goals and objectives to address the child’s unique needs as he or she learns the skills needed to prepare for kindergarten
  ➢ services provided in the Least Restrictive Environment (LRE)
  ➢ Team members change
    ■ IEP case manager instead of a service coordinator
Moving from Early Intervention (EI) services to community settings

❖ Consider the types of settings in which your child thrives
❖ Work with your SC to identify possible community options and resources
❖ Talk with your EI provider about strategies and activities to support your child’s continuing development and learning
❖ Document these options and activities in your transition plan
Knowing what to expect at a Transition Meeting and Conference

❖ Discussion of your child’s needs and program options
❖ Determination of outcomes, timelines and team member responsibilities
❖ Discussion of your concerns, your child’s strengths and needs and desired future for your child
❖ Timeline for determination of eligibility for preschool eligibility, if appropriate
Preparing Your Family

❖ Plan ahead. Allow time for decisions
❖ Talk with other families about what the process was for them
❖ Learn how to advocate for your child
❖ Understand your rights in the transition process
❖ Make sure your child’s records are up to date
❖ Include your child in the preparation
Preparing your Child

❖ Activities such as:
  ➢ Talking to your child about going to a new program and visit that setting.
  ➢ Reading books about going to preschool or out in the community
  ➢ Provide opportunities for your child to play with other children.
  ➢ Encourage your child to communicate with others and ask for help when needed.

Adapted from “Preparing for Transition”, PACER center, 2012
MythBusters

• The Big Unknown

• Realities of placement options for preschool special education

• Ways in which Educational Impact is understood - every child is a triangle of instructional and support needs
Supporting a meaningful transition from early intervention
When a Child Eligible for Early Intervention Turns Three

❖ During the six months between when the child turns 2 years, 3 months of age and 2 years, 9 months of age, the following activities take place:
  ➢ Planning for transition
  ➢ Developing a transition plan that considers:
    ■ How the parent(s) are included in and informed of the transition process
    ■ The skills the child needs to be successful in the new setting
    ■ The program options available to the child
Transition Timelines (IFSP)

- Start planning very early. Transition plans happen at an IFSP meeting that is 3 - 9 months before child’s 3rd birthday.

- Transition conference held at least 90 days before child’s 3rd birthday

- Final transition planning and arrangements up to child’s third birthday
Initial Identification

Early Intervention notifies Part B (school district) that a child that may be eligible for preschool special education services is soon to turn three. This is the referral to Part B (preschool special education) and starts the process of evaluation and eligibility determination for Part B.
Where Might a Child Transition to?

Early Intervention Services

- Child remains at home until kindergarten
- Preschool Special Education (Part B)
- Early Education Program - Head Start - Child Care
- Other settings in the community
“Potentially Eligible”

- Referring a child who is “potentially eligible” for preschool special education means:
  - a child has not met all their IFSP outcomes
  - a child is demonstrating a developmental delay
- Families may “opt out” of this referral being made
  - no information is shared with the AU(School District)
When is it NOT appropriate to refer a child to Part B (preschool special education)?

❖ IFSP Outcomes have been met
❖ Child is developmentally on target
❖ Parents do not want to be referred
Components of the Transition Plan (IFSP)

- What’s next for the child and family?
- Review of current assessment information
- Activities and strategies to help prepare the child for the new setting
Components of the Transition Conference

- Requires parent consent
- Convened only for those children who are potentially eligible for preschool special education services
- Participants include the parents, the EI service coordinator, and the AU (School District)
- Discussion of preschool special education program options, including specifics about the new services and new setting, if known
## Evaluation

**Early Intervention**  
*birth to 3\(^{rd}\) birthday*

Two or more professionals from different disciplines complete a developmental evaluation of all five areas of development to determine if a significant delay is present and to determine the child and family needs.

**Preschool Special Education**  
*3 through 5 year olds*

A team of qualified professionals determines if the child has an educational disability (as defined by state and federal criteria) and identifies all of the child’s special education and related services needs.
Eligibility

**Early Intervention (birth to 3rd birthday)**

Significant Developmental delay in one or more areas (25%): *adaptive, physical, social/emotional, communication, cognitive*

*OR*

A medical diagnosis of a condition that is likely to result in developmental delay.

**Preschool Special Education (3 through 5 year olds)**

Condition which prevents the child from receiving reasonable educational benefit from general education.

Must meet specific criteria for specific Educational Disability Categories (shown on next slide)
Educational Disability Categories: Part B

- **Autism Spectrum Disorder***
- Deaf-Blindness
- **Developmental Delay***
- Hearing Impairment, including deafness
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment

- Serious Emotional Disability
- Specific Learning Disability (SLD)
- **Speech or Language Impairment***
- Traumatic Brain Injury
- Visual Impairment, including blindness

*Most common for preschool aged children*
Free and Appropriate Public Education in the Least Restrictive Environment

“The student’s IEP team must develop an IEP that will provide a Free, Appropriate, Public Education (FAPE) in the Least Restrictive Environment (LRE) that will enable the student to be involved and make progress in the general curriculum [34 C.F.R. 300.320(a)(2)]”
Least Restrictive Environment (LRE)

❖ To the maximum extent appropriate, children with disabilities, including children in public or private institution or other care facilities, are educated with children who are non-disabled; and

❖ Special classes, special schooling, or other removal of children with disabilities from the general educational environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Colorado Code of Regulations (CCR) 2.28
Clarifying LRE

❖ Our job is to make sure the child can fully access the general education curriculum
  ➢ This means the routines, materials, environment, and instruction

❖ Conceptual Knowledge and literacy (e.g., colors, shapes, numbers, etc.) is something all preschoolers are working on to varying levels of attained knowledge
  ➢ This means all 3 year olds are learning their shapes, colors, numbers, and letters

❖ Special education should be "special"
  ➢ This means it’s all about the specially designed instruction the child requires to fully access the general curriculum, which may include accommodations and modifications but these cannot stand alone.
Questions?
Resources

❖ Designing and Implementing Effective Early Childhood Transition Processes
  https://ectacenter.org/~pdfs/topics/transition/ECTransitionPaper.pdf

❖ Making Least Restrictive Environment Placement Decision for Preschoolers
  https://www.cde.state.co.us/cdesped/ta_lre

❖ Colorado IEP Forms -
  http://www.cde.state.co.us/cdesped/IEP_Forms
Colorado Transition Modules

https://www.cde.state.co.us/early/transition

Module 1

Module 2
Helpful Websites

www.peakparent.org
www.eicolorado.org
www.cde.state.co.us

Parent Information and Resources -
www.parentcenterhub.org
www.zerotothree.org
www.wrightslaw.com

https://www.cde.state.co.us/cdesped/ta_lre
Thank you for participating!