


Transition
in the



West Virginia
Birth to Three
Growing Together

Early Intervention System

WV Birth to Three

Welcome

- Introductions
- Housekeeping
- Expectations for Today

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Being Confident

- By the end of this session you will have the tools to provide a meaningful and successful transition for families and children leaving the West Virginia Birth to Three System!

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Training Outcomes

This module will help you gain understanding in:

- The purpose of transition planning prior to age three
- What the law requires about transition
- The benefit to families and very young children from a successful transition process
- Service Coordinator/Practitioner responsibilities
- Building Bridges: Collaboration

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What is Transition?

- Transition means passage from one form, state, style or place to another (American Heritage Dictionary, 3rd Edition)

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Introduction Activity

All families experience transition.

In small groups share some of your personal transitions with each other.

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Questions to Consider

- How did you plan?
- What kinds of information did you need?
- Where and to whom did you go for help?
- What barriers did you run into?
- What did you learn from this experience?

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What is Transition?

- Transition involves a process of movement from one environment to another. When children and families transition into, within, or from early intervention supports and services occurs, they experience new opportunities and challenges.

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What is Transition?

- Transition is a process and not an event
- The transition process begins with a series of questions and ends with a plan
- Transition planning takes time and commitment from all involved

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Why is Planning Important?

- All children may experience problems with transition at times, but there may be additional challenges for children with disabilities

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Transition Types

- **Into WV Birth to Three** – examples might include:
 - From hospital to home
 - From no early intervention supports and services
 - From another state's early intervention system to WV Birth to Three

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Transition Types

- **Within Birth to Three** – examples might include:
 - Medical needs of the child, or other family members
 - Moving from one county/community to another
 - Changing service practitioners
 - Implementing a new service or support
 - Changing child care providers
 - A child entering a community based pre-school or mothers day out program

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Transition Types

- **Beyond Birth to Three** - examples might include:
 - A child under age three who is no longer eligible for WV Birth to Three
 - A child turning three who may still need supports and services and is referred to Early Childhood Special Education
 - A child who may not receive special education after age three, but will transition to another program such as Head Start, child care, or private preschool
 - A child turning three who is not going to receive any other service after age three

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Transition Happens!

- All children and families transition out of the West Virginia Birth to Three System
- Transition planning must occur for all children
- While this process can be stressful, scary and challenging for families it also may be viewed as an opportunity
- For a transition to be successful and a positive experience, service coordinators, practitioners and families must know the following:

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Transition Planning

- What does the law require?
- What community services and supports are available?
- What are the service coordinator/practitioner's roles and responsibilities?
- How to build bridges for effective communication and collaboration?

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Successful Transitions!

Knowledge + planning =
successful transitions

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What Does The Law Require?

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Notification

- Federal law requires WV Birth to Three to “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”

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Section 303.3 (h) of IDEA states: the IFSP must include the steps to be taken to support the transition of the child, to--

- Preschool services under Part B of the Act, to the extent that those services are appropriate--Board of Education
- Other services that may be available, if appropriate--the community
- A combination of Part B and community

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For All Children Exiting BTT, There Must Be....

- Discussions with, and training of, parents regarding future placements
- Procedures to prepare the child for changes in service delivery
- With parental consent, the transmission of educational information about the child to the local educational agency including evaluation and assessment information, and copies of IFSPs that have been developed and implemented

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For All Children Exiting BTT, There Must Be....

- A transition planning meeting with the family, WV Birth to Three, and possible receiving agencies such as the local educational agency, Head Start, child care, etc, at least 90 days before the child's third birthday
- If the family chooses not to invite other agencies, the transition planning meeting will occur with the family and IFSP team

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Roles of the Service Coordinator

- Inform families that transitions from WV Birth to Three could occur when:
 - The team including the family determines the child no longer meets the eligibility criteria
 - The family decides to end services with Birth to Three
 - The family is moving out of state
 - The child is turning three
- Document all transition discussions and planning activities in the child's educational record

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Roles of the Service Coordinator

- Provide information to families that describes possible receiving agencies, services and supports, as well as, program eligibility requirements and enrollment procedures
- Provide families with contact information for each of the agencies/services

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Roles of the Service Coordinator

- Assist families in scheduling visits to classrooms and designing the questions they would like to ask
- Help families consider what types of supports and services they will need for their child after leaving BTT – such as service coordination, therapy services, assistive technology, financial resources, transportation, etc.

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Service Coordinator Responsibilities

- Facilitate the development, in collaboration with each family, of a comprehensive transition plan within required timelines and when transitions occur before age three
- Coordinate and facilitate a 90 Day Face-to-Face Transition Meeting
- Send notice of the meeting to the family, all IFSP team members, and others that the family wants to invite
- Coordinate and monitor activities discussed at 90 day Face-to-Face Transition Meeting
- Attend IEP if invited. Remind family that they will need to let school system know if they want BTT professionals invited to the IEP meeting

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Role of Direct Service Practitioners

- Provide information to the family on preschool services and supports
- Help families understand the functional behaviors/skills child may need in the preschool setting
- Implement individualized strategies and activities to assist the child in developing skills for a successful transition
- Be knowledgeable of resources that are available to assist the family with child's development – for example, sources of therapy services

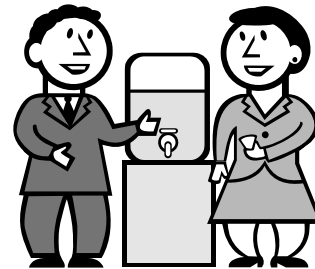
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Roles of Direct Service Practitioners

- Communicate with receiving agencies
- Assess the need for assistive technology to help child be able to participate in the preschool environment
- Visit classrooms to consult and train receiving agency staff if appropriate
- Attend all transition planning meetings and IEP if invited
- Provide information to receiving agencies that will help the child be successful in the next environment

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Break – 10 minutes



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WV Birth to Three Requirements

- Transition Plan
At least ten months prior to the child's third birthday, the service coordinator and family begin to design a transition plan that outlines the steps that the family and other team members will follow in order to support a smooth transition from WV Birth to Three.

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Transition Plan Will Include:

- Activities to provide the family with information on possible receiving agencies, eligibility and enrollment requirements, and what to look for in a preschool
- For children transitioning to center based settings:
 - Activities and strategies to prepare the child to be successful in a new setting, including assistive technology
 - Opportunities to visit classrooms

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Jenny's Story

Transition Planning Meeting at 24 Months

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WV Birth to Three Requirements

- **Record Transfer**
 - With written parental consent, appropriate early intervention records should be sent to the agencies where the child has been referred (school system and others)
 - Records include any pertinent assessment information and the copy of the IFSP, as well as updated information to help plan for the child's needs in the new setting. (information about the child's preferences, strengths, needs)

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WV Birth to Three Requirements

- 90 Day Face-to-Face Transition Meeting
- At least three months and no longer than nine months before a child's third birthday (sooner for children with summer and early fall birthdays), a Face-to-Face transition planning meeting must be held with the family, IFSP team and all receiving agencies/individuals that the family has requested be invited

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90 Day Face-to-Face Meeting

- The purpose of the 90 Day Face-to-Face Meeting is to plan the next steps that will occur over the next three months (or if appropriate longer) to ensure a successful transition for the child and family.

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90 Day Face-to-Face Meeting

The Transition Meeting

- **Who should attend – and receive written notice/invitation?**
 - Family
 - IFSP team members
 - Preschool Special Education representative
 - Head Start representative
 - Community partners, such as child care
 - Anyone else family and or team member feels could provide valuable information regarding transition options

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90 Day Face-to-Face Meeting

- **Agenda items**
 - Welcome and Introductions
 - Have family share information about their child, family, dreams for their child's future and concerns about transition
 - Have WV Birth to Three team share information about the child's strengths and needs, concerns for transition
 - Complete or share the Transition Summary Update Form

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90 Day Face-to-Face Meeting

- Have community partners discuss all options available for the child within their program including additional information on eligibility and enrollment requirements
- Respond to family questions about options discussed
- Provide procedural safeguards in relation to exiting the system

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90 Day Face to Face Meeting

- Confirm whether family wants to pursue child's eligibility for Part B services
- Many school systems will request the family's written permission to evaluate to determine eligibility at this time
- If school system representatives are not present, assure that team asks the family if they would like to request evaluation for eligibility, provide the family with the Request for Evaluation form

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90 Day Face-to-Face Meeting

- During this meeting the Transition Plan may be updated to include any new activities and strategies that need to be completed to promote the successful transition of the child and family

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Transition Plan May Include:

- Who will complete additional assessment if needed
- Who will consult and/or train the receiving staff to meet the individual needs of the child, if appropriate
- Additional classroom visits with the child to design intervention strategies
- Additional outcomes to assist the child in preparing for the new environment
- Assistive Technology Loan Agreements
- Linkage to other resources family may need for child

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Jenny's Story

Preparing for the Face to Face Meeting

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Strategies that Families Can Use to Prepare Their Child for Preschool

- Talk to the child about going to a new setting
- Take the child to meet new teacher and see new classroom
- Read stories and look at books with child
- Teach child self-care skills

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Strategies that Families Can Use to Prepare Their Child for Preschool

- Teach child to follow directions
- Give child experience with groups of children
- Practice short separations
- Share information with new program

FACTS/LRE Information Series #4, Planning Your Child's Transition to Preschool

<http://facts.crc.uiuc.edu/facts4/facts4.html>

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Information that Families Can Share

- What types of things does your child enjoy learning?
- What things are most difficult for your child to learn?
- What are your child's favorite toys and activities?
- How does your child get along with other children?

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Information that Families Can Share

- What types of rewards work best with your child?
- What types of discipline work best?
- What kinds of help does your child need during basic routines?
- What was your child working on in the last program that you would like to see continued in the new program?

FACTS/LRE Information Series #4
Planning for your Child's Transition to Preschool

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Transition Planning

- What if a child is referred to WVBTT at 30 months of age or older?
 - The Interim Service Coordinator starts the transition plan in conjunction with establishing eligibility and moving to IFSP.
 - The Interim Service Coordinator also makes appropriate referrals to possible receiving agencies including: WIC, SSI, Head Start, Part B, CSHCN

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Spring and Summer Birthdays

- Allow additional time for planning and collaboration with the local education agency
- Transition planning must occur prior to school closing for the summer – see each county's transition procedures for timeline preferences before summer.

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WV Birth to Three Forms Required For Transition

- WV Birth to Three IFSP including the Transition Plan
- Consent to Release Information
- Notice of 90 Day Face to Face Meeting
- Teaming Activity Note
- Transition Summary Update form
- Letter of Request for Evaluation
- Assistive Technology Loan Agreement
- Transition/Transfer Summary

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Community Resources

- Become familiar with community programs for young children in your area
 - Public Preschools
 - Private Preschools
 - Head Start/Early Head Start
 - Child Care
 - Other community programs such as the library, parks, mommy and me groups



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Special Education Programs

- Policy 2419 – “Regulations for the Education of Exceptional Students”

West Virginia Department of Education

www.wvde.state.wv.us

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Parent Training Resources

- Parent Educator Resource Centers (PERCs)
www.wvde.state.wv.us/ose/percs
 - USE courses (Understanding Special Education)
 - Hand in Hand parent handbook

WVPTI – West Virginia Parent Training and Information – provides training on IDEA
www.wvpti.org

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Head Start/Early Head Start

- National Head Start Web Site
 - www.acf.dhhs.gov/programs/hsb/
- WV Head Start Web Site
 - www.wvheadstart.org

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Head Start/Early Head Start

- Be knowledgeable about financial eligibility guidelines and enrollment procedures
- Where are Head Start programs located (home or community based)?
- Is the program full day or half day?
- Review Part C to Head Start transition procedures for each county that are posted on WVBTT website

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Community Resources

- Explore other community options with the family
- Inform family of alternative community-based programs for children with special needs (i.e. programs for children with autism, therapy clinics, etc)
- Inform families of funding that may be available to assist the family such as subsidized child care

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Health/Financial Resources

- Children with Special Health Care Needs (CSHCN)
- Home and Community Based Waiver – Title XIX
- Children with Disabilities Community Service Program (CDCSP)
- Health Check
- Child Care Subsidies
- Family Support

Check out the DHHR website for links to these programs www.wvdhhr.org

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Tools for Transition

- WV Early Childhood Transition Checklist
- Side by Side IFSP/IEP Comparisons
- Part C to Part B Preschool Transition Procedures for each county

www.wvdhhr.org/birth23

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Additional Resources

- WV Early Childhood Lending Library
- Web Resources
 - WV Early Childhood Transition Steering Committee – www.wvearlychildhood.org
 - NECTAC – www.nectac.org
 - National Early Childhood Transition Center – www.nectc.org

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Building Bridges: Collaboration

- Each RAU is responsible for representing WV Birth to Three at the local level including building bridges for collaboration with early childhood community partners. Some of the bridges that RAUs have built are:

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Building Bridges: Collaboration

- Developing interagency agreements with local early childhood program and services
- Developing and monitoring transition procedures with each county school system and Head Start grantee
- Involvement in joint child find activities
- Public relation collaboration efforts with community partners

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Building Bridges: Collaboration

- Home for the central directory which is important for families that need additional services beyond the scope of the school system
- Active participation with Early Childhood collaboratives such as the Tadpole Teams

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**Building Bridges: What Practitioners
and Service Coordinators Can Do**

- Participate in child find activities with the school systems as well as community partners
- Proactive in meeting the preschool teachers and administrators
- Attend IEP meetings

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Final Thought...

Thank you for participating in this learning opportunity and for all your hard work with children and families



That's all Folks!!

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