



Transition RIOT Activity

Use RIOT (Review, Interview, Observation, Test) to think through where you can pull data from for each of the four potentially eligible conditions.

Review	
Interview	
Observation	
Test	

Bruder, M. B., Catalino, T., Chiarello, L., Mitchell, M., Deppe, J., Gundler, D., Kemp, P., LeMoine, S., Long, T., Muhlenhaupt, M., Prelock, P., Schefkind, S., Stayton, V., Ziegler, D. (2019). Finding a common lens: Competencies across professional disciplines providing early childhood intervention. *Infants & Young Children*, 32(4), 280-293. doi: 10.1097/IYC.000000000000153

Cross-Disciplinary Competency Areas and Indicators

Coordination and Collaboration	Family Centered Practice	Evidence-Based Intervention	Professionalism
Coordinates and collaborates with the family and service providers across disciplines and agencies throughout the service delivery process.	Builds a relationship and a partnership with each child's caregiving family to support their participation in their child's intervention and learning.	Demonstrates knowledge of typical and atypical child development (including risk factors) throughout the intervention process.	Follows all IDEA and professional discipline policies, advocacy guidelines, ethics codes and practice standards for early childhood intervention.
Uses effective communication skills (listening, speaking, writing) with others.	Supports families in their caregiving role of their child.	Use valid, reliable, nondiscriminatory child-focused assessment procedures and instruments to document (a) eligibility for IDEA services, (b) child and family strengths and needs, and (c) child and family progress as a result of interventions.	Demonstrates ethical decision making and professional behavior.
Shares information and resources with service providers and agencies.	Uses effective communication (listening, speaking, writing) skills with all families across cultural, linguistic, and socioeconomic backgrounds.	Identifies and includes evidence-based practices on the intervention plan (IEP/IFSP).	Demonstrates knowledge of one's own discipline-specific practice standards and guidelines.
Coordinates the delivery of early childhood intervention services, resources, and supports with service providers and agencies.	Includes the family in all components of the early childhood intervention service delivery process.	Uses evidence-based practices during interventions with a child, family and/or other caregivers and teachers.	Demonstrates awareness of other discipline's practice standards and guidelines for early childhood intervention.
Collaborates with service providers and agencies to facilitate a team approach to early childhood intervention.	Provides information, guidance, and education to families about child development and their child's health and safety needs.	Incorporates evidence-based practices across learning opportunities (activities and routines) within the child's home, community, and classroom.	Learns from, with, and about all team members within an interprofessional collaborative practice framework.

Coordination and Collaboration	Family Centered Practice	Evidence-Based Intervention	Professionalism
Collaborates with the family, service providers, and agencies to develop, implement, and monitor an Individualized Family Service Plan (IFSP), Individualized Education Plan (IEP), or an intervention or learning plan.	Provides information, guidance, and education to families about regulations, policies, and procedures for eligibility, intervention, and transition under IDEA and other early childhood programs.	Uses evidence-based accommodations, modifications, and adaptations to enable a child to participate and learn in inclusive school and community environments.	Uses self-reflection and professional development to stay current in evidence-based disciplinary and interdisciplinary practices.
Collaborates with service providers and agencies to identify roles and responsibilities when delivering intervention.	Provides information, guidance, and education to families about early childhood intervention and inclusive service delivery models.	Systematically collects and uses data to monitor child and family progress to revise intervention plans as necessary and document intervention effectiveness.	Uses collaborative consultation practices when working with service providers and families.
Demonstrates negotiation and leadership skills with service providers and agencies to problem solve and take necessary actions to benefit the child and family.	Collaborates with the family to identify the family's strengths, needs, concerns, and priorities.		Mentors, teaches, and provides performance feedback and reflective supervision to other service providers.
Facilitates transitions from the Part C or Part B/619 programs to another program with the family and service providers from different disciplines and agencies.	Prepares the family to participate and contribute to the development, implementation, and evaluation of their child's IFSP or IEP, including transition options.		Demonstrates disciplinary and interdisciplinary leadership skills at the service delivery, program administration, and systems level of early childhood intervention.
	Refers families to resources and services to help them meet the needs of their child, their family, and themselves.		Advocates at the local, state, and national level for high-quality, timely, and effective early childhood intervention services to improve outcomes for children and families.
	Provides information to the family about parental rights and safeguards and how to advocate for themselves, their family, and their child.		

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Dezi Lines is a 15-month-old who was referred to Early ACCESS by her pediatrician for delays in communication and motor skills at a well-child check. Dezi lives with her parents, Ernesto and Delia, and two older siblings who attend elementary school. Ernesto works outside of the home while Delia cares for Dezi during the day. Dezi spends most of the time at home with her mom and plays with her siblings when they get home from school. Dezi does not currently have any diagnosed medical conditions or disabilities, and the family reports no concerns for her health, vision, or hearing. (This information was provided by the referral source, along with a review of pertinent medical records, initial family contact, and parent questionnaire responses within the ACHIEVE system.)

At the initial visit, the team uses the Family Assessment Conversation Starters Revised (FACS-2) tool to gather more information from the family. Delia reports that she and Dezi enjoy bath time, playing together with toys, and going for stroller walks in the neighborhood on warm weather days. Reading together before bedtime is one of Delia's favorite times of the day with Dezi. The family makes it a priority to eat dinner together every night. Delia and Ernesto are looking forward to summertime when the whole family can spend time together at parks or playing in the backyard. They are excited for Dezi to be able to participate in some of their favorite activities and outings like her older siblings and to be more independent in routines around the house.

Dezi's parents express concerns about her communication, as she uses limited gestures and vocalizations. They believe she calls most adults "mama" and "dada". When Dezi wants something, but cannot communicate it with her caretakers, she often cries and shows frustration. Delia reports that Dezi is generally quiet and finds that she has to check on her during playtimes to make sure she is OK. Delia also carries Dezi into the kitchen and bathroom with her so that Dezi can play while Delia gets her chores done. Dezi likes to crawl into the cupboards and empty the drawers. Delia put some of her toys into these spaces to keep her busy.

Dezi moves around her home mainly by crawling and cruising the furniture. Delia feels like her older children had more skills in these areas when they were Dezi's age. Other family members have commented on Dezi's lack of motor skills as well. The family would like for Dezi to gain more motor skills so that she can access more toys within the family room to play independently and enjoy family time outside during warmer weather.

Mealtimes can be difficult for the family as Dezi prefers to eat only crackers, bread, and small pieces of cut-up fruits. Dezi prefers finger foods, but her parents prefer she use a spoon and fork. She will often throw new or unpreferred foods onto the floor. They would like her to fully transition from the bottle to a cup.

Dezi enjoys reading books with Delia as part of their daily routine. Delia would like for Dezi to be able to point to, imitate easy words, and interact with the pictures in the books more. Delia would also like to have a wider variety of books available.

While identifying daily routines, the team asked the family to identify within each routine things that were going well and those that they had concerns about. For each routine, the family indicated if it was something they would like to work on together with the support of Early ACCESS. The routines identified as priorities for the family were mealtime, book time, and playing with toys.

During the evaluation, Dezi was observed in her home as well as briefly in the family childcare center that she sometimes attends when Delia has appointments. The team noted that Dezi looked at what her peers were playing with occasionally while she was playing with her own toys. Both at home as well as at childcare, it was noted that Dezi explored pop-up toys, light-up toys, and musical toys. Dezi crawled to the childcare provider for comfort when she became upset and later smiled with her when they sang songs. In both settings, Dezi was observed to crawl as her main mode of movement. The team observed Dezi use self-feeding skills to eat small pieces of pancake. When given yogurt and a spoon, Dezi began crying and threw the bowl off of her highchair tray.

The Early ACCESS team used a valid diagnostic instrument to examine all areas of development. The results of this test showed that Dezi has a 25% or greater delay in the areas of communication, physical, and social-emotional.



Transition Out of Early ACCESS in ACHIEVE

Early ACCESS

Before continuing, open the PDF copy of the slides, which you should have received from your Professional Learning Lead, so you have access to the links and documents mentioned in the presentation.



What's New in ACHIEVE to Support: Transition out of Early ACCESS

- Reminder from the ACHIEVE system to start transition with the potentially eligible conversation
- Clearly defined steps to follow for the transition process
- Drop-down menu for transition options for the child and family
- Potentially eligible conversation and documentation

Some new and exciting features of ACHIEVE to support Transition out of Early ACCESS include reminders about “to-do” items throughout the process, a drop-down menu of transition options, and integrated questions to support the potentially eligible conversation and documentation.



Learning Objectives

Participants will be able to...

- ❑ Use existing data to determine children that are potentially eligible for special education
- ❑ Collaborate with Special Education to determine the need for special education when children and families exit Early ACCESS
- ❑ Collaborate with Special Education to determine the children's present levels of performance and progress, including the ECO areas.

In this presentation, you will learn about the six steps in the transition process from beginning the transition process with the family to putting an IEP into action for a child who is transitioning to special education at the age of 3. You will explore the data that can be used to decide what path the transition process will follow and how to use IFSP data to guide decisions around potentially eligible and the need for special education. You will have the opportunity to walk through each step of the process and the documentation needed in ACHIEVE. You will also learn about collaborating with special education staff in the documentation of the Early Childhood Outcomes (ECO) areas when a child transitions to an IEP.



Connection to the **Cross-Disciplinary EC Competencies**

- Coordination and Collaboration
 - Facilitates transitions from the Part C or Part B/619 programs to another program with the family and service providers from different disciplines and agencies.
- Family Centered Practices
 - Prepares the family to participate and contribute to the development, implementation, and evaluation of their child's IFSP or IEP, including transition options.

In 2019, Iowa adopted the Cross Disciplinary Early Childhood Competencies for professionals from multiple disciplines within early intervention and early childhood special education. Since then, multiple learning opportunities have been offered to faculty in higher education preparation programs from early childhood special education, occupational therapy, physical therapy, and speech-language pathology. In-service professional development trainers and coaches have also been offered learning opportunities.

This presentation connects to the following Cross-Disciplinary Competency Indicators:

From the Coordination and Collaboration Area:

Facilitates transitions from the Part C or Part B/619 programs to another program with the family and service providers from different disciplines and agencies.

And from the Family Centered Practices Area:

Prepares the family to participate and contribute to the development, implementation, and evaluation of their child's IFSP or IEP, including transition options.

Click the link in the slides to view the Cross-Disciplinary Early Childhood Competencies:

https://ecpcta.org/wp-content/uploads/sites/2810/2021/01/Cross-Disciplinary-Competency-Areas-and-Indicators_Table.pdf

Foundations of Family Guided Routines Based Intervention



<http://fgrbi.com/>

Woods, J. (2020). *Foundations of Family Guided Routines Based Intervention* [Infographic]. FGRBI.

ACHIEVE | Iowa IDEA 5

All Early ACCESS services are delivered within the family guided routines based intervention framework (FGRBI). So planning and preparing for the transition should also be consistent with the foundations of the FGRBI framework. The process generally involves implementing individualized, flexible, and responsive activities designed to prepare and support the child and family for the anticipated changes in services, supports, and programs. Transition planning improves children's adjustment and increases families' satisfaction with the services they receive. Additionally, successful completion of early transitions promotes confidence, encourages success, and helps families adjust to and prepare for future transitions.

Specially Designed Instruction: Preschool

DIAGNOSE FOR INSTRUCTIONAL DESIGN	DESIGN FOR INSTRUCTIONAL DELIVERY	DELIVER FOR LEARNER ENGAGEMENT
<i>Use RIOT & SCIL in order to:</i>	<i>With a team who has relevant and specialized knowledge, develop a plan which:</i>	<i>Use evidence-based, high-leverage practices in order to:</i>
1. Define areas of concern and verify potential reasons for the concern	4. Incorporates evidence-based practices aligned to learner needs	7. Deliver the instruction as designed and monitor instructional fidelity
2. Identify strengths, interests and preferences that sustain learner engagement	5. Aligns to the Iowa Core and is age appropriate	8. Monitor learner progress
3. Determine critical supports needed for learner success	6. Maximizes opportunities for access and engagement	9. Adjust instruction as necessary based on learner progress and instructional fidelity
SUPPORT ENGAGEMENT FOR LEARNING THROUGH FAMILY SCHOOL PARTNERSHIPS		

As children transition from Early ACCESS to special education, the information and data from Early ACCESS will contribute to the first two component areas of the SDI Framework: Diagnose for Instructional Design and Design for Instructional Delivery



Overview

Review the six steps to transition and how to document the transition process in ACHIEVE

1. Beginning the transition process
2. Transition planning
3. The transition planning meeting
4. Evaluation for Special Education
5. The IEP Process
6. Putting the IEP into action

Transition Toolbox in [i3 Resources](#)

ACHIEVE | Iowa IDEA 7

As mentioned, there are six steps to the transition process and you will learn about each one and how to document it in ACHIEVE. The six steps come from the Transition Toolbox, which is available in the resources of i3.



Transition Flow Chart

All Children Approaching Age 3

Step 1: Beginning the Transition Process

Step 2: Transition Planning

Step 3: Transition Planning Meeting

Path A

Path B

Step 4: Evaluation for Special Education

Exit Early ACCESS to Other Programs

Step 5: The IEP Process

Step 6: Putting the IEP Into Action

There are two pathways in the transition process. Steps 1-3 apply to all children in Early ACCESS who are approaching three years old. Steps 4-6 apply to only those children who go on to an evaluation to determine eligibility for Early Childhood Special Education. For a more detailed flow chart, click the link in the title of the slide.



Step 1: Beginning the Transition Process

When: Between 2 yrs. 3 mos and 2 yrs. 9 mos

Who: IFSP team discussion with the family, led by the Service Coordinator

What:

- Child's progress, strengths, and abilities
- Choose option for what might be next
- Family priorities and goals for next setting

Step 1 is beginning the transition process which starts between 9 months to 90 days prior to the child's 3rd birthday. Led by the service coordinator, the purpose of the transition conversations among the IFSP team is to think about and plan for the child after their 3rd birthday. No single approach or set of activities can govern all transitions because they will differ based on many factors such as the age of the child, families' priorities and concerns, and community programs and services. As part of the transition process, the team will discuss the child's progress on outcomes, abilities and strengths in their development, and the family's priorities and goals. The service coordinator will help the family explore a variety of possibilities and options to support making a decision about what they might need or want following Early ACCESS services when they end at age 3.

Transition Planning

[Learner Dashboard](#)
[Family Contact](#)
[Documentation](#)
[IFSP](#)
[Evaluation](#)
[Transition Planning](#)

Transition Meeting Dates will automatically populate when a transition meeting is scheduled using the scheduler. A transition meeting must occur within 9 months and 90 days prior to a child's third birthday and coincide with an IFSP meeting.

Projected Transition Planning Dates		Transition Meeting Dates	
Date of Third Birthday	01/16/2022	11/16/2021	
9 Months Prior	04/16/2021	11/19/2021	
6 Months Prior	07/16/2021		Items: 1 – 2 of 2
90 Days Prior	10/18/2021		

Items: 1 – 4 of 4

Explanation for Delay in Meeting*

Date we began developing a transition plan to help your family and child prepare for exiting Early ACCESS and discussed that Early ACCESS will be ending when Sue turns three.

11/10/2021

[Open Scheduler](#)

[Transition Toolbox](#)

ACHIEVE | Iowa IDEA 10

This is a screenshot of part of the transition planning page in ACHIEVE. The ACHIEVE system will auto-populate the important dates for teams - see the list of dates on the left. The dates listed on the right are dates of actual transition meetings that have been scheduled by a team member. There is also a drop down menu for an explanation for not meeting the timeline for the transition meeting.



Reflection and looking ahead *



Child's progress, strengths and abilities

The AEPS was updated as part of the transition planning. Miley scored in the average range for all areas. The skills that she is still working on include: pedaling a tricycle, catching a ball, toilet training, drying hands, drawing lines, using 3 word phrases, copying an action not commonly used, meeting a need in a socially acceptable way (wiping nose, washing dirty hands), organizing items that are functionally related (ex., plate, spoon, and fork together), and understanding opposite concepts.

Miley's communication skills have grown in the past 6 months. She only sucks on her thumb when she is tired (comfort). She will repeat words that she hears others saying. She is using 2 word phrases, and will say some 3 word phrases.

What might be next for our family after we exit Early ACCESS?

- We are not interested in transitioning to a new setting after exiting Early ACCESS.
- We are interested in participating in community programs.
- We are interested in special education.
- We are not interested in special education.

What are our family's priorities and goals for preparing my child for next setting?

Miley's parents want her to be with other children her age. They recently decided to enroll in a home child care near where they work so she could start being around other children her age. They are happy with the progress she has made with Early ACCESS services and are worried that she is not going to continue learning new skills like she does now. They are not sure if they want Miley to go to preschool when she turns three; however, they want her to get the help she needs for her communication.

Depending on when the transition planning begins, which may begin as early as 2 years 3 months, a variety of activities may be completed before, during, and after the child turns three to support a successful transition. As part of the transition planning process, the IFSP Team continues to coach the family on strategies to support their child's developmental abilities and progress on outcomes along with supporting the family's goals and priorities for their child. Families' interests and priorities may change over time as they participate in the transition planning steps and activities.

The "Reflections and Looking Ahead" section of ACHIEVE reflects what the family may or may not be interested in at the current time as they prepare for the transition from Early ACCESS. As a part of the transition plan, the steps and activities could be a variety of actions that include, but are not limited to: preparing the child to participate in community activities or programs, considering the need for special education services, or choosing to not participate in any services or programs.



Potentially Eligible and Suspicion of Disability

Early ACCESS - Transition

Early ACCESS is required to establish a transition plan in the IFSP, not fewer (no later) than 90 days prior to children's third birthday.

Early ACCESS Determines "Potentially Eligible:"

- Reviews information to discuss toddlers development, progress, and concerns
- Determines if toddler may need special education

Early ACCESS Seeks Family Approval to Convene Meeting (Conference):

- If potentially eligible, meet with AEA to discuss suspicion of disability
- If NOT potentially eligible, meet with appropriate providers.

Special Education - Child Find

AEAs are required to locate and evaluate children who might need special education services [under Part B].

AEA Determines Suspicion of Disability (Disability Suspect):

- Reviews facts and circumstances to determine if information and data suggest that a toddler might have a disability that might require special education.

AEA Seeks Parental Consent to Evaluate:

- When an AEA suspects a disability, it must seek parental consent for an evaluation.

The IFSP Team completes different actions as a result of decisions along the way. In the Legacy System, the IFSP Team determined if children would be referred for special education services and documented the actions as part of "Part B Considerations" on the transition plan.

The ACHIEVE system includes a "Potentially Eligible" section in the Transition Plan, which will guide IFSP teams through a series of questions to discuss if toddlers may need special education. The IFSP team is responsible for determining the children who may be potentially eligible for special education. IFSP Teams review information, discuss development, progress, concerns, and priorities in order to decide the next steps. When an IFSP Team has concerns, and the family approves of involving special education staff or moving forward with disability suspect, special education will be invited to participate in transition planning (if the Part C providers are also the Special Education staff, then additional staff will not be invited to the meeting). It is important to note that the AEA special education team will be responsible for completing the steps involved in the child find process for special education in collaboration with the IFSP Team. Again, these discussions and decisions will provide the direction the IFSP Team takes in scheduling a transition planning meeting (also referred to as a conference in IDEA).



Step 2: Transition Planning

When: 2 years, 7 months

Who: IFSP Team/Service Coordinator

What:

Discuss and Determine Potential Eligibility:

- Diagnosis of condition;
- Present level of development;
- Progress and age expectations; and/or
- Need for continued intervention

Step 2: An important component of the transition planning process involves sharing specific information about the child's developmental abilities, progress, concerns, and conditions as well as discussing possible supports or services the child may benefit from after they exit Early ACCESS.

When the child is about 2 years, 7 months, the team shares with the family information about special education services. The Early ACCESS service coordinator and providers have a responsibility to discuss with the family any factors which suggest the child may potentially be eligible for special education services. As part of the transition conversation, the IFSP team will discuss if the child is potentially eligible for special education by reviewing information and data gathered about the child's diagnosed condition, present level of development, progress and age expectations, and need for continued intervention. This will provide the family with information needed to make informed decisions about the next steps in the transition planning process. The transition path will depend upon whether or not the child may be potentially eligible for special education services and/or if the family is interested in involving special education.

Potentially Eligible

Potentially Eligible *

All relevant, available information may be used in guiding the IFSP team's consideration of the four conditions for determining if a child is potentially eligible for special education. When any one of the following conditions exist and the family approves of involving special education staff, contact special education to participate in transition planning.



Diagnosis of Condition



Present Levels of Development



Progress and Comparison to Age Expectations



Requires Continued Intervention

Before we discuss the two paths, let's dig a little deeper into "potentially eligible" because this is a new process in ACHIEVE.

The information that is entered here can be used and even autofilled on the Special Education Disability Suspect process, which is discussed a little later.

All relevant, available information may be used in guiding the IFSP team's consideration of the four conditions for determining if a child is potentially eligible for special education. When any one of the following conditions exist and the family approves of involving special education staff, contact special education to participate in transition planning.

The team must consider all four conditions, but does not need to answer all of them. If all are answered no, then the child is not potentially eligible. If one question is answered 'yes' then the child is potentially eligible. It is not required to answer any more questions once one is answered yes, but teams may choose to answer all of them for information purposes.

Remember, identifying a child as "potentially eligible" is a low bar, teams are not making a decision about eligibility. This is a first step to decide if a child **might** be found eligible and the evaluation process will be used to determine the decision of eligibility.

Potentially Eligible: *Diagnosis of Condition*

Potentially Eligible *

All relevant, available information may be used in guiding the IFSP team's consideration of the four conditions for determining if a child is potentially eligible for special education. When any one of the following conditions exist and the family approves of involving special education staff, contact special education to participate in transition planning.



Diagnosis of Condition



Present Levels of Development



Progress and Comparison to Age Expectations



Requires Continued Intervention

Diagnosis of Condition *

Are there data to suggest that Miley has a diagnosis of a condition and the condition is causing delays in meeting the age appropriate expectations for Miley's performance?

Yes No ↻

Comments

Now you will learn about the four conditions for determining potentially eligible for special education, starting with 'diagnosis of a condition'. A diagnosis alone does not warrant answering yes to this question. This one is a combination of both the diagnosis AND if that diagnosis is causing a delay in meeting age-appropriate expectations. Data may be used from ongoing assessment of the child to determine if the child has a delay in age-appropriate expectations.

Potentially Eligible: *Present Levels of Development*

Diagnosis of Condition

Present Levels of Development

Progress and Comparison to Age Expectations

Requires Continued Intervention

Present Levels of Development *

Are there data to suggest that Miley is not meeting age appropriate expectations and is unique when compared to peers of the same age?

Yes No ↻

Comments

Are there data to suggest that Miley is not meeting age appropriate expectations and is unique when compared to peers of the same age?

Yes No ↻

Comments

Miley uses many early skills in this area that are necessary for development of more advanced skills, but is not yet using skills expected for this age. Communication/language competency skills appear to be similar to that of an 18-month-old toddler. Her receptive language is further developed than her expressive abilities. Primitive gestures are her primary mode of communication. She consistently exhibits a desire/interest to interact with others. Verbal responses primarily consist of vocalizations and approximations of single word utterances (e.g., ma-ma, da-da, ba-ba).

The next condition for potential eligibility is the 'present levels of development'. Is the child not meeting age-appropriate expectations and is unique when compared to peers of the same age? This is a sample of what may be documented in the comments section as data to support answering yes to this question.



Potentially Eligible: *Progress and Comparison to Age Expectations*



Diagnosis of Condition



Present Levels of Development



Progress and Comparison to Age Expectations



Requires Continued Intervention

Progress and Comparison to Age Expectations*

Are there data to suggest that Miley has received high quality early intervention across routines, and Miley's performance is not meeting age appropriate expectations, and Miley is not progressing towards meeting age appropriate expectations?

Yes No ↻

Comments

The next condition is progress and comparison to age expectations. Is there data to support that the child has received high quality early intervention, is not meeting age appropriate expectations and not progressing towards meeting those expectations? Services provided through Early ACCESS are considered high quality early intervention. Ongoing assessments and outcome progress monitoring data would also be relevant data to consider.



Potentially Eligible: *Requires Continued Intervention*



Diagnosis of Condition



Present Levels of Development



Progress and Comparison to Age Expectations



Requires Continued Intervention

Requires Continued Intervention *

Are there **data to suggest** that Miley has received high quality early interventions across routines, and is meeting age appropriate expectations or is progressing towards meeting age appropriate expectation, but Miley requires continued and substantial effort that may include the provision of special education services?

Yes No ↻

Comments

The last condition is does the child require continued intervention. Is there data to suggest that the child has received high quality early intervention, is meeting age appropriate expectations or progressing toward those expectations, but they may still need continued substantial effort or special education services? This condition requires teams to see if the amount of intervention needed could be above and beyond what other children may need to progress towards age expectations.



Application - Potentially Eligible



*Using RIOT as your framework,
think through each of the four
conditions for potentially eligible
and record where you could access
data for each condition.*

Let's pause to apply the new concepts related to potentially eligible. Use RIOT (Review, Interview, Observation, Test) to think through where you can pull data from for each of the four potentially eligible conditions. Keep in mind that this is a low bar - you want to err on the side of over-identifying children who might be eligible for special education and then the evaluation process will determine whether or not the child is ultimately found eligible. A handout is available by clicking on the link in the title of this slide. Make a copy of the document prior to writing your response.



Potential Responses

- Service Log notes
- Transition planning page
- Outcome progress notes
- Present Levels of Development
- Family Statements
- Assessments (ongoing)
- Medical reports
- Transition Toolbox
- Other

You might refer to notes from interviews, record reviews, observations, or tests to gather information to inform potentially eligible. In addition, the transition page, family statements, ongoing assessments and the family's notes from the Transition Toolbox may also inform the potentially eligible discussion.



Step 2: Transition Planning, Path A

Path A: If there are concerns and the family approves involving special education

When: No later than 90 days prior to 3rd birthday

Who: IFSP Team (SC) and Special Education representative

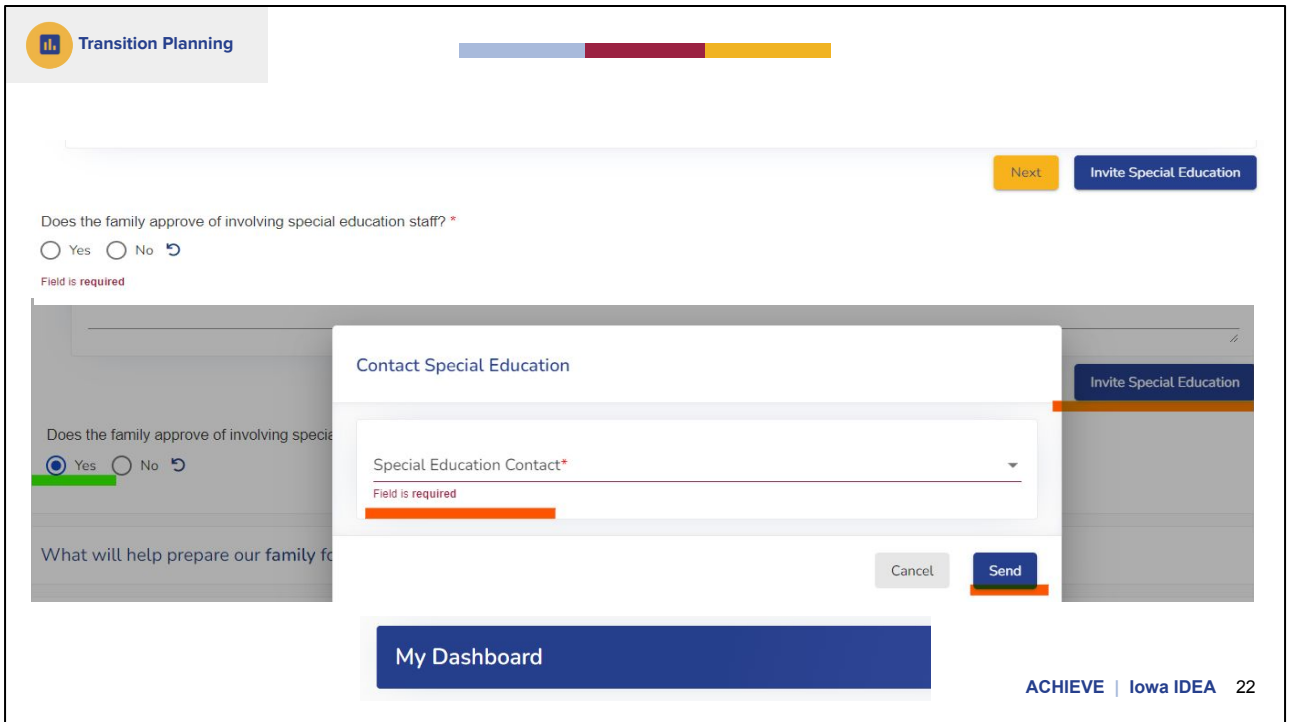
What: Invite and introduce special education staff to family/child to begin developing relationships

Now that you have learned about the ‘potentially eligible’ process in ACHIEVE, let’s go back to the transition paths that were mentioned before.

First, Path A is used when there are concerns and the family approves involving special education. A Transition Planning meeting, in conjunction with a periodic or annual review, has to occur no later than 90 days prior to the child’s third birthday. At 135 days prior to the 3rd birthday, the service coordinator will get a nudge in the ACHIEVE system ‘to-do list’ to have the potentially eligible conversation. This will also nudge staff to push the button to involve special education if the team determines the child may be potentially eligible for special education and the family approves.

Another nudge will be sent closer to 90 days to ensure that teams are holding the potentially eligible conversation.

This will show up on your “to-do” list and will not go away until you have completed it.



If a child is potentially eligible for special education, and the family approves of involving special education staff, the service coordinator will contact special education and schedule a transition planning meeting.

In ACHIEVE, there is a button to automatically Invite Special Education on the Transition page. When the Service Coordinator selects Invite Special Education and adds the Special Education contact, ACHIEVE will send the child's information to the Special Education contact and the child will be added to their "My Dashboard" in ACHIEVE.



Step 2: Transition Planning, Path B

Path B: If there are no concerns and/or family does not want to involve special education

When: No later than 90 days prior to 3rd birthday

Who: IFSP Team (SC)

What: Begin discussing options with the family for the child after Early ACCESS services end

Path B is used when there are no concerns and/or the family does not want to involve special education.

If the family does not want to consider special education, teams still need to have the conversation about potentially eligible for special education to ensure that the family is making an informed decision. Be sure to include that the family does not want to consider special education in the Prior Written Notice.

The team will also need to discuss what options the family will have after Early ACCESS services end. Those options could be referrals to other programs or community based services such as community preschools, play groups, library story time, outpatient therapy, etc.



Step 3: The Transition Planning Meeting, Path A

Path A: If there are concerns and the family approves involving special education

When: No later than 90 days prior to 3rd birthday

Who: IFSP Team (SC) and Special Education representative

What: Discussion of data collected from potentially eligible (Early ACCESS) and suspicion of disability (special education)

Step 3 is the transition planning meeting. This meeting occurs no later than 90 days prior to the child's 3rd birthday. If Path A is chosen, then this meeting involves the IFSP team and a representative from special education (Part B). In some agencies, this may be the same staff and in other agencies, the staff may be different. The purpose of this meeting is to discuss the data that the IFSP team collected for potentially eligible and then discuss suspicion of a disability for Part B special education.



Step 3: The Transition Planning Meeting, Path B

Path B: If there are no concerns and/or family does not want to involve special education

When: No later than 90 days prior to 3rd birthday

Who: IFSP Team (SC)

What: Discussion of plan after Early ACCESS

If Path B is chosen, the same timeline applies, but this meeting would only involve the IFSP team. The purpose of this meeting would be to discuss a plan for after the child's 3rd birthday at which point Early ACCESS services will end.



Scheduler - Jacquelyn Christiansen

Name: Jacquelyn Christiansen DOB: 02/16/2019 Age: 33 months, 20 days

Service Coordinator: Adair-Casey SC Initial Due by Date: 10/28/2021 Parent Info:
Jazlyn Christiansen (183) 021-0851 (H)
Era Abshire (700) 727-4075 (K)

Purpose of the Meeting

Periodic Individualized Family Service Plan (IFSP) ✕

Early ACCESS Transition Planning ✕

Meeting Date

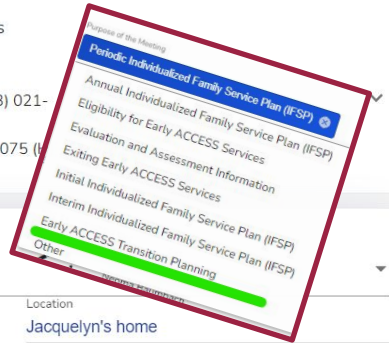
12/13/2021

Meeting Time

10:00 AM

Location

Jacquelyn's home



This screenshot shows the scheduling of a meeting and choosing “Early ACCESS Transition Planning” in the drop down menu for the purpose. Any meeting with this as a purpose will be added to the list of meetings and dates as shown previously on the Transition Planning page.

Disability Suspected

Copy from Transition Planning



Diagnosis of Condition



Unique Compared to Peers



Progression and Meeting Standards



Requires Continued Substantial Effort

Requires Continued Substantial Effort

Are there data to suggest that:

- the learner has received high quality instruction (general instruction and evidence-based supplemental instruction), *and*
- is meeting standards or is progressing towards meeting standards; *but*
- requires continued and substantial effort that may include the provision of special education and related services?

Yes No ↻

If yes, summarize the data used to conclude that the learner meets these condition(s) *

With coaching support from the Early ACCESS team, Sue's family has supported her growth and development of her language development during their daily routines and activities. The family has seen a lot of improvement in her ability to use one to two words to communicate. The IFSP Team has seen that without the daily opportunities her family provides for Sue to use her words, Sue's use of words decreases. Without continued intervention during daily routines and activities, Sue's delays in her language development would continue to result in her falling further behind her peers.

At this point for Path A, special education Part B teams are able to use the information already entered by the transition team for “potentially eligible.” If the Part B team feels they have additional information to add since the potentially eligible decision was made, they have the ability to do so. Remember the potentially eligible decision will be made no later than 90 days before the child’s 3rd birthday, so there may be additional information that needs to be added.

The Part B team has the option to autofill content from “potentially eligible” in Part C into disability suspected in Part B. The button at the top of the page which says “copy from transition planning” is what makes it autofill.

What will help prepare our family for the next setting and leaving Early ACCESS?

What will help prepare our child for the next setting and leaving Early ACCESS? *

What will help prepare our family for the next setting and leaving Early ACCESS? ^

For families whose children will be referred/and or transition to other community programs or special education, Early ACCESS will.

Select community options discussed

- Family will meet with or obtain information on programs selected.
- Assist with application and enrollment forms as needed.
- Family will visit potential new setting.
- Family will meet with potential new provider / teacher.
- Sign needed consents to share information about child with preschool, childcare or other program, if needed.

Date Activity Completed

Items: 0 of 0

Transition activities could be happening as early as 2 years, 3 months all the way to the child's 3rd birthday. This screenshot shows a piece of the transition page and the drop down available for possible options to help prepare the child for the next setting. The plan (path chosen) has to be documented no later than 90 days prior to 3rd birthday. This is where those who are on Path B end their transition journey on their 3rd birthday and do not move on any further in these steps.

For those on transition path A to early childhood special education evaluation, their journey will continue on to step 4. With both paths, the IFSP team will continue to prepare the family and the child for the transition out of Early ACCESS. This includes continuing to offer Early ACCESS services using FGRBI.



Transition Flow Chart

All Children Approaching Age 3

Step 1: Beginning the Transition Process

Step 2: Transition Planning

Step 3: Transition Planning Meeting

Path A

Step 4: Evaluation for Special Education

Step 5: The IEP Process

Step 6: Putting the IEP Into Action

Path B

Exit Early ACCESS to Other Programs

Referencing the transition flow chart again, we will now continue down Path A - the path to special education evaluation. For a more detailed flow chart, click the link in the title of the slide.



Step 4: Evaluation for Special Education

When: No later than 60 days prior to the child's 3rd birthday

Who: Special Education staff in collaboration with IFSP Team

What:

- Continue offering Early ACCESS services
- Use already gathered data
- Collect additional data, if needed

Step 4 is for those children taking Path A who are being evaluated for special education. Collaboration amongst the IFSP team and special education staff is crucial in this step and the service coordinator will help to ensure communication across the team members. The IFSP team will continue to provide services using FGRBI and will also continue to collect data which can be shared with the special education staff for the evaluation. For more information, review the preschool evaluation professional learning recording.



During step 4 of the transition process, the child will have staff working in both IFSP and IEP “lands”. You will notice in this screenshot that the IFSP is still listed as it is still active, but when you go to ‘evaluation’, it will show that the “Active Evaluation” is “Special Education” as this process has been started. In the bottom screenshot, notice that the ECO Matrix is part of the special education evaluation.

At the conclusion of the evaluation, the eligibility determination meeting is held to determine whether the child needs special education services.



Step 5: The IEP Process

When: After eligibility for special education has been determined
AND
Prior to the child's 3rd birthday

Who: IEP Team in collaboration with the IFSP Team

What: With the family, consider possible IEP goals; discuss and determine
ECO statements

Step 5 in transition is the IEP process. Prior to the child's 3rd birthday and after eligibility for special education has been determined, the IEP meeting will take place. The IEP team will work with the IFSP team to collaborate and develop the best individualized plan for the child. The family will also play an important role when considering what goals may look like as well as determining the ECO ratings.



ECO Statements

The ECO statements for Special Education will populate in the Exit ECO statements in Early ACCESS

Positive Social-Emotional Skills

[Open ECO Ratings Wizard](#)

Acquisition and Use of Knowledge and Skills

[Open ECO Ratings Wizard](#)

Use of Appropriate Behaviors to Meet Needs

[Open ECO Ratings Wizard](#)

The ECO statements for special education will populate in the Part B 'land' of ACHIEVE. Once this information is entered in Part B, it will automatically populate into the exit ECO statements on the IFSP.



Transition Determinations *

If this child is being evaluated for special education or will not have an IEP finalized on the child's third birthday, the Early ACCESS Team will only determine the exit ECO rating if this child is not eligible for special education and/or will not have an IEP finalized on the child's third birthday.

Steven may be eligible for special education services. If this child is not eligible for special education, the Early ACCESS Team will determine the exit ECO rating here. If this child is not eligible for special education and will not have an IEP finalized on the child's third birthday, the exit code is BND - special education eligibility not determined.

Positive Social-Emotional Skills

Open ECO Ratings Wizard

Comparison to Age Expectation

Steven uses many early skills in this area. He is using skills, but is not yet using skills expected for this age.

Has Steven made progress since beginning Early ACCESS Services?

Yes No ↻

If you try to enter ECO statements into the IFSP, this pop-up will appear. You will only enter exit ECO ratings in 'IFSP' land IF the child is not eligible for special education and/or the child will be exiting to community services or no services on their 3rd birthday.

Early Childhood Outcomes (ECO) Areas

Complete the information required for each area or click the Autofill with ECO Summaries button to pull statements from previous decision.

Positive Social-Emotional Skills

Identify the learner's skills and abilities during routines and activities*



Click the Launch ECO Decision Tree button to determine and document comparison to age expectation.

Comparison to Age Expectation

Jane shows occasional use of some age-expected skills in this area, but has more skills of a younger child.

Acquisition and Use of Knowledge and Skills

Use of Appropriate Behaviors to Meet Needs

This screenshot is an illustration of the ECO statements in the IEP, which pulls data from the Summaries of ECO Area(s) and ECO Decision Description (rating) from the matrix. There is a button to launch the ECO decision tree to accurately score each area. Additional information about ECO ratings for preschool staff is provided in other ACHIEVE training.



Step 6: Putting the IEP into Action

When: Child's 3rd birthday

Who: IEP Team

What:

- Services provided with peers without disabilities
- Measurable child goals address participation and progress in appropriate activities typical for young children
- Supports preschool children's participation in activities embedded throughout the day
- Builds partnership with families

Step 6 of the transition process is putting the IEP into action. Most often this will occur by the child's 3rd birthday. The IEP team will work to ensure that the child receives services in the least restrictive environment, has age and developmentally appropriate goals, embeds learning opportunities throughout the child's day and builds partnerships with families as members of the IEP team. Additional information about writing an IEP is included in other ACHIEVE professional learning.



Summary

Reviewed the six steps to transition and how to document the transition process in ACHIEVE

1. Beginning the transition process
2. Transition planning
3. The transition planning meeting
4. Evaluation for Special Education
5. The IEP Process
6. Putting the IEP into action

Transition Toolbox in [i3 Resources](#)

ACHIEVE | Iowa IDEA 37

In this presentation, you reviewed the six steps to the transitions process. You learned the different paths that a child may take as they approach their 3rd birthday and exit Early ACCESS services. The 'potentially eligible' process and the four conditions were shared. You also reviewed the value of collaboration amongst all IFSP and IEP team members (if applicable) to ensure the best transition for the child and family.

If you need more information related to each of the six steps, use the Transition Toolbox, which is located in the early intervention resources section of i3.



Pause and Reflect

1

One thing that surprised you

2

Two questions that you have now

3

Three things you will incorporate into your practice

Take a few minutes now to pause and reflect on what you have learned. Based on the information in this presentation, what is one thing that surprised you? What two questions do you have now? And what three things did you learn that you plan to incorporate into your practice? Enter your responses into the [Google survey](#) linked in the PDF of the slides and copy/paste them into a document so you can bring them with you to your agency debrief, if applicable. There is also a place in the survey to enter concerns and needs for clarification that will be shared with Professional Learning Leads statewide so they can be addressed.



Thank you!



Transition Toolbox

A Guide for Families as They Exit Early
ACCESS



The Iowa Department of Education, as the lead agency, partners with the Department of Public Health, Department of Human Services, Child Health Specialty Clinics, and Iowa's Area Education Agencies to provide Early ACCESS services.

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The Transition Toolbox is designed for Early ACCESS service coordinators to use with families who are going through the transition process with their child from:

- Early ACCESS (IDEA Part C) to other services or
- Early ACCESS to special education (IDEA Part B).

There are six steps in the Transition Toolbox:

1. Beginning the Transition Process
2. Transition Planning
3. The Transition Planning Meeting
4. Evaluation for Special Education
5. Transition Plan: The IEP Process
6. Putting the IEP into Action

The expectation is that a service coordinator reviews each step with the family. Some families will want to complete up to steps three or four, while others may want to complete all six steps. Each step has additional handouts and worksheets 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 transition timeline as described in federal and state law. The materials enhance and support the transition process to allow children and families to experience a smooth and seamless transition from early intervention services.



Transition Introduction

A Guide for Families

Soon your child will turn three years old. It is time to begin planning for transition. Transition simply means changing from one program to another. 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.

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 your child and family for leaving Early ACCESS to enter special education or other community programs.

Transition Questions & Answers

What happens when our child reaches age three and will no longer receive Early ACCESS services?

You know your child's and family's needs better than anyone. Therefore, you and your family are the most important part of each step in the transition from Early ACCESS to your child's next setting. Your Early ACCESS Individualized Family Service Plan (IFSP) team will collaborate with you about your hopes and preferences for your child throughout your time in Early ACCESS. As your child nears age three, the information gathered over time, along with new input, will be written on a transition plan, becoming a part of your child's IFSP.

If you agree, your child may be evaluated to see if they qualify for special education services under the Individuals with Disabilities Education Act Part B 619 (special education services for children ages three through five). Another option is to transition to other community programs. The transition plan supports the adjustment of your child and family to the new setting.

What types of programs or community settings are available after our child turns three?

Examples of programs/services your child could attend at age three include, but are not limited to:

- preschool classroom in a school district
- Head Start classroom
- private or local preschool
- child care center
- walk in services at an area education agency or local school district

When does transition planning begin?

Part of your participation in Early ACCESS includes planning for what happens for your child beyond their third birthday. Between the time your child turns two years three months and two years nine months of age, a written transition plan is developed by the IFSP team, which includes your family. A transition planning meeting will be held within this same time frame.

What is included in the transition plan?

The plan will include written activities and supports that will be needed to prepare your family and child to exit Early ACCESS and move into a new setting. The plan will build on your child's strengths, abilities, and needs at this time. Transition activities are implemented in collaboration with your family, members of your child's IFSP team and program staff from the new setting when required. This promotes positive relationships and helps you and your child prepare for and adjust to the new setting.

In addition to the written activities, family involvement is also documented as part of the plan as well as the people responsible for completing steps and activities. This helps everyone know what to expect. For children eligible for special education, the plan must include the services and support that will be needed between the time your child turns three through the remainder of the school year.

How do I know if our child is eligible for special education services?

There will be a meeting with your family, your service coordinator, and your area education agency staff who are knowledgeable about special education for children at the age of three. Everyone at the meeting is provided the information they need to participate and make informed decisions about a preschool transition. During the meeting, the team will review the information in your child's IFSP, including the evaluation and assessment data. You and your child's IFSP team will share information about your child's capabilities, preferences, interests, and needs with the preschool staff. At this point the team will decide if additional assessment information will be needed in order to determine eligibility for special education services.

What happens if our child is eligible for special education services?

You will no longer have an IFSP and your child will have an Individualized Education Program (IEP). Every child who receives special education services must have an IEP. The IEP describes your child's special education program, including services and supports based on the unique needs of your child. When developing an IEP, the IEP team will carefully consider your child's strengths, needs, and interests. In order to develop an IEP, an IEP meeting will be held.

Your family, your Early ACCESS service coordinator, and others from your IFSP team will be invited to the meeting. The IEP team will include area education agency (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 shared with the AEA to ensure a smooth transition and continuity of services.

What if our child is not eligible for special education services?

Your child will still have a transition plan created as part of the Individualized Family Service Plan (IFSP). However, the activities and supports will reflect a transition to other community agencies or programs that can meet the needs of your child and family.

The transition plan may include any of the following programs:

- local preschool
- child care center
- family child care provider's home
- Head Start classroom

You may choose to continue with what your child is currently doing during the day if that meets your needs.

With your approval, a transition planning meeting will be held with you, your service coordinator, current Early ACCESS service providers, and staff who may potentially provide services to your child in the new setting. Prior to the meeting, your service coordinator will request your permission to send your child's record to the other community agencies you are considering for your child. This will provide everyone in the meeting the information needed to participate and make informed decisions about the move to a new setting. During the meeting, the team will review the information in your child's IFSP including the evaluation and assessment data. You and your child's IFSP team will share information about your child's capabilities, preferences, interests, and needs with the new program staff. Together, you will decide what will be needed in order for your child to be successful in the new setting.

Step One: Beginning the Transition Process

During Transition Step One...

Our family may:

- ❖ Talk about transition with our service coordinator and other providers.
- ❖ Think about our child, considering both their 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 them.
- ❖ 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, between the time our child turns two years three months and two years nine months of age.
- ❖ 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 our child's third birthday.

Summary: Beginning the Transition Process

- ❖ The most important part of each step of the transition process is the information and experience we share about our child.
- ❖ Transition is a journey and not one point in time.
- ❖ Developing a vision for our child will guide the transition process.
- ❖ Learning about community resources available to us now and after the transition from Early ACCESS is an essential part of the journey.

Building Our Vision for Our Child

- ❖ Our vision for our child is a picture of what we want for our child in the future.
- ❖ A vision begins with a value; something that is important to us.
- ❖ Many families want similar opportunities for their children: to have friends, be part of the community, and get an education.
- ❖ Having a vision for our child will lead the way for setting goals and determining services that move us towards our vision.

Following are some visions families have for their children:

“I would like my daughter to be safe and be able to interact with peers in the community now and when she is an adult.”

“We work to ensure that our daughter has every opportunity to learn and grow, so that she can have good communication skills with the people around her, meaningful relationships with people in her life, and feel satisfied in her life.”

“We would like our son to progress to his full potential, knowing that his teachers will work with us to make this happen.”

Tasks for Step One:

- ✓ Community resources that will remain constant in our family's life through transition have been discussed.
- ✓ Community resources that our family may need to add to our life have been discussed.
- ✓ Our family has talked to our service coordinator about our vision for our child.



Notes:

Additional step one resources in appendix:

- Questions to Consider to Build Our Vision
- Special Information About Our Child
- Individual Strengths & Family Vision Worksheet
- Organizational Tips

Step Two: Transition Planning

During Transition Planning...

Our family may:

- ❖ Participate in the transition planning process at the level that feels comfortable for us.
- ❖ Share our hopes and dreams for our child.
- ❖ Review the transition law (see copy in *Appendix*).
- ❖ Visit programs where services may be provided after our child turns three.
- ❖ Decide whether or not to sign the consent form for Release and *Exchange of Information from Early ACCESS* to the new setting (not required if going to an area education agency or school district program).
- ❖ Decide if we want a special education evaluation in order to determine eligibility for those services.

Early ACCESS staff will:

- ❖ Share information as requested by our family.
- ❖ Review information to determine if our child is potentially eligible for special education.
- ❖ Answer any questions our family may have.
- ❖ Help our family set up and get ready for visits to various options for services when their child turns three.

Special education staff will:

- ❖ Participate in the transition planning meeting for our child if potentially eligible for special education.
- ❖ Discuss possible services and places where services might be provided.
- ❖ Consider our family's concerns about the transition.

Summary: Transition Planning

- ❖ When our child leaves Early ACCESS services, there is a range of programs and services that may be available for our child.
- ❖ Depending on program requirements, they may attend a local preschool, child care center, family child care provider's home, Head Start, or a preschool classroom operated by our school district.
- ❖ For children eligible for special education, the Individualized Education Program (IEP) team, which includes us, will assist in making individualized plans and support service decisions.
- ❖ If our child is not potentially eligible for special education, the team will assist us to find appropriate programs, if we are interested.

Questions to ask:

- ❖ Is additional assessment needed to make the decision about our child?
- ❖ Who can we call if we have questions?
- ❖ What different ways can services be provided?
- ❖ What services best meet our child's needs and vision?

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

- ❖ Determine if our family is eligible.
- ❖ Work with our service coordinator to 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 our child with the director, child care provider, or teacher.
- ❖ Ask for suggestions to help ease our child into the setting.

Tasks 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.
- ✓ Visits to potential programs our child may attend after their 3rd birthday were completed.



NOTES:

Additional step two resources in appendix:

- When Visiting a Preschool or Child Care
- Visiting Notes
- Transition requirements

Step Three: The Transition Planning Meeting

At the Transition Planning Meeting...

Our family may:

- ❖ Share information
- ❖ Ask questions
- ❖ Talk about our child's strengths, interests, and needs
- ❖ Share concerns

Our Early ACCESS team will:

- ❖ Initiate discussion about current services our child is receiving;
- ❖ Discuss potential services;
- ❖ Discuss community-based options;
- ❖ Provide information about family rights;
- ❖ Complete a written plan with our input;
- ❖ Obtain a written parental consent for evaluation for special education, referred to as a Full and Individual Initial Evaluation for Special Education, if appropriate.

Summary: Transition Planning meeting

- ❖ Includes us, our service coordinator and other area education agency personnel working together.
- ❖ Will be held sometime between when our child is between the age of two years three months and two years nine months.
- ❖ Will include a discussion on options for the period from our child's third birthday through the remainder of the school year if eligible for special education.
- ❖ Will result in a written plan that includes steps and activities to *support us and our child* as Early ACCESS ends and new programs or services begin.

Tasks for Step Three:

- ✓ The transition meeting was held.
- ✓ There is a written transition plan.
- ✓ Authorization for release and exchange of information is signed, if needed.
- ✓ Eligibility for the next potential setting was discussed.



NOTES:

Additional step three resources in appendix:

- Ideas for preparing children for a new setting or program

Step Four: Evaluation for Special Education

During an evaluation for special education...

Our family may:

- ❖ Share with the team what we feel is important about our child and family;
- ❖ Ask questions about anything that is unclear about the evaluation, referred to as a Full and Individual Initial Evaluation, to determine if our child is eligible for special education;
- ❖ Work with the team to schedule evaluation activities at our child's best time, perhaps mornings or after naps.

Early ACCESS staff will:

- ❖ Share records, evaluation, and assessment information on file;
- ❖ Invite special education staff to observe our child;
- ❖ Answer any questions our family and the special education teams may have;
- ❖ Contact the Area Education Agency if our child is potentially eligible for special education services.

Special education staff will:

- ❖ Explain and plan the evaluation for special education with our family;
- ❖ Locate records and evaluation 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 our family prior to our child's 3rd birthday.

IEP team will:

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

Summary: Special Education Evaluation

- ❖ We must give written consent for a special education evaluation to occur.
- ❖ It is important to share with the evaluation team what our child likes to do, is interested in, and how well they do during daily routines and activities.
- ❖ Information for the evaluation may come from reviewing our child's records in Early ACCESS, interviewing us and providers, observing our child during activities, and completing tests and assessments. Some of the information may be gathered in natural, play-like settings or other assessment activities.

Some of the areas looked at by our team during an evaluation, may include:

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

Some questions to ask:

- What will be done as part of the evaluation and why?
- What information might 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 evaluated?
- How can we help?

Tasks for Step Four:

- ✓ Records from Early ACCESS were reviewed.
- ✓ Evaluation by the multidisciplinary team was completed within the allotted time.
- ✓ Information from our family was considered.
- ✓ Our family was introduced to the Family Educator Partnership program in our area.
- ✓ The meeting to go over the results of the evaluation and plans for our child is scheduled.



NOTES:

Additional step four resources in appendix:

- A Look at Our Child's Development

Step Five: The Individualized Education Program (IEP) Process

Preparing for the IEP Meeting...

Our family may:

- ❖ 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 settings 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 could be taken to make it happen;
- ❖ Request for our Early ACCESS Service Coordinator and service providers to be invited to participate in the IEP meeting.

Early ACCESS staff will:

- ❖ Answer questions our family may have;
- ❖ Help us identify our child's strengths, preferences, interests and needs;
- ❖ Share the Procedural Safeguards Manual for Parents (Parent Rights) with you;
- ❖ Help us identify routines that are important to our child and family;
- ❖ Consider possible goals for the IEP;
- ❖ Participate in the IEP meeting to discuss and determine the Early Childhood Outcome statements;
- ❖ Provide information and resources to support a smooth transition when your child turns three.

Special education staff will:

- ❖ Answer questions from our family;
- ❖ Discuss with the you what will help your family and child have a successful transition;
- ❖ Consider possible goals for the IEP;
- ❖ Choose a date for the IEP meeting at a mutually agreeable time and place;
- ❖ Invite Early ACCESS Service Coordinator and Early ACCESS providers to the IEP meeting to discuss and determine the Early Childhood Outcome statements;
- ❖ Provide us with a written notice of the IEP meeting that contains information regarding participants, date, time, and location.

Summary: The IEP Process

- ❖ Eligibility for Early ACCESS differs from eligibility for Special Education beginning at age 3;
- ❖ Decisions about eligibility for special education and IEP must be developed before our child's 3rd birthday;
- ❖ Our child will transition from an Individualized Family Service Plan (IFSP) to an Individualized Education Program (IEP), if eligible;
- ❖ Our Early ACCESS Service Coordinator will talk with us about possible settings where our child may receive special education services.

Constructing the IEP:

- ❖ Observations, assessments, evaluations, and reflections will help develop our child's IEP - our child's written plan of goals, supports and services.
- ❖ Information about our child's strengths, interests, and preferences will be used to write goals to address our child's needs.
- ❖ The IEP team, including *us*, other family members, Early ACCESS and special education staff, our local school district, along with other invited parties, all contribute to the decisions about IEP services, including location.
- ❖ As team members, we will be asked to describe our child's current development, along with the progress we would like to see our child make during the next year.

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 child eligible for special education, from birth through 21 years.
- ❖ Least Restrictive Environment (LRE) - Children 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.

Tasks for Step Five:

- ✓ Procedural Safeguards Manual for Parents (Parental Rights) was discussed at the IEP meeting and a printed copy was offered to us.
- ✓ IEP meeting was held, agreement was reached, and an IEP was written.
- ✓ Discussion and decision-making included our family, Early ACCESS staff and special education staff.
- ✓ Consent for initial IEP services was signed.



NOTES:

No Additional Step Five Resources In Appendix

Step Six: Putting the IEP Into Action!

Our family may:

- ❖ 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.

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.

Summary:

- ❖ As with any new Individualized Education Program (IEP), questions may arise, and decisions will need to be made.
- ❖ It's important for us and other members of our IEP team to discuss programming and any questions that arise, to share information, and to make decisions that are in the best interest of our child.

What topics might we consider?

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

Other topics may include planning:

- for our child's first days in a new program and finding ways to make those transitional days successful;
- a trial visit to the new classroom or a tour of the bus.

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

Tasks for Step Six:

- ✓ Our child made a successful transition from Early ACCESS.
- ✓ We discussed all issues that arose.
- ✓ We communicated well during this time of change.



NOTES:

Additional step six resources in appendix:

- Communication Tips for Parents
- Early Intervention Terms and Acronyms

Appendix

Step One: Beginning the Transition Process

Additional Resources

- Questions to Consider to Build Our Vision
- Special Information About Our Child
- Individual Strengths & Family Vision Worksheet
- Organizational Tips

Questions to Consider to Build Our Vision

To help build your vision, start with what you know about your child now and then think about what you would like for your child in the future. A vision statement inspires commitment from others and leads to a plan that everyone can carry out. Your vision statement will change as your child grows and is able to add their hopes and dreams. For now, this is your vision statement for them.

- What does a **GREAT LIFE** look like for our child (in terms of their level of independence, social life, spiritual life, education, job or vocation, home environment, etc.)?
- Based on our child's **ABILITIES**, what *hopes* and *dreams* do we have for their life (academically, socially, vocationally, etc.)?
- What **ABILITIES** do we see in our child that we want to nurture and encourage?
- How do we envision our child living a *dignified, purposeful, fulfilling, and impactful life*?
- What **challenges** need to be addressed and overcome to achieve these *hopes* and *dreams*?
- What does a **GREAT LIFE** for our child look like *now, in 5 years, in 10-15 years, and in 25+ years*?
- What **community and family supports** do we use? What additional *supports* could be helpful?

Source: Vision Planning: What's Your Vision of a Great Life for Your Child? July 20, 2017 by Phillip C. Clark, posted in Special Needs Planning.
<https://enablesnp.com/2017/07/20/vision-planning-whats-your-vision-of-a-great-life-for-your-child/>

Special Information About Our Child

Our child's:

- ❖ special abilities

- ❖ favorite toys or playthings

- ❖ favorite foods

- ❖ favorite games, activities, songs

- ❖ special people such as siblings, friends, grandparents, etc.

What:

- ❖ quiets our child:

- ❖ scares our child:

- ❖ excites our child:

Things:

- ❖ that are difficult for our child:

- ❖ that come easily for our child:

What does everyone who works with our child need to know?

Is there other special information or are there any concerns we wish to share?

Places our child spends time and how our child does in these settings:

	Place	Things that go well	Things that are difficult
1.			
2.			
3.			
4.			
5.			

Organizational Tips

A family that is going through the transition process receives many forms, medical and educational evaluations, and other important pieces of information. It is a 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 possibly 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. when you need them.

Save:

- Dates child achieved developmental milestones
- Results of evaluations, hearing tests, vision screenings, any other test
- Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) forms
- Other plans that are created for our child (health plan, behavior plan, etc.)
- Medical records, including immunizations (dates, locations)
- Copies of documents given to agencies such as waivers or supplemental security income
- Reasons for medical treatment or hospitalizations
- Instructions from doctors, therapists, and other medical providers
- Samples of child's work
- Articles or information learned about our child's disability or delay
- Suggestions given to us 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.
- ✓ Save items electronically in labeled folders.

Step Two: Transition Planning Additional Resources

- When Visiting a Preschool or Child Care
- Visiting Notes
- Transition requirements

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 they did not have a developmental delay or disability?

How are families involved?

How many children per adult are in this program?

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

How do adults interact with children?

Additional questions we have:

Options to visit:

(Note: Some districts do not have multiple options for special education)

Program:

Address:

Phone #:

Program:

Address:

Phone #:

Program:

Address:

Phone #:

Visiting Notes

Program:

Address:

Phone #:

Scheduled date of visit:

Time of visit:

Meeting with the following people:

Things we liked:

Questions we have:

Comments:

Transition Requirements

Implementation Guidance to Area Education Agencies Individuals with Disabilities Education Act Part C Transition from Early ACCESS

Legal Requirements:

IDEA 2004 [20 USC 1437 (a)(9)(A-C) and 20 USC 1436 (a)(8)] requires the Lead Agency (Iowa Department of Education) and Regional Grantees (area education agencies) 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 (Early ACCESS) 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.

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 sub rules 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 sub rules 120.209(2) through 120.209(6) (including any policies adopted by the lead agency under 34 CFR §303.401(d) and (e)), sub rule 120.344(8), rule 281—41.124(256B,34CFR300), and 281—sub rules 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 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 sub rule 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 sub rule 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 sub rule 120.209(3) or meeting to develop the transition plan under sub rule 120.209(4) (which conference and meeting may be combined into one meeting) must meet the requirements in sub rules 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 sub rule 120.209(4) apply to all toddlers with disabilities receiving services under this chapter before those toddlers turn age three.

Step Three: Transition Planning Meeting Additional Resources

- Ideas for preparing our child for a new setting or program
- A comparison: Early Intervention, IDEA Part C to Special Education, IDEA Part B

Ideas for Preparing Our Child for a New Setting or Program

- Schedule a visit or a series of visits to the new setting.
- Talk about how the new setting is different from home and also how the new setting is the same as home.
- Talk about how our child will get to the new program or setting.
- If possible, do a trial run so our child will be prepared. If our child will be transported on a bus, ask the program for a trial bus ride and go along.
- Help our child learn to sit and pay attention, in a group, by attending the public library story hour.
- Ask our local librarian for help finding good books to share that deal with changes and new beginnings in settings or programs.
- If our child has a favorite story or song, ask the new teacher or child care provider if they would incorporate it into the plans in the first day or two.
- Make a storybook with pictures of the new people and places our child will see.
- Have a calendar to cross off the days until our child begins in the new setting.
- Talk about what will happen when the new program begins and share that having different feelings is OK.
- At home before our child begins the new program, practice some of the new routines and activities that will be used in the new setting.
- Let our child make simple choices throughout the day. For example, show two shirts so a choice can be made. Let our child decide what's for lunch. Children need practice in making choices to increase independence, to feel in control, and to build self-esteem.

Comparison: Early Intervention IDEA Part C & Special Education Part B

IDEA Part C: Early ACCESS is Iowa’s Early Intervention System	IDEA Part B: Special Education
<p>Individualized Family Service Plan (IFSP) serves children, ages birth to 3rd birthday, and their families</p>	<p>Individualized Education Program (IEP) Serves learners ages 3-21 years</p>
<p>Early ACCESS services support parents and families to help their children learn and grow throughout their everyday activities and routines and develop to their fullest potential.</p>	<p>Special education services for preschool-aged (3-5) children provide support to enable them to be active and successful in routines and activities in regular early childhood programs and prepare them for the future.</p>
<p>Children eligible for Early ACCESS services have a 25% delay in one or more areas of development or have a diagnosed condition that causes developmental delays.</p>	<p>Learners eligible for special education services and support must have a disability under the IDEA (“disability”) and a need for special education services and support.</p>
<p>Services are available at no cost to families.</p>	<p>Services are available at no cost to families, referred to as Free Appropriate Public Education (FAPE).</p>
<p>Family-centered services are provided in the home or in the child's natural environment. Natural environments are defined as settings that are natural or typical for same-aged infants or toddlers without a disability.</p>	<p>Special education services are to be provided with peers without disabilities in settings referred to as regular early childhood programs (RECP). The continuum of how services are provided is defined as Least Restrictive Environment.</p>
<p>Measurable child and family outcomes are developed to address the needs of the child and the family.</p>	<p>Measurable child goals are developed to address participation and progress in appropriate activities typical for young children. The Iowa Early Learning Standards describe age appropriate expectations.</p>
<p>Interventions are embedded into family routines and activities that are important to the family.</p>	<p>Specially designed instruction supports preschool children’s participation in activities embedded throughout the day, and social learning opportunities are the foundation of instruction.</p>
<p>Iowa’s Early ACCESS system involves partnerships with families and community partners to provide appropriate services, resources and support for families and children, birth to 3.</p>	<p>Special education involves engaging educators and families in diagnosing, designing, and delivering Specially Designed Instruction (SDI) to meet the unique needs of the learner with a disability.</p>
<p>An IFSP can be modified at any time, with reviews required every six months.</p>	<p>An IEP can be amended at any time, with reviews required annually.</p>

A service coordinator is required to be a single point of contact and to work with the family to implement an IFSP.

For children transitioning from Early ACCESS, special education staff from the Area Education Agency may be designated as a contact to participate in the transition planning.

Step Four: Evaluation Additional Resources

- A Look at Our Child's Development

A Look at Our Child's Development

<i>Area of development:</i>	<i>Some things our child knows or can do in this area:</i>	<i>Some things I would like our child to learn in this area:</i>
<p>Communication/Language: This area includes skills such as naming objects, answering questions, listening, and following directions through the use of gestures, signs, pictures, or verbal language.</p>		
<p>Self-Help: This area includes the skills of daily living such as dressing, feeding, toothbrushing, and toileting.</p>		
<p>Cognitive: This area involves skills in thinking and problem solving including pre-math (counting, matching colors, and sorting things) and pre-reading (enjoying books, looking at the pictures, listening to stories, having favorite books and characters).</p>		
<p>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.</p>		
<p>Gross Motor: Activities in this area involve the large muscles of the body such as walking, jumping, running, catching, and throwing.</p>		

<p>Social/Emotional: This area includes doing tasks independently of parents, sharing, taking turns, following rules, participating in routines, playing by self and with others.</p>		
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Step Five: No Additional Resources

Step Six: Putting the IEP Into Action!

Additional Resources

- Questions Families May Ask About the New Program
- Communication Tips for Parents
- Select Early Intervention and Special Education Terms and Acronyms

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 us as 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 Have

- Who are all these people?
- Can my trusted adult 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 your family and service providers work through the process together, by building on your hopes, sharing your knowledge about your child, your understanding of the law, and your creative ideas.

Communication Tips for Parents

Adapted from: <https://www.askresource.org/resources/communication-tips-for-parents-educators> <https://www.askresource.org/resources/communication-matters>

- **Listen.** The better you hear and understand their point of view, the better equipped you are to challenge it if you disagree.
- **Be aware of body language.** There are lots of ways to communicate and body language often speaks louder than words.
- **It is natural to resist change.** Remember that change is stressful for most people, particularly if it makes them feel like they are less in control.
- **Stay positive.** Ask yourself what you can learn from difficult or stressful situations, and keep in mind the goal you are trying to reach.
- **Give educators a chance.** Just because you accept an offer, it doesn't mean you can't ask to make changes later.
- **Ask for clarification** whenever you need it.
- **What we say and what others hear is often different.** Both are impacted by personal viewpoint, experiences, assumptions, and judgments.
- **Expect and be open to full explanations** of the reasons educators have for recommending a particular course of action for the child.
- **Know your own emotional triggers.** Do your best to think through situations that you know are upsetting to you and plan for how you can respond or calm yourself in the moment.
- **Respond, don't react.** A reaction is an expression of feelings. A response is a more thoughtful expression of facts and feelings.
- **Use "I" statements, not "you" statements.** Take ownership of your feelings and views.
- **Look for common ground.** Building on areas of agreement can help to bridge gaps of disagreement.
- **Ask for time for careful consideration** of the options when you feel you need it.
- **Give things time to work.** Most programs need time to test their effectiveness for an individual child.
- **Boil it down to the essentials** and build from there.
- **Put the really important stuff in writing.** Taking the time to write a formal letter to make a request helps you organize your thoughts and evidence, creates a clear record, and lets educators know this is an issue you take very seriously.

Additional Resources:

https://www.askresource.org/filesimages/ASK%20Info%20Sheets/A_Parent's_Guide_to_Educational_Advocacy.pdf

<https://iowaideainformation.org/wp-content/uploads/2020/06/Family-and-Educator-Partnership-FEP-Pamphlet.pdf>

Select Early Intervention & Special Education Terms and Acronyms

A selection of acronyms and definitions is below. A full list of acronyms and definitions for Early ACCESS is available at:

<https://educateiowa.gov/sites/files/ed/documents/Early%20Intervention%20Terms%20and%20Acronyms.pdf>

And for Special Education is available at:

<https://educateiowa.gov/sites/files/ed/documents/Special%20Education%20Terms%20and%20Acronyms.pdf>

Term	Acronym	Explanation
Accessible Instructional Materials/Accessible Educational Materials	AIM/AEM	Materials that provide the same educational information found in textbooks, pamphlets, etc. in a different format. Examples include Braille, large print, audio, and digital text. (May also be referred to as AIM; AEM is the newer, broader term for accessible materials.)
Americans with Disabilities Act	ADA	A federal civil rights law that protects people with disabilities at work, school, and in public places.
Area Education Agency	AEA	The state of Iowa is divided into nine AEAs. Each AEA provides local school districts with support and assistance.
Assistive Technology	AT	Any service or device, including software or equipment, that helps people work around their challenges. Examples include pencil grips, test to speech, or word prediction software.
Child Abuse Prevention and Treatment Act	CAPTA	Federal funding and guidance provided to states in support of prevention, assessment, investigation, prosecution, and treat activities related to child abuse and neglect.
Child Health Specialty Clinics	CHSC	A community-based public health agency located at the University of Iowa, with satellite offices statewide, that serves Iowa children and youth with special health care needs.

Early Childhood Outcomes (ECO) Decision Description – See Below	ECO	A summary of a child’s functioning in each of the following three early child outcome areas: <ul style="list-style-type: none"> • Positive social-emotional skills, including social relationships • Acquisition and use of knowledge and skills, including early language/communication • Use of appropriate behaviors to meet their needs
Children and Youth with Special Health Care Needs	CYSHCN	Children and youth who have or are at increased risk of developing chronic conditions and require services beyond those required by others of the same age.
Deaf or Hard of Hearing	DHH	A hearing loss which impacts an individual’s life.
Department of Human Services	DHS	Iowa’s agency that provides public assistance programs to the state’s residents in the areas of: <ul style="list-style-type: none"> • Assistance programs • Family services • Health care • Mental health and disability services
Disability Suspect	DS	A term indicating that a disability is suspected that may be impacting a child’s performance in school. This would trigger the need for a Full and Individual Initial Evaluation (IEE).
Division of Child and Community Health, University of Iowa	DCCH	A division of the Carver College of Medicine that focuses on child health with an approach that recognizes the importance of family, school, and community to a child’s health.
Early ACCESS	EA	Iowa’s system for providing early intervention services for infants and toddlers, birth to age 3, with a developmental delay or disability. This program includes support to parents to help their children learn and grow.

Early Childhood Outcomes	ECO	<p>The goal of early intervention and special education is to enable young children with disabilities to be active and successful participants during their early childhood years and in the future. The three Early Childhood Outcomes areas include:</p> <ul style="list-style-type: none"> • Positive social-emotional skills (social relationships) • Acquires and uses knowledge and skills (early language/communication) • Uses appropriate behaviors to meet their needs
Early Childhood Special Education	ECSE	Services and supports for children with special needs ages 3–5 that are provided by AEAs and local school districts.
Early Hearing, Detection, and Intervention	EHDI	A statewide hearing program that ensures all newborns and toddlers are screened and identified as early as possible and provided with services.
Early Intervention/Early ACCESS	EI/EA	A system of services that helps babies and toddlers with developmental delays or disabilities. The focus is on helping eligible babies and toddlers learn skills that typically develop from ages 0–3.
Family and Educator Partnership	FEP	A program that develops and sustains partnerships between families, educators, and community providers to promote success for all children and youth with disabilities
Family Guided Routines Based Intervention	FGRBI	A program that develops and sustains partnerships between families, educators, and community providers to promote success for all children and youth with disabilities.
Free Appropriate Public Education	FAPE	Special education and related services that are free and appropriate for a student’s unique needs, guaranteed under IDEA.
Health Insurance Portability and Accountability Act	HIPAA	A federal law that ensures the confidentiality and security of an individual’s protected health information (PHI).

Individualized Education Program	IEP	A document that outlines the special education goals, services, and supports of a child who has been determined to have a disability and is in need of special education. This document is reviewed annually to determine if changes in services and supports are needed.
Individualized Family Service Plan	IFSP	A plan that guides the family and their child during the early years of development, from birth to age 3. A child who is found to be eligible can qualify for an IFSP and receive early intervention services.
Individuals with Disabilities Education Act	IDEA	A federal law which guarantees the educational rights of individuals with disabilities.
Iowa Department of Education	IDOE, IDE, DE	The education agency in the state of Iowa.
Iowa Department of Public Health	IDPH	A partnership of local public health, non-profit organizations, health care providers, policymakers, businesses, and others working together to protect and improve the health of Iowans.
Iowa Family Support Network	IFSN	A website which includes information and referral for Early ACCESS, along with Family Support Services and Group-Based Parenting Programs.
Iowa IDEA Information	i3	An online and accessible platform for procedures, guidance, and resources related to Early Intervention and Special Education.
Least Restrictive Environment	LRE	The environment in which a child receives appropriate supports and services while learning with nondisabled peers.
Local Education Agency	LEA	The local school district.

Maternal, Infant, and Early Childhood Home Visiting Program	MIECHV	A program that gives pregnant women and families, particularly those considered at-risk, necessary resources and skills to raise children who are physically, socially, and emotionally healthy and ready to learn.
Occupational Therapy	OT	Provides help for people to fully engage in all aspects of life, including school, work, and play. Examples could be assistance in areas of daily living such as cooking, dressing, eating, or driving.
Office of Special Education Programs	OSEP	A division of the U.S. Department of Education focused solely upon special education.
Part B		The section of Individuals with Disabilities Education Act that outlines the requirements for services to school children ages 3–21.
Part C		The section of Individuals with Disabilities Education Act that outlines the requirements for services to infants and toddlers ages 0–3.
Physical Therapy	PT	Specially designed exercises and equipment to help people improve or regain their physical abilities.
Present Level of Academic Achievement and Functional Performance	PLAAFP	A section of an IEP that provides a summary of academic achievement and functional performance.
Primary Service Provider	PSP	The lead resource of an early intervention team who will serve as the primary point of contact with the family.
Prior Written Notice	PWN	A written notice to families providing information on the proposed or refused actions as a part of the IFSP/IEP process.
Procedural Safeguards		Explanation of the specific rights and responsibilities of the family in the special education process. Translations of the manual are available in seven languages: English, Arabic, Bosnian, Laotian, Serbo-Croatian, Spanish, and Vietnamese.

Reevaluation (Part B)		An assessment conducted every three years, or as necessary, to determine continued eligibility and the best way to meet the student's learning needs.
Statewide Voluntary Preschool Program	SWVPP	A preschool program available to Iowa residents, with or without disabilities, who reach age 4 on or before September 15 of the school year.
Service Coordinator	SC	The team member of an early intervention team who serves as the primary point of contact with the family.
Special Education	Sp.Ed./Sped	Supports and services provided to eligible individuals to address their unique needs.
Speech Language Pathologist	SLP	An expert in communication who assess, diagnose, and treat individuals with communication and swallowing disorders.
Visual Impairment	VI	Impairment to vision that adversely affects an individual's learning. This includes partial sight and blindness.