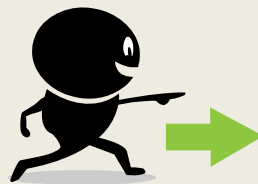



# Transitioning from Early Intervention to Preschool Special Education



# Agenda

- ▶ Provide technical assistance regarding transition practices
  - ▶ Define the differences between notification and referral to the AU/LEA
  - ▶ Define potentially eligible
  - ▶ Review expectations and timelines
- 

# CCB Responsibilities

- ▶ Includes steps and services in the IFSP necessary to support a smooth transition
- ▶ *Notifies* the AU/LEA by the time the child is 2 years 3 months old
- ▶ *Refers* to the AU/LEA if potentially eligible by the time the child is 2 years 6 months old
- ▶ Convenes a conference among the SC, current providers and future providers no later than 90 days prior to child's 3<sup>rd</sup> birthday

# AU/LEA Notification

- ▶ CCB notifies AU/LEA using *AU/LEA Notification Report* of all children who:
  - Have an active IFSP
  - Are 2 years 3 months of age or as soon as possible for children entering Early Intervention (EI) at a later age
- ▶ Report includes:
  - Name of CCB, name of AU/LEA, child's date of birth, child's zip code
- ▶ Notification is made by report from CCB to AU/LEA at least quarterly (or more frequently per IA)

# Referral to AU/LEA

- ▶ CCB provides child-specific information to AU/LEA using the *El Transition Referral Form* if:
  - Child is 2 years 6 months of age or as soon as possible for children entering EI at a later age
  - Written, informed parental consent has been obtained
  - Child is potentially eligible
  
- ▶ With written consent, the CCB will also provide:
  - Copy of current IFSP
  - Developmental evaluations and assessments (within the last three months)
  - Provider progress reports (within the last three months) including child outcomes/Results Matter data
  - Any information that the family wants to share

# Potentially Eligible Definition

- ▶ **A child is potentially eligible if they:**
  - Have not met all of the outcomes on the IFSP, and
  - Are demonstrating a delay in any area based on the expertise of the IFSP team
- ▶ **A child is NOT potentially eligible if:**
  - They have met all of the outcomes listed on the IFSP, and
  - All areas of development are within normal limits

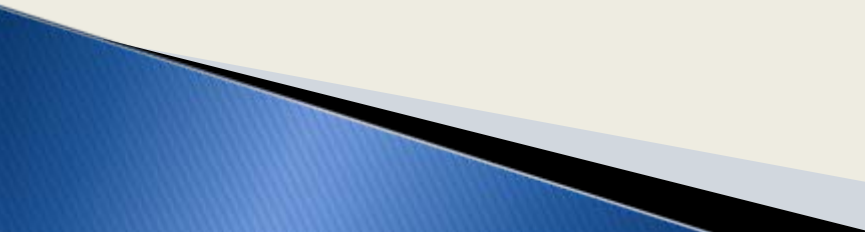
# When should a child not be referred to the AU/LEA?

Children who may not require a referral to the AU/LEA include those whose:

- ▶ IFSP outcomes have been met and have been exited from EI
- ▶ Development is within normal limits in all developmental areas
- ▶ Parent(s) or legal guardian do not want to be referred for preschool (Part B) services


# Responsibilities of the AU/LEA

Assure that children who are eligible for preschool (Part B) services will:

- ▶ Have AU/LEA participation in the transition conference arranged by the CCB service coordinator
  - ▶ Have an IEP developed and implemented by their third birthday
  - ▶ Experience a smooth and effective transition from EI to preschool (Part B) services
- 



# What if there are questions about whether to refer the child to the AU/LEA?

- ▶ Best to make the referral
  - ▶ With written consent, include all current developmental information
  - ▶ AU/LEA and family decide next steps
- 


# What information should be shared with the AU/LEA?

- ▶ With written consent the following information on the child's development should be shared:
  - Developmental progress notes
  - Child outcomes/Results Matter data
  - Information from the family about the child
  - Current IFSP
- ▶ This information should be shared in a timely manner as it helps inform the evaluation and transition process

# What are the special provisions for the initial IEP meeting?

- ▶ At the request of the parent the AU/LEA must invite:
  - Service Coordinator
  - Other representatives
- ▶ Information from the current IFSP must be considered

# Qualifying for Extended School Year (ESY) services

- ▶ Some children may qualify for ESY services,
  - ▶ Current assessment information about the child's strengths, needs, progress, and/or regression is critical in making these determinations
- 

# Qualifying for ESY

El providers must:

- ▶ Keep thorough documentation of progress or regression after lapses in services
- ▶ Share all information (with written parental consent) with the AU/LEA prior to the preschool (Part B) services evaluation
- ▶ Understand *predictive factors*
  - Determining ESY Services  
<http://www.cde.state.co.us/cdesped/download/pdf/law-ESYGuidelines.pdf>

# Qualifying for ESY

IEP team, including the parent, must:

- ▶ Determine eligibility for ESY services

# National Transition Resources

The National Early Childhood Transition Center (NECTC) provides information through:

- ▶ Papers/Reports
- ▶ Research Briefs
- ▶ Transition Alerts
- ▶ Project Information
- ▶ Presentations
- ▶ Articles/Books

<http://www.hdi.uky.edu/NECTC/Home.aspx>



# National Transition Resources


Meeting the Transition Requirements: The State of Evidence and Recommended Practices

[http://www.hdi.uky.edu/Libraries/NECTC\\_Completed\\_Presentations/Meeting\\_the\\_Transition\\_Requirements\\_The\\_State\\_of\\_the\\_Evidence\\_and\\_Recommended\\_Practices\\_Handout.sflb.ashx](http://www.hdi.uky.edu/Libraries/NECTC_Completed_Presentations/Meeting_the_Transition_Requirements_The_State_of_the_Evidence_and_Recommended_Practices_Handout.sflb.ashx)



## Practice #5: Program eligibility processes and timelines are clearly delineated

Example strategies:

- ▶ Accept and clarify the eligibility for the child and family from qualified professionals
  - ▶ Streamline and clarify the eligibility process between EI and preschool (Part B) services
- 


## Practice #5: Program eligibility processes and timelines are clearly delineated

Example strategies:

- ▶ Coordinate assessments between programs
- ▶ Develop graphic tools to help parents and agencies better understand the process and timelines

## Practice #19: Families actively participate in gathering information about their child's growth and development

Example strategies:

- ▶ Arrange for children and families to visit preschool programs
  - ▶ Send information home to parents about preschool programs
- 

## Practice #19: Families actively participate in gathering information about their child's growth and development

Example strategies:

- ▶ Ensure that the assessment results accurately reflect child's behavior and abilities during daily routines


## Practice #19: Families actively participate in gathering information about their child's growth and development

Example strategies:

- ▶ Talk with child's parents before school starts
- ▶ Staff communicate consistently between home and school

## Practice #20: Transition team members share appropriate information about each child making a transition

Example strategies:

- ▶ Informal contacts with sending providers/teachers about children supported
  - ▶ Regular meetings between sending and receiving providers to discuss individual children's progress throughout the year
- 

## Practice #20: Transition team members share appropriate information about each child making a transition

Example strategies:

- ▶ EI and preschool (Part B) services staff communicate to the child's family about the transition process
- ▶ Written records of the child's past experiences or status are made available

# Final Questions?

