

# Our Next Step

## *A Family Training*



*The Transition  
Process from Early  
Intervention Services  
at Age Three*



Washington State Department of  
**Early Learning**

Early Support  
for Infants  
and Toddlers



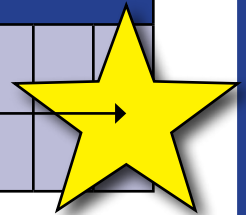
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*Partnerships for Action  
Voices for Empowerment*

# Timeline to Transition

| ACTIVITY                                                                                                      | 0           | 6 | 12 | 18 | 24 | 30           | 31 | 32 | 32 | 33 | 34           | 35 | 36 |
|---------------------------------------------------------------------------------------------------------------|-------------|---|----|----|----|--------------|----|----|----|----|--------------|----|----|
| Individualized Family Service Plan (IFSP)                                                                     | 0-36 Months |   |    |    |    |              |    |    |    |    |              |    |    |
| IFSP Transition Conference                                                                                    |             |   |    |    |    | 27-33 Months |    |    |    |    |              |    |    |
| Visit Program Options<br>(Schools, Community Services, Head Start, etc.)<br><i>*varies by school district</i> |             |   |    |    |    | 27-36 Months |    |    |    |    |              |    |    |
| Evaluation by Public Schools                                                                                  |             |   |    |    |    |              |    |    |    |    | 33-36 Months |    |    |
| Meeting to Determine Part B Eligibility and Individualized Education Program (IEP)                            |             |   |    |    |    |              |    |    |    |    | 33-36 Months |    |    |
| IEP Developed for Eligible Students                                                                           |             |   |    |    |    |              |    |    |    |    |              |    |    |

On 3rd Birthday



# **ACKNOWLEDGEMENTS**

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# Our Next Step

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**The Transition Process from Early  
Intervention Services at Age Three**

### Our Next Step

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#### The Transition Process From Early Intervention Services at Age Three

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### Our Next Step

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This presentation has been endorsed by the Washington State Early Support for Infants and Toddlers program (ESIT).

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### Our Next Step

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PAVE has adapted this curriculum in partnership with the Family Leadership and Involvement Committee of the State Interagency Coordinating Council and the Washington State Early Support for Infants and Toddlers program.

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Our Next Step

A Family Training

## What's Involved?

You'll find answers to these questions after viewing this presentation:



1. Who participates in transition?
2. What is transition?
3. When do we start?
4. What is the purpose of transition?
5. What is a transition plan?
6. What is our role?

Refer to Our Next Step workbook: Page 3

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Families will understand the answers to the following questions after participating in this training:

1. Who participates in transition?
2. What is transition?
3. When do we start?
4. What is the purpose of transition?
5. What is a transition plan?
6. What is our role?

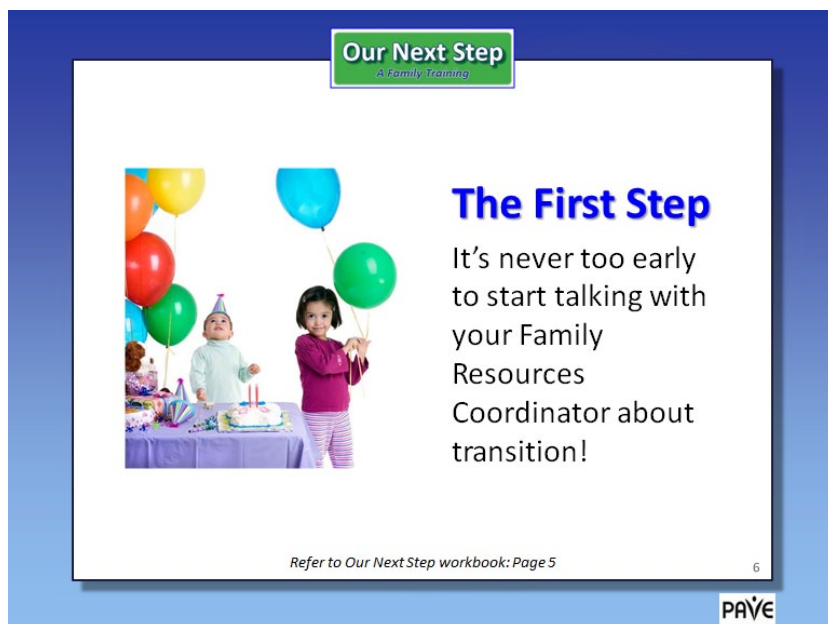
# What is Transition?



Transition is the process of moving from Early Intervention services to the “services, people, places and activities” appropriate for your child’s development at age three. Transition services are determined based on the individual needs of your child and family.

Some children have progressed in their development and will not need a formal transition conference because they will not need special education and related services (Part B) from the school district. If so, your Family Resources Coordinator (FRC) and IFSP team can help you identify other community and early learning options available to your family.

# When do we start planning for Transition?



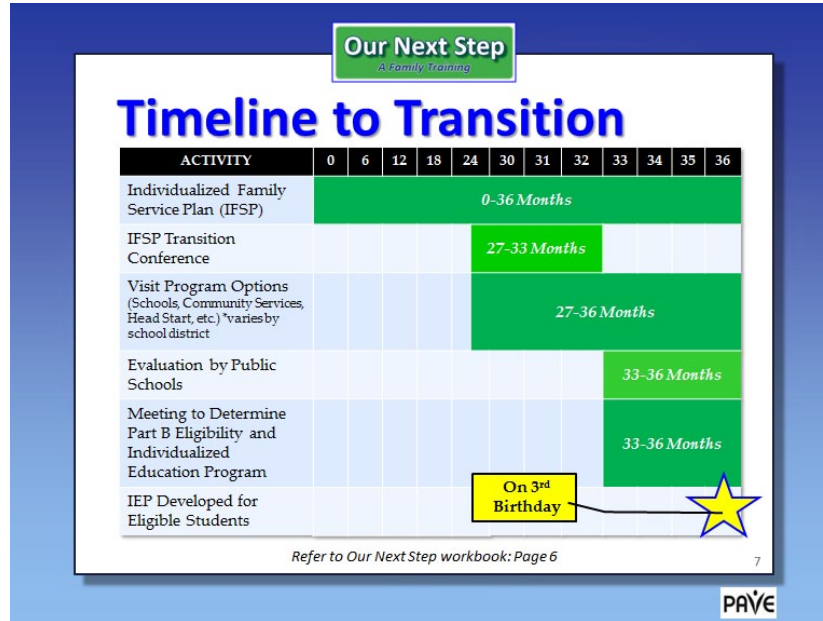
It's never too early to start talking to your FRC about transition.

- **At least six months** and up to **nine months before** your child's third birthday, you will begin working with your FRC on developing your transition plan.
- **If your child is potentially eligible for Part B Services, at least 90 days** before your child's third birthday, you will participate in a transition conference that results in a written transition plan.

**YOU are the key member of these transition teams, if your child is determined potentially eligible.**

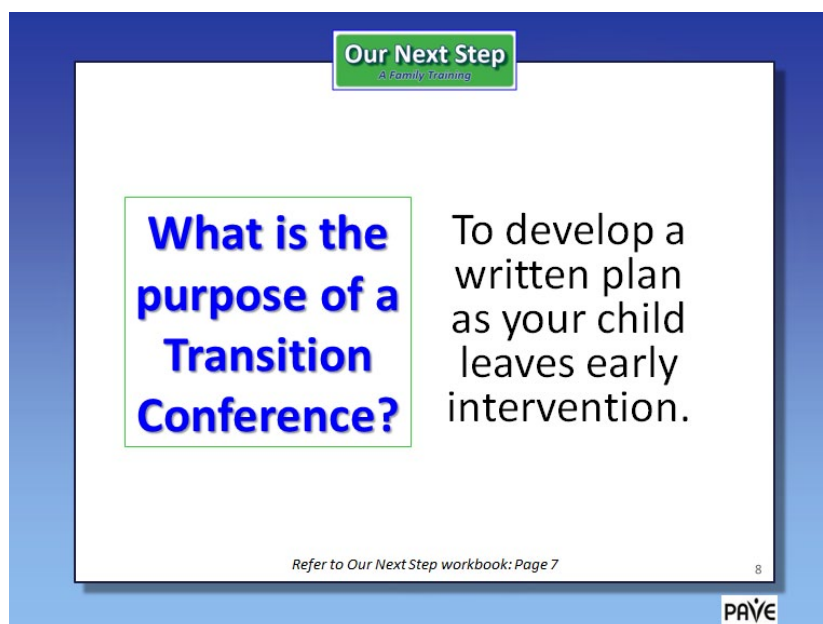
*These team needs your participation to have a complete picture of your child.*

# Timeline to Transition



The district will determine the need for an evaluation under the Part B regulations.

# What is the purpose of a transition conference?



Purpose of the conference:

- Review information about your child, to include current IFSP outcomes
- Identify transition activities (next steps)
- Develop a written Transition Plan
- Connect with your school district representative
- Discuss other resources in the community

# What is a Transition Plan?



A plan that identifies the process for you, your FRC and your Early Intervention team (including your local school district, if your child is potentially eligible for Part B services) to work together as your child and family move beyond early intervention services.

# What is our role in the transition process?



You may be thinking “What do I know about transition? I’ve never done this before!” Your child’s transition process is not meant to happen to you and your family. It is meant to happen with you and your family, using what you know about your child to help direct the process.

## To ensure what is BEST for my child, our family responsibilities are to:

### Talk with others

- Discuss with your Family Resources Coordinator who will participate in your Transition Plan.
- Participate in conferences by talking about what you want for your child. Discuss any problems and always share information about how your child is doing. Remember, you know your child best.

**Share information about your child**

- Give permission for your child to be evaluated.
- Give information about your child, such as your child's medical history, interests and challenges.
- Keep a notebook about your child's activities and interests. Include your child's birth certificate, immunization record, medical reports, photographs, evaluations, assessments, and past IFSP's. Pictures of your child help personalize facts and information.
- Keep scheduled appointments. If an emergency arises, call or send a message and reschedule as soon as possible. Make it your business to get the needed information to your team.

**Explore resources and services**

- Early Childhood Education and Assistance Program (ECEAP), Head Start, preschool, special education and other options and/or therapy, etc.

**Ask questions**

Such as:

- How does my child qualify?
- When and how will my child be evaluated?
- In what areas of development will my child be evaluated?
- What placement options are available if they qualify?
- When and how will I receive the results of my child's evaluation?
- When is it appropriate to give feedback on what we'd like to see happen for my child?
- How will I get the evaluation results?

# Who is on my transition team and what do they do?

## Your Family

- Talks about your child: likes, interests, challenges, goals you're working on
- Reviews how you're working with Early Intervention (EI) and other programs
- Describes your goals for transition and what's most important to you to continue supporting your child's development



## Your Family Resources Coordinator (FRC)

- With your consent, notifies your school district that your child is potentially eligible for Part B services and schedules the transition conference
- Shares information about your child's Individualized Family Service Plan (IFSP) and current assessment information
- Shares information about other early childhood resources in your community that can support your child's development
- Helps you to identify and obtain additional information

**FRC's NAME:** \_\_\_\_\_ **PHONE #:** \_\_\_\_\_

**Your Local School District Representative**

- Collects information from you and other team members about your child
- Tells you about eligibility for special education and related services, about the evaluation process, and the Individualized Education Program (IEP) process
- Describes preschool special education services
- Tells you how to get a copy of the Special Education Regulations
- Provides a copy of your rights (Procedural Safeguards)
- Schedules any future meetings (including evaluations, eligibility decisions and an IEP meeting, if your child is eligible for special education services at age three)
- Helps you to identify and obtain additional information

**SCHOOL DISTRICT REP. NAME :** \_\_\_\_\_

**PHONE #:** \_\_\_\_\_

**Other people you may ask to participate**

- Family members, friends, pediatrician, teacher, childcare provider, therapist, etc.

**NAME :** \_\_\_\_\_ **PHONE #:** \_\_\_\_\_

**NAME :** \_\_\_\_\_ **PHONE #:** \_\_\_\_\_

**NAME :** \_\_\_\_\_ **PHONE #:** \_\_\_\_\_

# What happens at your Transition Conference?



## Purpose of the conference

- Connect with your school district representative
- Review information about your child, to include current IFSP outcomes
- Identify transition activities (next steps)
- Develop a written transition plan and provide each team member with a copy
- Discuss the special education evaluation process
- Discuss other resources in the community

## Who does what at the transition conference?

### **Family:**

- Identifies your child's strengths and needs
- Describes involvement in early intervention and other services
- Asks questions and takes notes

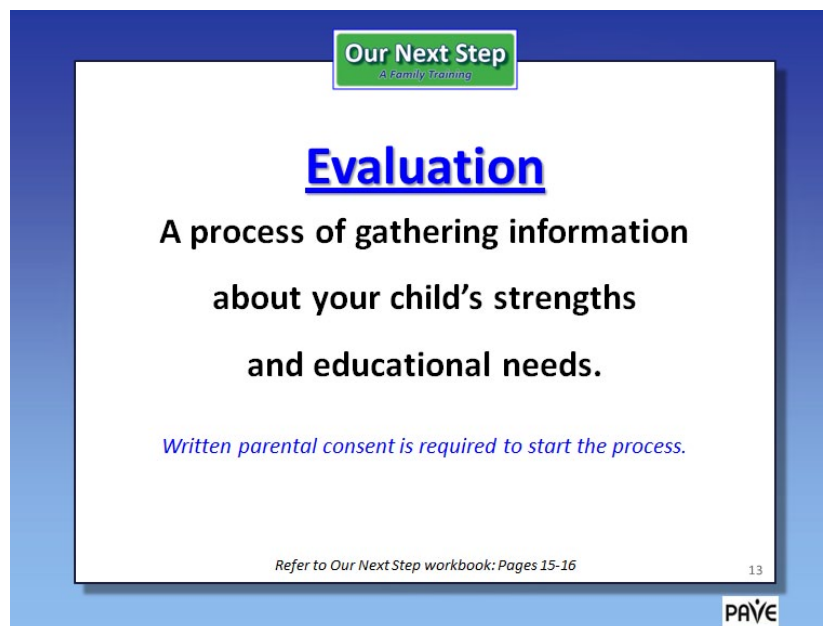
### **Family Resources Coordinator and Early Intervention provider(s):**

- Supports your family in sharing information
- Asks and answers questions and provides early intervention program information
- Your FRC compiles information from the conference that results in a written transition plan

### **School District Representative:**

- Provides information about special education services
- Provides information about the evaluation and the IEP processes
- Provides an overview of potential placement options
- Provides a copy of special education Procedural Safeguards

# Evaluations



A process of gathering information about your child's strengths and educational needs.

- You provide informed written consent for evaluation and share important information about your child
- The next step of the process is to review existing records and gather information from current or previous early intervention and other service providers.
- Conduct additional assessments, if needed

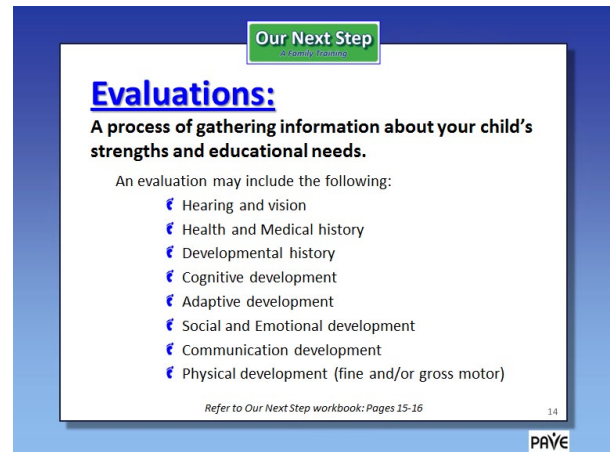
This process allows for the school district to determine if your child will be eligible for an Individualized Education Program (IEP) at age three. The local school district is responsible for determining eligibility for the IDEA (Individuals with Disabilities Education Act), Part B special education services, using a group of qualified professionals. With your consent, this evaluation process will be completed to determine if your child will be eligible for special education services at age three.

An evaluation may include the following:













- Hearing and vision – most recent screening and/or assessment results
- Health and Medical history – well child visits, surgeries, treatments and medications
- Developmental history
- Cognitive development - ability to think (understand, remember, and make sense out of one's experiences) and how your child learns
- Adaptive development - ability to develop age-appropriate self-help skills (dressing, feeding, toileting, personal hygiene)
- Social and Emotional development - ability to develop and maintain positive relationships and to show age-appropriate social and emotional behaviors
- Communication development - ability to use and understand age-appropriate language, including vocabulary, grammar and speech
- Physical development – fine and/or gross motor skills (standing, walking, balance and climbing)

Questions to ask before the evaluation

- What will be done? Why? By whom?
- Where will it be done?
- Who will be present?
- What information can the team expect to learn?
- What does our family hope to learn about our child?
- How can we help? (See “A Look at My Child’s Development” sample chart on the next page. You may also wish to fill out the blank copy that’s in the Resources for Families section at the end of this workbook.)



# A Look at My Child's Development

| AREA OF DEVELOPMENT             |                                                                                     | SOME THINGS MY CHILD KNOWS OR DOES ALREADY                                                       |                                                                                      | SOME THINGS I WOULD LIKE MY CHILD TO LEARN IN THIS AREA |
|---------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------|
| Adaptive                        |    | Dressing, toileting, eating                                                                      |    |                                                         |
| Cognitive                       |    | Listening to stories, remembering where a toy is, follows simple directions                      |    |                                                         |
| Communication                   |   | Signs when hungry, says his/her name, points to desired objects, uses two and three word phrases |   |                                                         |
| Physical                        |  | Walking, climbing, jumping                                                                       |  |                                                         |
| Social and Emotional            |  | Makes needs known to family members, initiates favorite games, takes turns                       |  |                                                         |
| Other information – please list |  |                                                                                                  |  |                                                         |

*A blank copy of this form is located at the back of the workbook for families to copy and fill-in if they wish.*

# Eligibility



When eligibility is being determined for Part B Special Education services:

**Your family will:**

- Be part of the eligibility team
- Communicate with your local school district throughout the transition process
- Receive a copy of the evaluation results and documentation of the eligibility determination

**Your FRC will:**

- Follow up with the local school district regarding evaluation results and other information or questions you may have
- Support transition to other services if a child is determined ineligible for Part B services

**Your local school district will:**

- Consider all information supplied by you, your IFSP team, other providers (including any independent evaluations) and results of its own assessments while determining eligibility
- Invite you to a meeting to determine whether your child is eligible for special education services
- Will provide copies to you of all written documentation of eligibility

**Remember:**

Eligibility for special education services does not mean automatic enrollment in a preschool program. The IEP team determines placement based on the results of the evaluation and the individual needs of your child. Special education services can be delivered in a variety of settings.

Also remember the Washington Administrative Code (WAC) which states that a child who only needs related services and not special education is not eligible for special education services (WAC 392-172A-01035(b)).

This link will help you locate the family resources page on the Office of Public Instruction's special education website:

[www.k12.wa.us/SpecialEd/Families/default.aspx](http://www.k12.wa.us/SpecialEd/Families/default.aspx)

**Agree/Disagree**

If you do not agree with the identification, evaluation, placement, or provision of educational services, use formal dispute resolution options outlined in special education Procedural Safeguards. For more information on dispute resolution options, here is the link to the Part B dispute resolution website:

[www.k12.wa.us/SpecialEd/DisputeResolution/default.aspx](http://www.k12.wa.us/SpecialEd/DisputeResolution/default.aspx)

# Eligibility Differences

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## Differences in Eligibility

| <b>IDEA, Part C</b><br>(Also called Early Intervention-IFSP)                                                                                                                                                                 | <b>IDEA, Part B</b><br>(Also called Special Education-IEP)                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>❖ 25% or 1.5 SD below the mean in one area of development</li><li>- OR -</li><li>❖ Diagnosed physical or medical condition that has a high probability of resulting in delay</li></ul> | <ul style="list-style-type: none"><li>❖ 2 SD below the mean in one or more areas of development</li><li>- OR -</li><li>❖ 1.5 SD below the mean in two or more areas of development</li></ul> |

SD = Standard Deviation

Refer to Our Next Step workbook: Page 20

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Eligibility for Part B services differs from the eligibility requirements for early intervention services.

To be eligible for Part B special education, a child must meet the qualifications identified for developmental delay or other disability eligibility category such as autism, or other health impairments, etc.

In addition to the identified disability, the evaluation team must also determine if the disability has an impact on the child's learning, and if the child is in need of specially designed instruction and related services.

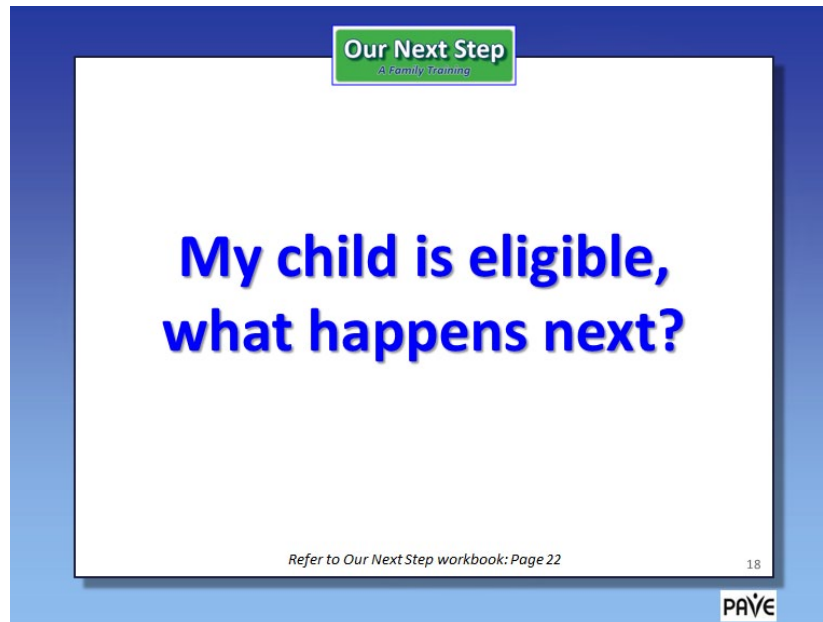
***Standard Deviation*** is a unit of measurement that provides an estimate of how different a student's score is from an average score on a test.

# Pathway After Determination



If not eligible, once your child enters school at age five, you may want to explore a 504 plan. A 504 plan identifies accommodations that may be needed by children who are not eligible for special education. Your child may be eligible to receive a 504 plan. Contact your local school district principal for more information.

# What happens next?



My child is eligible, so what happens next?

- An Individualized Education Program (IEP) meeting is scheduled
- Team shares ideas for goals
- Decisions are made about services and placement, including transportation, staff preparation and/or training and other supports
- IEP is put into writing and signed
- If you have not already done so at the eligibility determination, you must provide consent for initial services before the IEP can be implemented

Parents and school districts are encouraged to work together to try and resolve disagreements. If disagreements cannot be resolved informally, parents may use formal dispute resolution options.

# Least Restrictive Environment (LRE)



According to federal law, school districts are required to educate students with disabilities in regular classrooms with their non-disabled peers, in the school they would attend if not disabled, to the **maximum extent appropriate**. This is an individual determination made by the IEP team based on your child's individual needs. For further information, contact your school district.

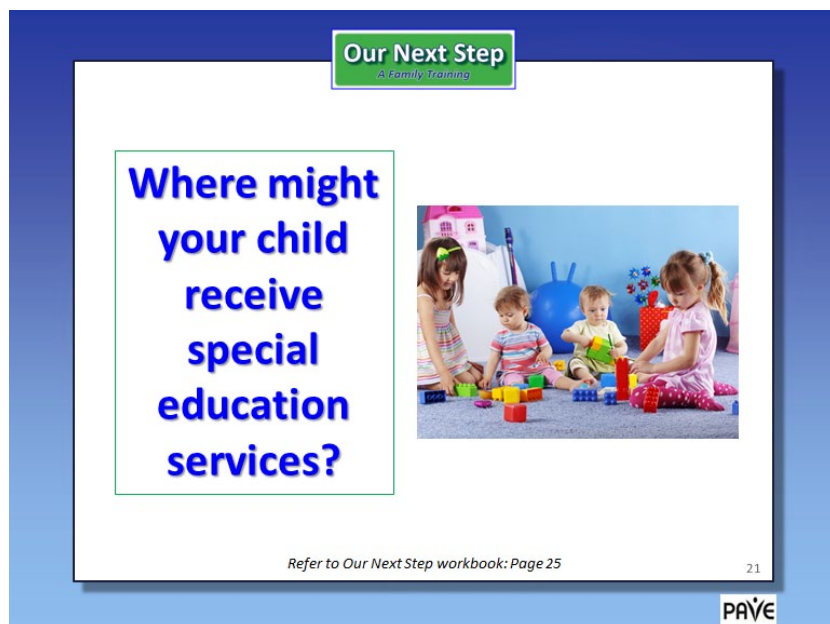
# The IEP Meeting/Placement Decision



Together IEP team members will decide:

- The educational goals for your child
- How the goals will be measured and how progress will be reported
- What special education and related services (therapy, extended school year, transportation, and other services) are needed in order to reach those goals
- When the services will begin and how long they will continue
- Where the services will be provided and to what extent your child will be included in regular settings and activities with other children of the same age.
- How to help your child get ready for the transition (transportation (bus), toileting habits, social/emotional/behaviors, etc.)

# Where might my child receive special education services?



Services may occur in a variety of settings, including but not limited to:

- Developmental preschools, child care facilities, developmental centers or other community-based settings

When necessary:

- Your child may receive their special education and related services in the principal residence of your child's family or caregiver.

# How can I prepare for the IEP meeting?

- Be ready to tell what your child is doing now
- Consider possible goals for the IEP
- Consider inviting a relative, friend or advocate to attend (ask them to take notes; PAVE is a resource for parent training and information)

What has my child learned this year?

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What are my child's strengths and special interests?

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What are my concerns for my child's education?

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What do I want my child to learn next?

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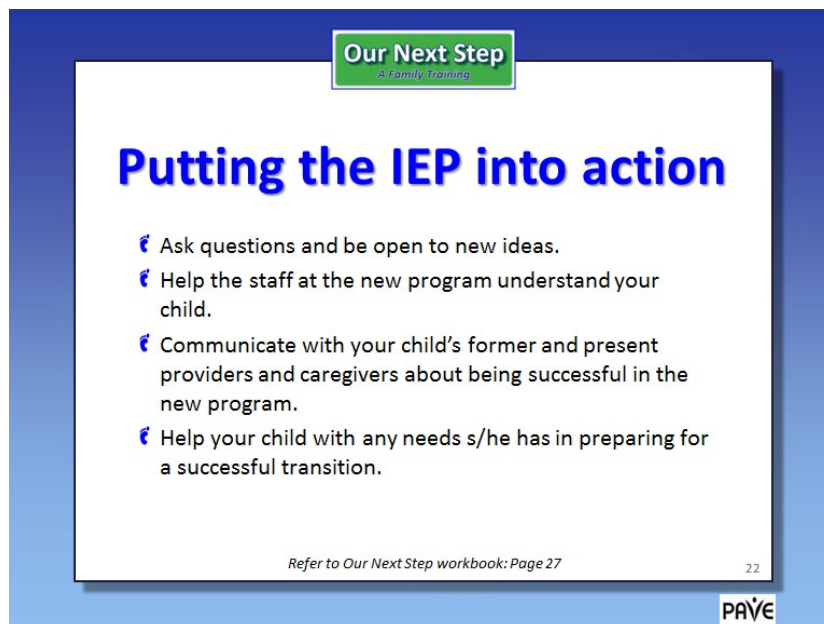
What are the supports and services I think my child may need to make progress on the next set of goals?

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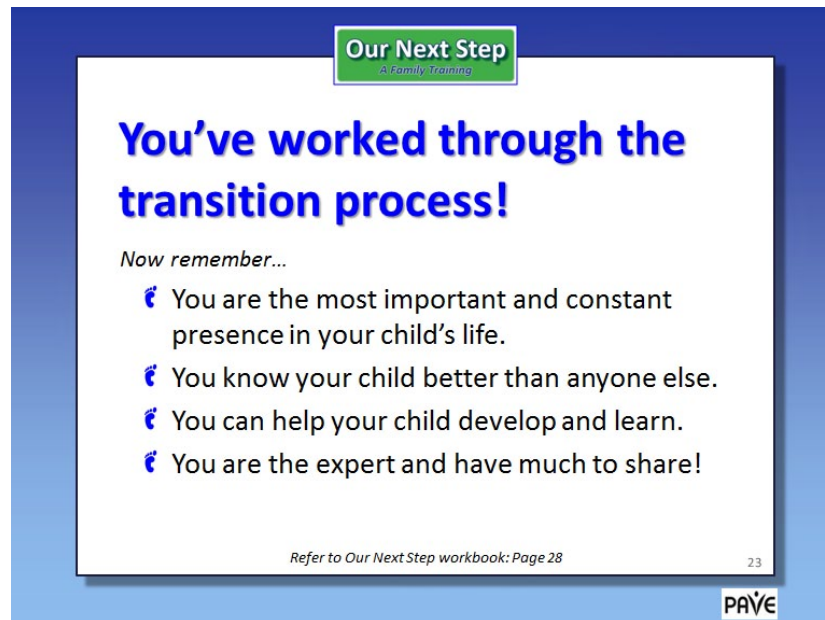
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# Putting the IEP into action



- Ask questions and be open to new ideas
- Help the staff at the new program understand your child
- Communicate with your child's former and present providers and caregivers about being successful in the new program
- Help your child feel excited about this transition

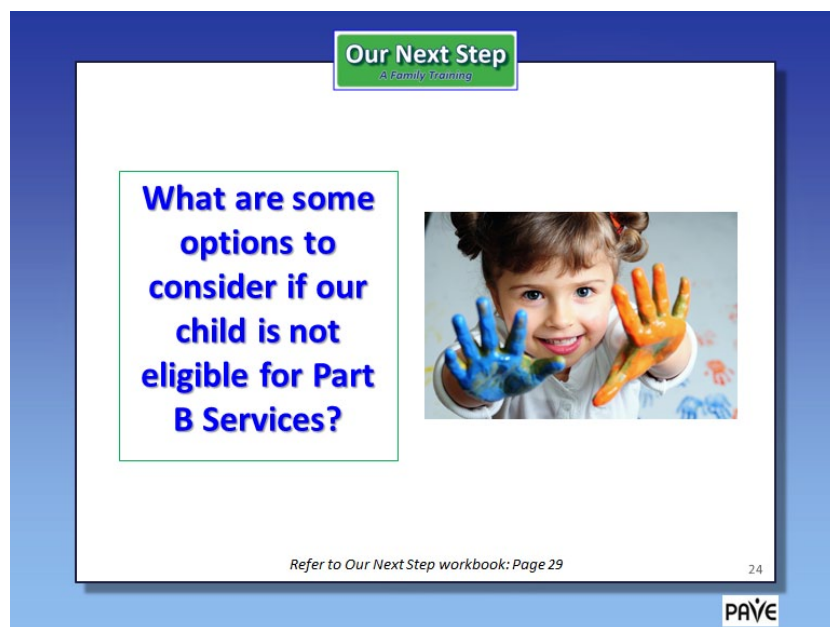
# You've worked through the transition process!



Now remember...

- You are the most important and constant presence in your child's life.
- You know your child better than anyone else.
- You can help your child develop and learn.
- You are the expert and have much to share!

# What if my child is not eligible for Part B Services?



## Options:

Your FRC may help you identify other community based options:

- Head Start
- Community early childhood programs such as the Early Childhood Education and Assistance Program (ECEAP)
- Community recreation programs
- Library story hours
- Cooperative play groups
- Community preschools

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**If you would like to  
learn more about the  
Individuals with  
Disabilities Education  
Act (IDEA), contact  
PAVE today.**



*Refer to Our Next Step workbook: Page 30*

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# **FAMILY RESOURCES**

# Transition Checklist

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

Planning ahead:

- ☐ Our FRC discussed with us the federal child find requirement to send the child's name, date of birth, and family contact information to the school system 18 months prior to our child's third birthday, during procedural safeguards discussion at intake and before the child turns 18 months of age.
- ☐ Our FRC transmitted to the school system, with our written consent, our child's records, including the most recent IFSP and evaluation information, six months prior to our child's third birthday.
- ☐ If my child is potentially eligible for Part B services, Transition Conference has been scheduled at least 90 days before my child's third birthday.
- ☐ Community resources have been located.

Transition Conference:

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

Evaluation:

- ☐ We signed consent for evaluation.
- ☐ Records from Early Intervention Services were received at the school.
- ☐ Information from our family was considered.
- ☐ Evaluation by the evaluation team was completed and the IEP meeting was convened within 35 school days and by the third birthday.













IEP Meeting:

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

Putting the IEP into action:

- ☐ Our child made the transition from Early Intervention to Early Childhood Special Education services or to another pre-kindergarten arrangement, if chosen.
- ☐ The IEP was in place by our child's third birthday.
- ☐ We worked together to resolve any issues that arose.
- ☐ All are continuing to communicate during this time of change.

# A Look at My Child's Development

| AREA OF DEVELOPMENT             |                                                                                     | SOME THINGS MY CHILD KNOWS OR DOES ALREADY |                                                                                      | SOME THINGS I WOULD LIKE MY CHILD TO LEARN IN THIS AREA |
|---------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------|
| Adaptive                        |    |                                            |    |                                                         |
| Cognitive                       |    |                                            |    |                                                         |
| Communication                   |  |                                            |  |                                                         |
| Physical                        |  |                                            |  |                                                         |
| Social and Emotional            |  |                                            |  |                                                         |
| Other information – please list |  |                                            |  |                                                         |

# Glossary of Terms

**A.T.** – Assistive Technology – any item that increases a child’s functioning or participation in a typical learning activity (or the selection or training for such an item); examples include: adaptive spoon, picture board, wheelchair or computer touch screen, etc.

**Benchmark** – A general statement relating to a specific subject area

**C.A.** – Chronological Age (ex. 2 years = C.A. 24 months)

**DD** – Developmentally Delayed

**ECE** – Early Childhood Education

**Eligibility** – conditions and/or information that shows special education services are necessary

**ESY** – Extended School Year – refers to education services provided over the summer months; designed to maintain school year services; eligibility requirements must be met

**FRC** – Family Resources Coordinator

**IDEA** – Individuals with Disabilities Education Act

- **Part C** – Covers eligible children birth through two years of age
- **Part B** – Covers eligible children ages three through twenty-one

**IEP** – Individualized Education Program – a document written annually to determine special education services and placement; developed jointly by family and school personnel

**IFSP** – Individualized Family Service Plan – a document written annually and updated every six months by families and personnel serving infants and toddlers in the Early Intervention system

# Glossary of Terms — continued

**LEA** – Local Educational Agency

**LRE** – Least Restrictive Environment - school districts are required to educate students with disabilities in regular classrooms with their nondisabled peers, in the school they would attend if not disabled, to the maximum extent appropriate.

**OT** – Occupational Therapy – a service for students whose fine motor, perceptual and/or sensory integration impairments significantly interfere with learning. Occupational therapy means services provided by a qualified occupational therapist.

**PT** – Physical Therapy – a service for students whose gross motor limitations interfere significantly with academic development. Physical therapy means services provided by a qualified physical therapist.

**Procedural Safeguards** – all rights that are guaranteed to the family and child with a disability

**Related Services** – supportive services to help a child with a disability participate in developmentally appropriate activities. Related services are discussed and decided on during the IEP meeting. Examples include: assistive technology, transportation, and occupational, physical or speech therapy.

**Speech Therapy** – provided to students who have been evaluated and determined to have problems in communication and related areas. Speech therapy means services provided by a qualified speech therapist.

**Standard Deviation** - Standard deviations provide an estimate of how different a student's score is from an average score on a test. Scores of 1.5 to 2 standard deviations below or above average are often considered different enough that they are statistically significant.

# Frequently Asked Questions

## **Questions to ask before the evaluation**

- What will be done? Why? By whom?
- Where will it be done?
- Who will be present?
- What information can the team expect to learn?
- What does our family hope to learn about our child?
- How can we help? (see “A Look at My Child’s Development” in the Resource section of this manual. You may wish to fill out the form to help in the transition process.)

## **How can I prepare for the IEP meeting?**

- Be ready to tell what your child is doing now and what your goals are for your child’s future
- Consider possible goals for the IEP (ask your FRC for help)
- Consider inviting a relative, friend or advocate to attend and ask them to take notes

## **Can my child’s IEP be changed?**

The IEP can be reviewed or changed as needed anytime. Work with your child’s special education teacher to get you started.

## **What about a 504 Plan?**

A 504 plan identifies accommodations that may be needed by children who are not eligible for special education. You can ask if your child might be eligible for a 504 Plan in kindergarten. Be sure you explore this option before your child starts kindergarten. Contact your local school district principal for more information.

# Comparing Early Intervention and Special Education Services

|                               | EARLY INTERVENTION                                                                                                                                                                                 | SPECIAL EDUCATION                                                                                                                                                                        |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Governing Federal Laws</b> | Part C of the Individuals with Disabilities Education Improvement Act (IDEA, 2004)                                                                                                                 | Part B of the Individuals with Disabilities Education Improvement Act (IDEA, 2004)                                                                                                       |
| <b>Ages for services</b>      | Birth through 2                                                                                                                                                                                    | 3 through 21                                                                                                                                                                             |
| <b>Goal of the program</b>    | Helping the family meet the developmental needs of their child with a delay or disability                                                                                                          | Educating the child with a delay or disability                                                                                                                                           |
| <b>Evaluation</b>             | Two or more professionals from different disciplines complete a developmental evaluation of all five areas of development                                                                          | A team of professionals complete an evaluation in the area(s) of suspected disability                                                                                                    |
| <b>Eligibility</b>            | A child must have a 25 percent delay in one or more areas of development or a documented medical condition                                                                                         | A child is found eligible using one of the eligibility categories for special education and related services                                                                             |
| <b>Service delivery model</b> | Parents and caregivers enroll their child in EI services. The type(s), frequency, location and duration of services, including individuals providing services, are determined through IFSP process | Local education agencies (LEAs) are required to provide special education and related services to eligible individuals, ages 3 through 21 years. Services are determined by the IEP team |
| <b>Family involvement</b>     | Family must be involved in the process to develop the Individualized Family Service Plan (IFSP)                                                                                                    | Parents must be a member of any team (i.e. planning and placement) that make decisions regarding the education of their child                                                            |

## Our Next Step — Parent Workbook

|                             | EARLY INTERVENTION                                                                                                                                                                                                                                    | SPECIAL EDUCATION                                                                                                                                                                                                                                                                                                                                |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Service Coordination</b> | Each eligible infant or toddler is assigned a service coordinator who coordinates services and assists the family throughout their involvement in the EI system                                                                                       | Although service coordination is not required, a case manager is assigned to each child with an IEP. The case manager is usually someone on the child's IEP team                                                                                                                                                                                 |
| <b>Type of plan</b>         | An Individualized Family Service Plan (IFSP) documents the family functional outcomes developed by the team. IFSP's are reviewed at least every six months with the service coordinator and rewritten annually by the IFSP team                       | An Individualized Education Program (IEP) documents the child's measurable annual goals, services and program, the IEP also describes how progress will be measured. The IEP team reviews the IEP annually                                                                                                                                       |
| <b>Services</b>             | All EI services are provided to support the family's ability to meet their child's developmental needs and the family's desired outcomes                                                                                                              | Special education is an educational service or program that is instructional in nature. Related services (such as occupational therapy, physical therapy or speech and language therapy) are provided when they are required in order to assist a child in obtaining benefit from the special education program                                  |
| <b>Location of services</b> | EI services are provided in natural environments such as the child's home or in other sites in the community, where infants and other toddlers without disabilities participate. Services are provided in the context of the family's normal routines | Children with disabilities are educated in the least restrictive environment and with their typically developing peers. A child may receive services in a more restrictive environment only when the IEP team determines that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily |
| <b>Cost of services</b>     | Families are billed on a sliding fee scale and insurance plans are billed                                                                                                                                                                             | Children are provided with a free and appropriate education (FAPE)                                                                                                                                                                                                                                                                               |
| <b>Transition</b>           | The transition process for families begins when the child is 2 years 6 months of age. A Transition Conference will be held at least 90 days before the child's third birthday                                                                         | A LEA representative will participate in the Transition Conference. If a child is determined eligible for Early Childhood Special Education services, the IEP will be developed by the child's third birthday                                                                                                                                    |

# My Transition Team Form

## Your Family

- Talks about your child: likes, interests, challenges, goals you're working on
- Reviews how you're working with Early Intervention (EI) and other programs
- Describes your goals for transition and what's most important to you to continue supporting your child's development

## Your Family Resources Coordinator (FRC)

- With your consent, sends a referral to your school district and schedules the transition conference
- Shares information about your child's Individualized Family Service Plan (IFSP) and current assessment information
- Helps you to identify and obtain additional information

**FRC NAME:** \_\_\_\_\_ **PHONE #:** \_\_\_\_\_

## Your Local School District Representative

- Collects information from you and team members about your child and your priorities
- Tells you about eligibility for special education and/or related services, about the Evaluation Team, and the Individualized Education Program (IEP)
- Describes preschool special education services
- Tells you how to get a copy of the Special Education Regulations
- Explains your rights (Procedural Safeguards)
- Schedules any future meetings (including the IEP meeting, if your child is eligible for services at age three)
- Helps you to identify and obtain additional information

**SCHOOL DISTRICT REP. NAME :** \_\_\_\_\_

**PHONE #:** \_\_\_\_\_

**OTHER PEOPLE YOU MAY ASK TO PARTICIPATE**

- Family members, friends, pediatrician, teacher, childcare provider, therapist, etc.

NAME : \_\_\_\_\_ PHONE #: \_\_\_\_\_

NAME : \_\_\_\_\_ PHONE #: \_\_\_\_\_

NAME : \_\_\_\_\_ PHONE #: \_\_\_\_\_

**NOTES**



## SUPPORT INFORMATION AND RESOURCES FOR FAMILIES AND PROVIDERS

- **Family Health Hotline** Call 1-800 322-2588 for general and referral information. [www.withinreachwa.org](http://www.withinreachwa.org)
- **Washington 211** for community resources
- **Parent 123** for online applications for several income-based programs. [www.withinreachwa.org](http://www.withinreachwa.org)
- **PAVE (Partnerships for Action, Voices for Empowerment)** for education advocacy. 1-800 PARENT  
[www.washingtonpave.org](http://www.washingtonpave.org)
- **Arc of Washington State** (Parent to Parent) 1-800-821-5927  
[www.arcwa.org](http://www.arcwa.org)
- **Washington State Fathers Network** (425 747-4004, ext. 4286)  
[www.fathersnetwork.org](http://www.fathersnetwork.org)
- **Washington Medical Home for health information**  
[www.medicalhome.org](http://www.medicalhome.org)

# NOTES

# **NOTES**

