

Transition to Early Childhood Special Education

A Guide for Parents of Children with Disabilities Who Are Turning Three



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Bridging Early Services, Transition Taskforce, Kansas

Adapted: (1997)

Indiana Department of Education, Division of Special Education

Family and Social Service Administration, Bureau of Child Development

Riley Child Development Center, Indiana University School of Medicine

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Family and Social Service Administration, Division of Disability and Rehabilitative

Services, Bureau of Child Development Services, First Steps

TRANSITION CHECKLIST

(Use this checklist to help you keep track of what steps have taken place)

Planning ahead:

- First Steps discussed with us the federal child find requirement to send the child’s name, date of birth, and family contact information to the school system 18 months prior to our child’s third birthday, during procedural safeguards discussion at Intake and before the child reaches 18 months of age.
- First Steps transmitted to the school system, with our written consent, our child’s records, including the most recent IFSP and evaluation information, six months prior to our child’s third birthday.
- Transition conference has been scheduled at least 90 days before my child’s 3rd birthday.
- Community resources have been located.

Transition Conference:

- Parent’s rights in special education were explained.
- Options for early childhood special education and other appropriate services were discussed.
- A transition time line was developed.
- A transition plan with an outcome for transition was written into the IFSP.

Evaluation:

- We signed consent for evaluation.
- Records from Early Intervention Services were received at school.
- Information from our family was considered.
- Evaluation by the evaluation team was completed and the case conference committee meeting was convened within 60 instructional days and by the 3rd birthday.

Case Conference Committee meeting:

- The CCC meeting was scheduled with adequate notice.
- Discussion and decision-making included our family, First Steps, with our permission, and Early Childhood Special Education staff.
- Eligibility for special education was decided.
- If the child was eligible, the IEP was written and agreement reached. See your “Notice of Parent Rights” for steps to take if there is disagreement.
- Consent for placement signed by parents.

Putting the IEP into Action

- Our child made the transition from First Steps to Early Childhood Special Education services or to another pre-kindergarten arrangement.
- The IEP was in place by our child’s 3rd birthday (unless the child has a summer birthday, see ESY page 7.
- We worked together to resolve any issues that arose.
- All are continuing to communicate during this time of change.

Names and telephone numbers of people involved in transition conference:

First Steps Service Coordinator: (Name) _____ (Number) _____
 Early Childhood Special Education: (Name) _____ (Number) _____
 Other: (Name) _____ (Number) _____
 Other: (Name) _____ (Number) _____

Public School Evaluation Team:

| Name: | Specialty Area: | Phone: |
|-------|-----------------|--------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

My Questions and Concerns:

Excerpts to answer parents questions on the DVD

TRANSITION TIMELINES AND ACTIVITIES

Attachment 3

On or before the third birthday, a child leaves First Steps and moves to Early Childhood Special Education (ECSE) or another appropriate program. First Steps services end when the child turns three. The following chart indicates the required timeline for activities that need to occur to make sure that transition is smooth and effective for the child, family, and service providers.

| TIME | ACTIVITIES | WHO |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Entry into First Steps | <ul style="list-style-type: none"> • The family is introduced to transition. • Family questions about transition, service options and natural environments are answered. • Planning for any upcoming transitions occurs in the Individualized Family Service Plan (IFSP). | First Steps and parent |
| 18 months prior to child's third birthday | <ul style="list-style-type: none"> • In order to comply with Part C and Part B mutual Child Find obligations in federal law, First Steps electronically sends 18 month Child Find data (child's name and date of birth, and parent's contact information) to the public school twice a year, generally in April and October • The Service Coordinator discusses this transmission of Child Find data with the child's parents during procedural safeguards at Intake and before the child reaches 18 months of age. | First Steps and parent |
| 6 months prior to third birthday (30 months of age) | <ul style="list-style-type: none"> • The service coordinator reviews evaluation/eligibility documentation with the family and the procedural safeguards on transmission of information including evaluation reports and the most recent IFSP; discusses the need for the transition conference; and, plans for exploring options for the child/family after the third birthday. • An outcome related to transition is included in the IFSP. • If the parent gives written consent, the service coordinator forwards copies to the school of legal settlement. • If the parent declines to give consent, the service coordinator explains continuity of services may not occur. | First Steps and parent |
| At least 90 days before third birthday and before the end of school year if child's birthday is in summer or early fall (33 months of age) | <p>Prior to 33 months of age, or earlier if agreed to by all parties:</p> <ul style="list-style-type: none"> • The service coordinator communicates with parent and receiving school district as to a convenient time to hold transition conference and chairs the transition conference. • A transition plan should be developed which includes desired outcomes, identified service providers, outline regarding transfer of information, timelines with dates of anticipated conclusion of early intervention services, commencement of subsequent activities, and with concurrence of the parent, a statement of the family's priorities, concerns, and resources related to transition experiences. • If the parent does not give consent to inviting the school representative to the transition conference, the service coordinator should make the parent aware that a delay in referring the child to the school system may cause a delay in receiving services if the parent reverses the decision upon the child's third birthday. | First Steps with parent, ECSE staff, current service providers, and other potential service providers with parent consent |
| Prior to third birthday and within 60 instructional days from the date written parent consent is received by certified personnel | <ul style="list-style-type: none"> • The initial educational evaluation must be conducted and the case conference committee (CCC) meeting convened within the required timelines. • ECSE staff reviews procedural safeguards with parent and obtains written parental consent to evaluate. • After reviewing existing data and with input from the parents, additional data that is needed is identified. • During the personal meeting to discuss the referral for an educational evaluation, ECSE staff offer the parent the opportunity to have the results of the evaluation explained prior to the case conference committee (CCC) meeting. • ECSE staff notifies the parent and ensures the evaluation reports are available no less than five days prior to the CCC meeting. • The First Steps service coordinator and Head Start, if Head Start may be a placement option, may be invited to the CCC with parent consent. • The CCC will review evaluations, determine eligibility, develop the individualized education program (IEP), and document decisions. | ECSE representatives, parent, other service providers with parent consent |
| After the CCC meeting (36 months of age) | <ul style="list-style-type: none"> • The ECSE staff will ensure the parent is aware of all specifics regarding implementing the IEP. • With parental consent, the sending and receiving teachers and related services personnel may confer to support a smooth transition. • If the child is not eligible for ECSE, the service coordinator will work with the family to explore other appropriate service options and resources. This must occur prior to the child's third birthday. | ECSE staff First Steps |