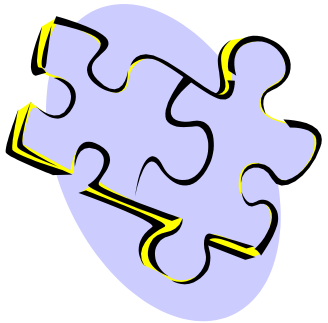
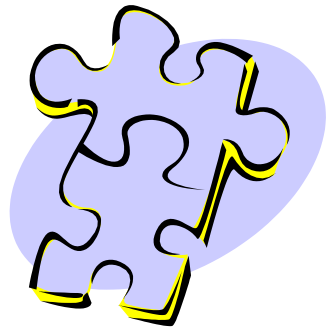
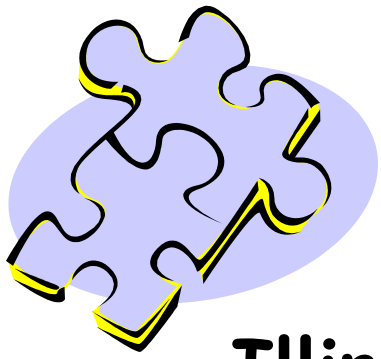
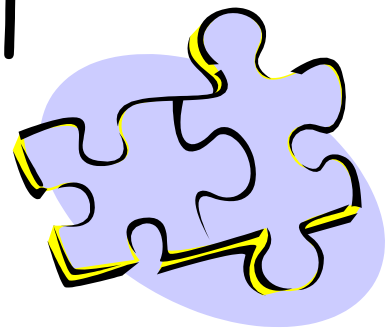



Statewide Training for Transitioning Children from Early Intervention (Part C) to Early Childhood Special Education (Part B)

Illinois Department of Human Services

and

Illinois State Board of Education

Special Thanks

Illinois State Board of Education

Kay Henderson

Department of Human Services

Janet Gully

And all of the Statewide Transition Guidance Committee Members

Statewide Transition Initiative Outcomes

Children and Family Outcomes

- Smooth and effective transition
- IEP in place on 3rd birthday
- Least Restrictive Environment

Participant Outcomes

- Requirements
- Recommended practices
- Transition Tracking Form

Publication Outcomes

- "When I'm 3, where will I be? Family Transition Workbook" in English and Spanish. DVD is only available in English at this time
- Additional publications

Agenda

9:00	Welcome and Opening Comments
9:45	“When I’m 3, where will I be” DVD
10:15	Overview & Discussion of IDEA ’04
	Transition Requirements
	Transition Tracking Form
	Evaluation & Eligibility
11:30	Lunch
12:30	Overview & Discussion of IDEA ’04
	IFSP/IEP
	How to Use the Transition Tracking Form
2:30	Final Questions & Discussion
2:50	Summary and Closing comments

This packet may be reproduced for instructional or training purposes only.

Workshop Objectives

- Compare Part C and Part B of IDEA ‘04 with a specific emphasis on transition, evaluation and eligibility, and IEP development.

- Identify the perspectives and expectations held by everyone involved in transition: the family and child; the early intervention providers; the early childhood providers.

- Share strategies that facilitate smoother, successful transitions from all perspectives, across disciplines, and across service delivery models.

Why Do we Need a Transition Process?

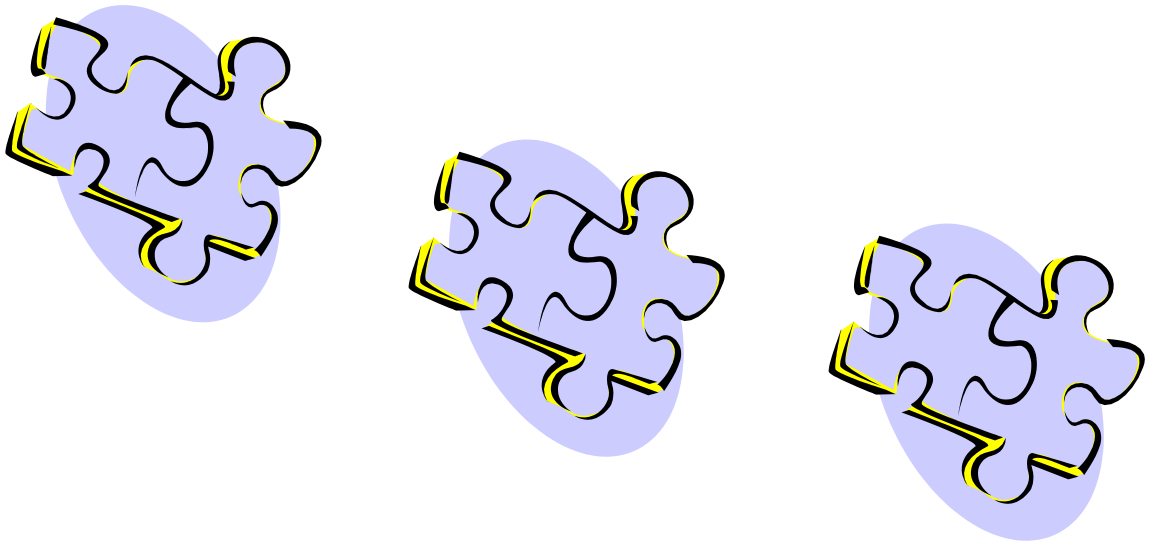
- To ensure continuity of services
- To minimize disruption to the family system
- Promote child functioning in the natural environment or the least restrictive environment
- To fulfill the legal requirements of IDEA ‘04

Adapted from M. Wolery in *DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families* (1993)

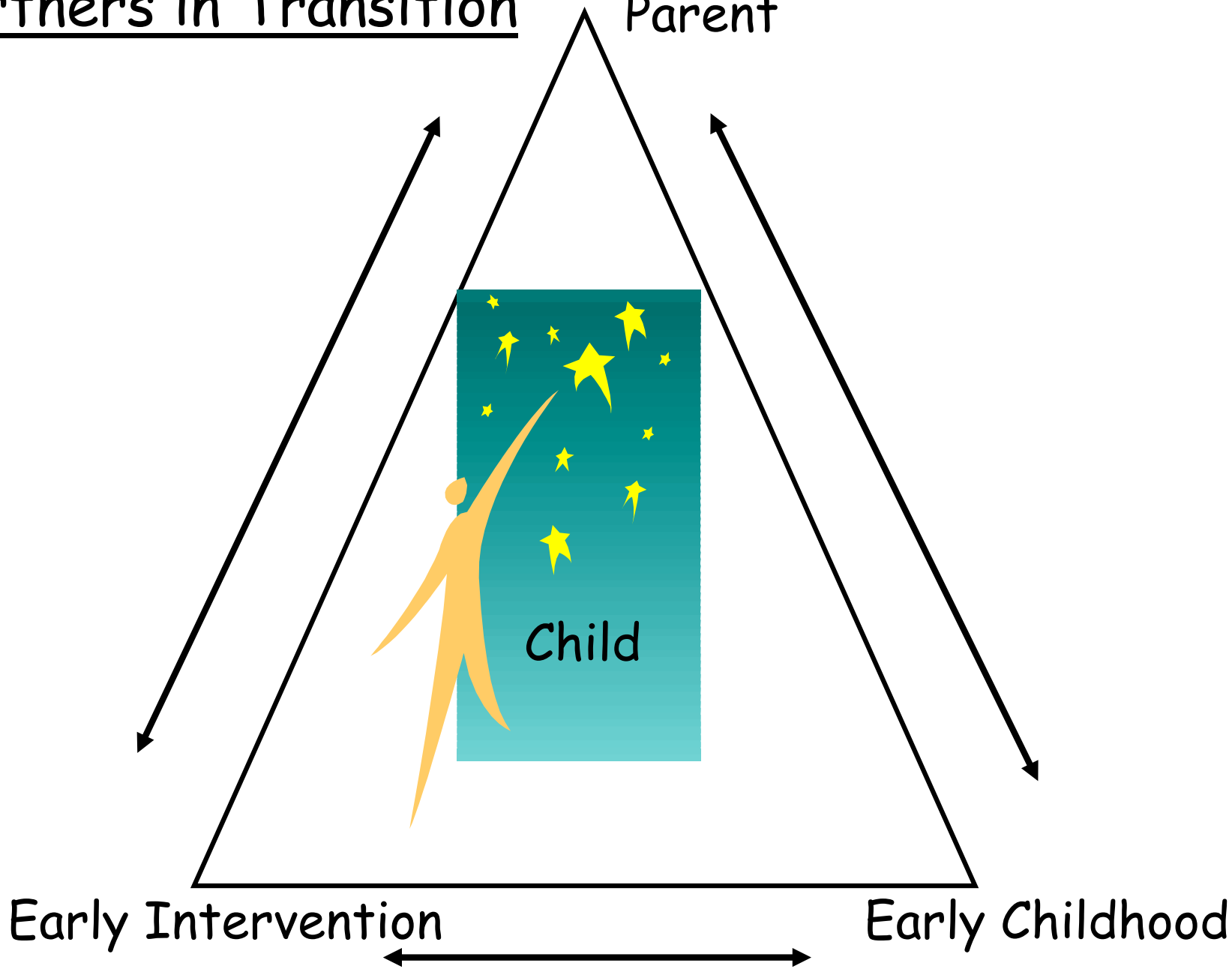
Why Do we Need a Transition Process?

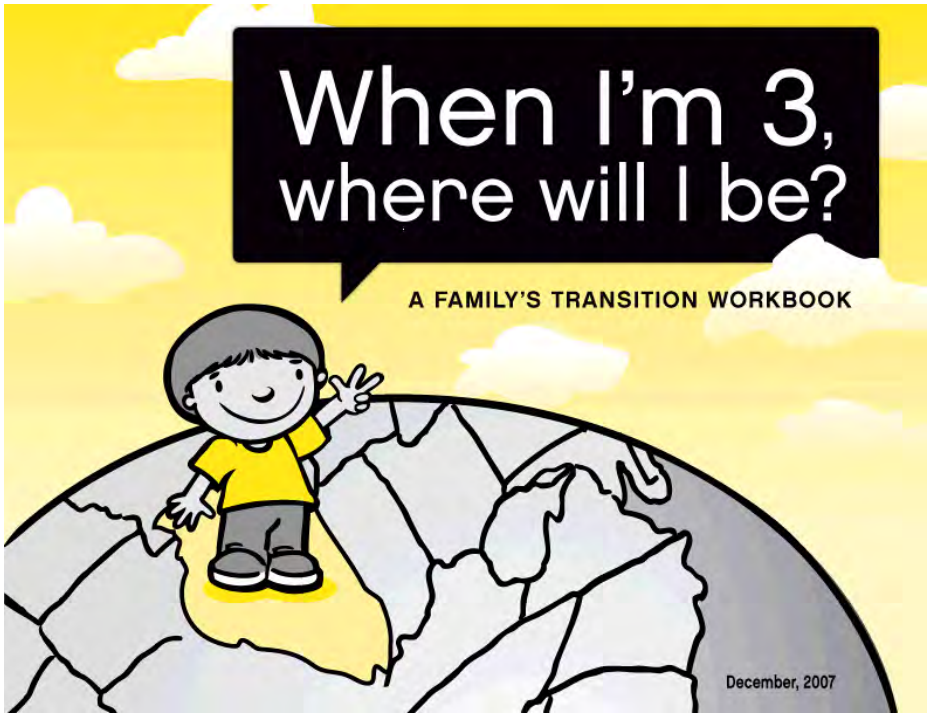
The Office of Special Education Programs (OSEP) requires that states have **100% compliance** for the transition indicators in Part B and Part C.

What do you want to know about transition?



Partners in Transition

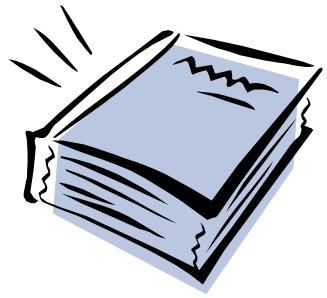




The DVD

The Players:
Michelle – Kendall's mother
Christy – Early Childhood Coordinator
Lovice – Early Intervention Service Coordinator

IDEA Overview



Part C	Part B
Birth to 3 years	**3 through 21 years**
Child Find (Birth to 3)	**Child Find (Birth through 21)**
Initiates Transition	**Participates in Transition**
State Interagency Coordinating Council	State Advisory Council
Sliding Fees/Use of insurance	Free and Appropriate Public Education
Due Process/ Procedural Safeguards	Due Process/ Procedural Safeguards

Sources: FACTS/LRE, *Similarities and differences in federal legislation concerning young children with disabilities.* University of IL at Urbana-Champaign; IDEA 2004.

Transition Requirements

Early Intervention

- ☑ Discusses Transition with Parent at each IFSP
- ☑ 2 yrs 6 mos – Service Coordinator sends information to District with parent consent
- ☑ Service Coordinator contacts District to set up Transition Planning Conference
- ☑ Required - Service Coordinator, Parent, District Representative
- ☑ Sends Transition Tracking form

School District

- ☑ Receives Child's information
- ☑ Participates in Transition Planning Conference
- ☑ Informs Parent of District evaluation practices
- ☑ Completes Transition Tracking Form after IEP
- ☑ Returns Form to CFC
- ☑ Enters transition information on Student Information System (SIS)

Service Coordinator Responsibilities

Provide information to parents

- ☑ Transition Process
- ☑ "Educational Rights and Responsibilities: Understanding Special Education in Illinois"

Obtain consent to release or receive information

Make referral to School District

- ☑ Signed Consent from parents
- ☑ Send information parent consents to share
- ☑ Transition Tracking Form

Inform providers about transition process with family

Schedule and attend Transition Planning Conference by 2 yrs. 9 mos.

Child and Family Connections Procedure Manual, Department of Human Services

Early Intervention to Early Childhood Tracking Form

SECTION I: To be completed by the CFC for each child and forwarded to LEA (regardless of parent's decision to accept or decline this referral.)

School District Name: #203 Date EI to EC Tracking Form Sent to LEA: 5 / 31 / 10

Child's Name: Jimmy Smith Parent's Name: Sue & John Smith Phone # (123) 445-6678

Child's DOB: 11 / 1 / 07 Child's EI #: 01234 CFC #: 5 Date Referred to CFC: 10 / 1 / 09

Service Coordinator Name: Jane Jones Phone #: (987) 654-3210 Fax #: (987) 654-3211

Parent Declined Transition: Y ____ N X If Parent did not decline: Date Transition Packet Sent to LEA: 4 / 1 / 10

If yes, Date Parent Declined: ____/ ____/____ Date LEA / EI Transition Planning Conference held: 5 / 31 / 10

Section I Completed By: Jane Jones Phone #: (987) 654-3210

SECTION II: To be completed by the LEA/School District, then returned/forwarded to the CFC.

Referred by CFC: Y ____ N ____ If Yes, Date tracking form received by LEA from CFC: ____/ ____/____ If No, Date LEA initiated tracking form: ____/ ____/____

Date Special Education eligibility determined: ____/____/____ **OR** ____ Parent No Show ____ Unable to Contact If No Show or Unable to Contact, list attempts:

IEP Completion Date: ____/____/____ If IEP Services did not start on child's third birthday, list why:

IEP Services Begin Date: ____/____/____

Parent Declined LEA Services: Y ____ N____ If Yes, Date Parent Declined: ____/____/____

List Reason Parent Declined:

Transition Delayed: Y ____ N ____ If yes, indicate reason for delay from choices listed:

____Parent failure/refusal to produce child

____School district delay

____EI sends referral after child is 2.9 years of age but child in EI prior to 2.9

____EI received child after he/she is 2.9 years of age

____Child enrolled in district after consent was given in another district but before eligibility determination

Section II Completed By: ____ Title: ____ Phone Number: (____)____

LEA: Return to local CFC Office within 20 days after the child's third birthday by fax and enter information into SIS if the child enrolls in the district. Under the provisions of the Illinois Mental Health and Developmental Disabilities Confidentiality Act, the Family Educational Rights and Privacy Act, 20 USC 1232g, and the Health Insurance Portability and Accountability Act of 1996, information collected hereunder may not be redisclosed unless the person who consented to this disclosure specifically consents to such redisclosure or the redisclosure is allowed by law.

Rev. 04/10

School District Responsibilities

Participate in

- ☑ Child Find, Birth through 21 years
- ☑ Local Interagency Council
- ☑ Transition Planning Conference

Explain the evaluation process to parents

- ☑ Domain Review and Parent Input
- ☑ Consent for Evaluation

Complete Transition Tracking Form

Enter child's transition information on SIS Form

Return Tracking Form to Child and Family Connections (within 20 days after 3rd birthday)

http://www.isbe.net/earlychi/html/ec_speced_intervention.htm

Illinois State Board of Education, www.isbe.net

Service Provider Responsibilities

- Encourage and support families
- Provide accurate and current information
  - ☑ Families
  - ☑ School District
- Learn about School District and Community practices
  - ☑ Transition
  - ☑ Early Childhood Special Education Services and Programs
  - ☑ Other Early Childhood Programs
- Complete paperwork
  - ☑ Progress reports
  - ☑ Discharge summaries
- Participate in the required exit IFSP meeting 120 days before child's 3rd birthday

Adapted from EI Training and Department of Human Services EI Policy Manual

Parent Rights and Responsibilities

Sign informed, written consent or refusal to consent to share information with School District

Participate in Transition Planning Conference

- ☑ Share Information
- ☑ Ask Questions

Participate in Domain discussion with IEP Team

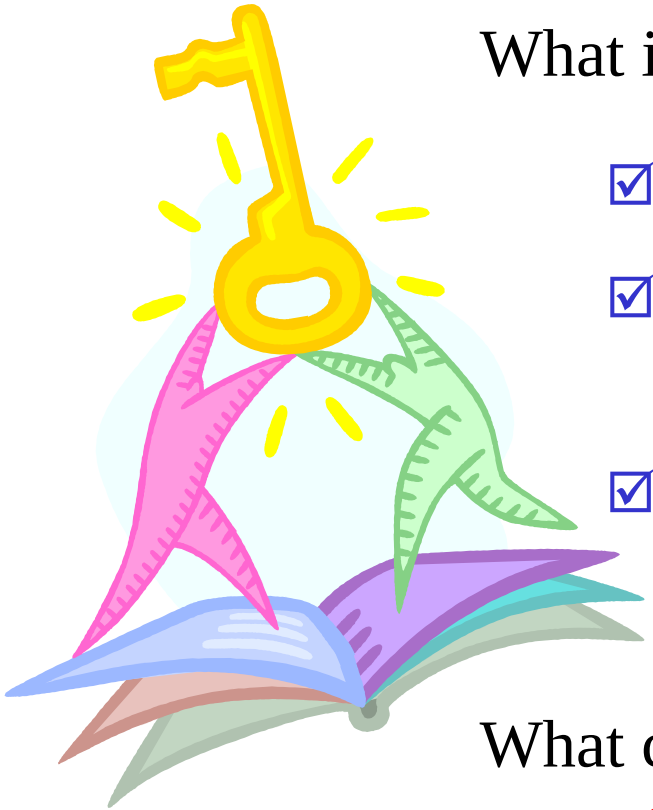
Sign informed, written consent or refusal to consent to evaluation process

Participate in IEP meetings

- ☑ Determine Eligibility
- ☑ Write the IEP

Based on Illinois State Board of Education, Rules and Regulations, Section 226

Transition Planning Conference



What is required?

- ☑ Transition Planning Conference by 2 years 9 mos
- ☑ Attended by Parent, Service Coordinator, Representative of District
- ☑ Smooth and Effective Transition

What could be done?

- ☑ Hand over the Transition Tracking Form
- ☑ Review services and progress in EI
- ☑ Start Domain Review process
- ☑ Describe School District evaluation process and services

Transition Timeframe

The shaded areas of the timeframe show the age of your child during each step of the transition process. If you want some or all of the steps started earlier, talk about your concerns and questions with your Service Coordinator.

Transition Steps	Every IFSP	2 Yrs. 6 mos.	2 Yrs. 7 mos.	2 Yrs. 8 mos.	2 Yrs. 9 mos.	2 Yrs. 10 mos.	2 Yrs. 11 mos.	3 Yrs.
Talk about transition questions and concerns								
Service Coordinator sends referral packet to school district or special education cooperative with parent's written consent								
Service Coordinator sets up Transition Planning Conference								
Parent, Service Coordinator and School District or Special Education Cooperative Representative attend Transition Planning Conference								
Local School District or Special Education Cooperative includes parents in Domain Review process								
School District or Special Education Coooperative completes evaluations with parent's consent								
IEP Team, including parents, meets to determine child's eligibility								
If eligible, IEP Team writes IEP								
IEP Team implements IEP								

IDEA: Evaluation/Eligibility

Part C

State determines Eligibility

Parent Consent

Nondiscriminatory and Multidisciplinary Assessment

Family-directed

Parent Participation

Part B

Categories of Eligibility;
Developmental Delay

Parent Consent

Nondiscriminatory and Multidisciplinary Assessment

Assessment of Child

Parent on Team

Sources: FACTS/LRE, *Similarities and differences in federal legislation concerning young children with disabilities.* University of IL at Urbana-Champaign; IDEA 2004.

Part B Categories of Eligibility

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disability
- Hearing Impairment
- Cognitive Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Why Evaluate?

- Disability?
- Adverse Affect?
- Present Levels of Academic Achievement and Functional Performance
- Special Education and Related Services?

Illinois Administrative Code, Special Education Rules and Regs, S. 226.120

First Step in Evaluation

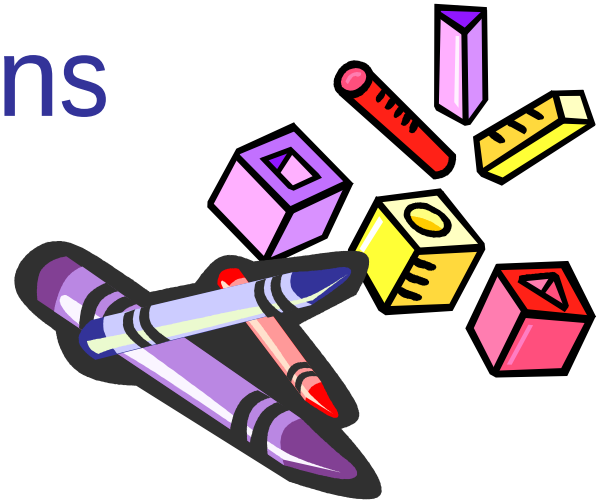
Review of Record

- ☑ Existing Information
- ☑ Information Provided by Parents
- ☑ Assessments & Observations
- ☑ Information Provided by the Child
- ☑ Specialized Evaluations

What else is needed?

IL Administrative Code, Special Ed Rules and Regs, Sec. 226.120

Evaluation Domains



- **Academic Achievement**
- **Functional Performance**
- **Cognitive Functioning**
- **Communication Status**
- **Health**
- **Hearing/Vision**
- **Motor Abilities**
- **Social/Emotional Status**

IL Administrative Code, Special Ed Rules and Regs, Sec. 226.75

Timeline for IFSP/IEP Development

Part C

- ☑ IFSP Developed within 45 days from referral

Part B

- ☑ For children exiting EI Services – IEP in place on child's 3rd birthday **AND**
- ☑ IEP in place 60 school days from parent's written consent for evaluation
- ☑ For children not in EI Services – IEP in place 60 school days from parent's written consent for evaluation

IFSP/IEP Comparison

Part C

IFSP Document

- ✓ Coordinated, Comprehensive Plan
- ✓ Child and Family Needs
- ✓ Family-Centered
- ✓ EI Services for Child and Family
- ✓ Parent Consent
- ✓ Family determines priorities

Part B

IEP Document

- ✓ Academic Achievement
- ✓ Functional Performance
- ✓ Special Education and Related Services for Child
- ✓ IFSP Optional
- ✓ Parent Consent
- ✓ Decisions made by IEP Team
- ✓ Parents are IEP Team Members
- ✓ Start of Initial Services

IDEA, 2004, Part C (Sec.636) and Part B (Sec. 614 d)

IFSP and IEP Teams

Part C

IFSP Meeting

IFSP Team

- ✓ Parents
- ✓ Service Coordinator
- ✓ Service Providers
- ✓ Evaluators

Part B

IEP Meeting

IEP Team

- ✓ Parents
- ✓ Regular Educator
- ✓ Special Educator
- ✓ School District Representative
- ✓ Interpret Test Results
- ✓ Others

IDEA, 2004, Part C (Sec.636) and Part B (Sec. 614 d)

IFSP and IEP Content

Part C

Statement of:

- ✓ Development
- ✓ Measurable Results or Outcomes
- ✓ Services
- ✓ Transition Steps

Outcomes and Strategies

Part B

Statement of:

- ✓ Present Levels
- ✓ Impact of Disability
- ✓ Special Education and Related Services
- ✓ Program Modifications or Supports

Annual Measurable Goals

- ✓ Academic and Functional
- ✓ Short Term Measurable Objectives

IDEA, 2004, Part C (Sec.636) and Part B (Sec. 614 d)

IFSP and IEP Content

Part C

Natural Environment

Collaboration with family and service providers

Family evaluation of progress

6-Month and Annual Review

Transition discussed

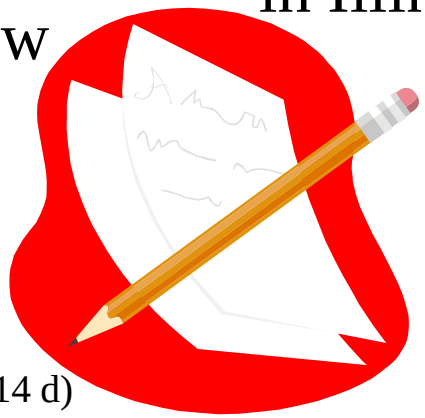
Part B

Least Restrictive Environment

Periodic Progress Reports

Annual Review, 3-yr Re-Eval

Transition services at 14 1/2 years in Illinois



IDEA, 2004, Part C (Sec.636) and Part B (Sec. 614 d)

IEP Considerations

The IEP Team shall consider:

- ☑ Strengths of the child
- ☑ Parents concerns for enhancing their child's education
- ☑ Results of initial or most recent evaluation
- ☑ **Academic, developmental and functional needs**

IDEA '04, Sec 614(d) Individualized Education Programs

Related Services

- Developmental, Corrective, and Supportive Services
- Designed to enable child to receive FAPE

- Determined by the IEP Team
- Benefit from Special Education
- Provided by the Public School District

IDEA, 2004, Sec. 602 (26)

Least Restrictive Environment

To the maximum extent appropriate, students with disabilities ages 3 - 21, are educated with children who are not disabled.

ISBE, 2001, *A parent's guide: The educational rights of students with disabilities*
See also: ISBE Special Education Rules and Regs, Sec.226.240;
Individuals with Disabilities Education Improvement Act, 2004, Sec 612 (5)

LRE (continued)

Special classes, separate schooling, or other removal of children with disabilities from the regular education environment should occur only if the student's IEP Team determines that the nature or severity of the disability is such that education in a regular classroom setting, even with the use of supplemental aids and services, cannot be achieved satisfactorily.

ISBE, 2001, A parent's guide: The educational rights of students with disabilities.

Placement Decisions

Individually Determined

General Education Classroom First

- ✓ Strong Preference
- ✓ First Presumption

Supplementary Aids and Services

- ✓ Aids, services and other supports
- ✓ Provided in regular education classes
- ✓ To enable children with disabilities to be educated with non-disabled children
- ✓ To the maximum extent appropriate

Illinois Administrative Code, Special Education Rules and Regs, S. 226.120

Transition Tracking Form

- After the IEP meeting, the school district is required to Complete the Transition Tracking Form.

- The completed Transition Tracking Form is sent to the appropriate CFC office.

- Child's transition information is entered on the SIS form.

Early Intervention to Early Childhood Tracking Form

SECTION I: To be completed by the CFC for each child and forwarded to LEA (regardless of parent's decision to accept or decline this referral.)

School District Name: #203 Date EI to EC Tracking Form Sent to LEA: 5 / 31 / 10

Child's Name: Jimmy Smith Parent's Name: Sue & John Smith Phone # (123) 445 · 6678

Child's DOB: 11 / 1 / 07 Child's EI #: 01234 CFC #: 5 Date Referred to CFC: 10 / 1 / 09

Service Coordinator Name: Jane Jones Phone #: (987) 654·3210 Fax #: (987) 654·3211

Parent Declined Transition: Y ___ N X

If yes, Date Parent Declined: ___ / ___ / ___

If Parent did not decline: Date Transition Packet Sent to LEA: 4 / 1 / 10

Date LEA / EI Transition Planning Conference held: 5 / 31 / 10

Section I Completed By: Jane Jones Phone #: (987) 654 · 3210

SECTION II: To be completed by the LEA/School District, then returned/forwarded to the CFC.

Referred by CFC: Y X N ___ If Yes, Date tracking form received by LEA from CFC: 5 / 31 / 10 If No, Date LEA initiated tracking form: ___ / ___ / ___

Date Special Education eligibility determined: 10 / 1 / 10 Not Eligible OR ___ Parent No Show ___ Unable to Contact If No Show or Unable to Contact, list attempts:

IEP Completion Date: -NA- If IEP Services did not start on child's third birthday, list why:

IEP Services Begin Date: ___ / ___ / ___

Parent Declined LEA Services: Y ___ N ___ If Yes, Date Parent Declined: ___ / ___ / ___

List Reason Parent Declined:

Transition Delayed: Y ___ N X If yes, indicate reason for delay from choices listed:

___ Parent failure/refusal to produce child

___ School district delay

___ EI sends referral after child is 2.9 years of age but child in EI prior to 2.9

___ EI received child after he/she is 2.9 years of age

___ Child enrolled in district after consent was given in another district but before eligibility determination

Section II Completed By: Emily Fields Title: EC Coordinator Phone Number: (123) 987·6540

LEA: Return to local CFC Office within 20 days after the child's third birthday by fax and enter information into SIS if the child enrolls in the district. Under the provisions of the Illinois Mental Health and Developmental Disabilities Confidentiality Act, the Family Educational Rights and Privacy Act, 20 USC 1232g, and the Health Insurance Portability and Accountability Act of 1996, information collected hereunder may not be redisclosed unless the person who consented to this disclosure specifically consents to such redisclosure or the redisclosure is allowed by law. Rev. 04/10

Early Intervention to Early Childhood Tracking Form

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School District Name: #203 Date EI to EC Tracking Form Sent to LEA: 5 / 1 / 10

Child's Name: Alice Miller Parent's Name: Mary Bob Miller Phone # (123) 456-7890

Child's DOB: 10 / 1 / 07 Child's EI #: 01212 CFC #: 5 Date Referred to CFC: 5 / 10 / 08

Service Coordinator Name: Jane Jones Phone #: (987) 654-3210 Fax #: (987) 654-3211

Parent Declined Transition: Y _____ N X If Parent did not decline: Date Transition Packet Sent to LEA: 5 / 1 / 10

If yes, Date Parent Declined: ___/___/___ Date LEA / EI Transition Planning Conference held: 6 / 5 / 10

Section I Completed By: Jane Jones Phone #: (987) 654-3210

SECTION II: To be completed by the LEA/School District, then returned/forwarded to the CFC.

Referred by CFC: Y X N ___ If Yes, Date tracking form received by LEA from CFC: 5 / 5 / 10 If No, Date LEA initiated tracking form: ___/___/___

Date Special Education eligibility determined: 9 / 20 / 10 OR _____ Parent No Show If No Show or Unable to Contact, list attempts:

_____ Unable to Contact

IEP Completion Date: 9 / 20 / 10 If IEP Services did not start on child's third birthday, list why:

IEP Services Begin Date: 10 / 1 / 10

Parent Declined LEA Services: Y _____ N X If Yes, Date Parent Declined: ___/___/___

List Reason Parent Declined:

Transition Delayed: Y _____ N X If yes, indicate reason for delay from choices listed:

_____ Parent failure/refusal to produce child

_____ School district delay

_____ EI sends referral after child is 2.9 years of age but child in EI prior to 2.9

_____ EI received child after he/she is 2.9 years of age

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Section II Completed By: Emily Fields Title: EC Coordinator Phone Number: (123) 987-6540

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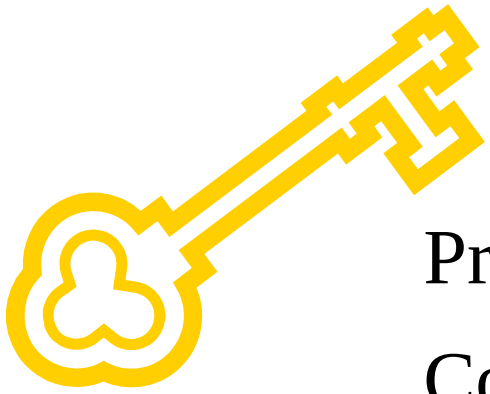

Keys to Effective Transitions

Pre-planning

Communication

- ☑ Agencies
- ☑ Teachers
- ☑ Parents
- ☑ Service Providers

Shared Information and Trust

Empower Parents

Least Restrictive Environment

Evaluate and Modify

Training Packet Resources

Illinois State Board of Education www.isbe.net

Department of Human Services www.dhs.state.il.us/ei/

National Dissemination Center for Children with Disabilities www.nichcy.org

PACER Center www.pacer.org