



Early Intervention



Your Child's Transition Out of the Early Intervention Program

When your child is 2 years and 6 months old, you will begin working with service providers to plan for your child's transition out of the Illinois Early Intervention (EI) Program at age 3. We at the Illinois EI Clearinghouse want to provide you with information and resources that will help you through this exciting and challenging time.

Have you wondered what your rights are under the federal law known as the Individuals with Disabilities Education Act (IDEA)? IDEA defines your rights as a parent of a child who is receiving EI services. Among these rights are the rights to accept or reject services, review your child's records, and expect them to be kept private. You also have rights related to resolving concerns. As part of your child's team, you also must be kept informed of key events during his time in the EI Program. One important event is his transition to other services at age 3.

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This issue includes a parent handout that explains the transition process, and it also includes a list of books, DVDs, and Web resources related to transition. Future issues of our newsletter will discuss family rights when your child begins receiving EI services and your rights while your child receives services.

EI Clearinghouse staff can provide you with resources on transition, including books, articles, and videos. Contact us through our Web site (<http://eiclearinghouse.org>), call us toll-free at 877-275-3227, or email us at illinois-eic@illinois.edu.

When I'm 3, Where Will I Be?

To help with your child's departure from the Early Intervention (EI) Program, a group of parents and EI professionals and school personnel have put together a workbook called *When I'm 3, Where Will I Be? A Family's Transition Workbook*. This workbook will guide you as you move out of EI services and into services appropriate for preschoolers. Along the way, this workbook will give you a place to organize your thoughts, write down what you want for your child, and prepare important information for you to share with professionals.

The workbook has a list of questions that you might want to ask as you think about new services for your 3-year-old. Answers to the questions will help you to understand the changes in services and the types of decisions that you may need to make.

For families whose child qualifies for special education services, the workbook describes the Individualized Education Program or IEP. An IEP is different from the IFSP used in EI services. The IEP will include information on how your child's special needs may affect participation in school or a statement of supports that will assist your child in learning and attending preschool.

When I'm 3 includes a helpful comparison between EI and early childhood special education services. Important differences addressed in the book include how each program determines eligibility, how each program provides services, and what your involvement will be in your child's services. To download a copy of this workbook, please visit the Illinois Early Intervention Clearinghouse Web site at <http://eiclearinghouse.org/resources/pubs.html>.



CONNECT Transition Module

Would you like to know more about how to solve problems with your service providers? Or learn more about transition from EI to other services at age 3? You can find several helpful resources at <http://community.fpg.unc.edu/connect-modules>.

This site, called CONNECT, addresses four concerns common to families and providers in EI. The site uses modules or guided lessons that are online. They include videos, audio recordings, and activities to help parents and professionals learn more about important topics in early intervention. All the information included is based on the latest research in early intervention.

Each module or lesson sets up a concern, asks questions about that concern, and shows how to use evidence-based practices in that situation. The topics covered include daily routines, communication practices, family-professional partnerships, and your child's transition out of early intervention. More topics will be added in the future.

The transition module gives professionals and parents ways to support children's adjustment to new environments. The story and online videos in this module provide real-life examples of decisions that your family-professional partnership might face during the transition process. The issue is presented from the viewpoint of the professional and the viewpoint of the family. The module then provides evidence and research that support the practices that can be used with your child. Finally, the module demonstrates the practice through video examples and activities.

For more information on the topic of transition, please see the resource guide in this newsletter or contact the Illinois Early Intervention Clearinghouse. We want to keep you informed on the latest information and Web resources that will help you to support your child in early intervention services and beyond. Our toll-free number is 877-275-3227, or you can email us at illinois-eic@illinois.edu.

Transition at Age 3: Leaving the Early Intervention Program

Illinois Early Intervention (EI) Program services end when a child turns age 3. To give you time to plan for this change in services, the law requires that your EI team begin planning for transition 6 months before your child's third birthday. This allows you adequate time to find out if your child is eligible for early childhood special education services through your local school district. Not all children will qualify. The Illinois State Board of Education is the state agency responsible for special education services for children age 3 and older. Here are the steps and your role in the process.



-  **Step 1—Sign a Consent Form for Referral.** When your child turns 2½ years old, your EI service coordinator will ask you to sign a consent form. Your consent is needed to release information about your child to your local school district. This begins the referral process. You can accept or decline the referral.
-  **Step 2—Attend a Transition Planning Conference.** Your service coordinator will arrange for a planning conference at least 90 days before your child turns age 3. The meeting may include a representative of your district or other community services, such as preschool or Head Start. This is a meeting to learn about possible services for your child and to share information about your child.
-  **Step 3—Participate in an Evaluation.** The school district may use current evaluations from your EI team or may decide to conduct a new evaluation. You will be asked to sign a consent form for a new evaluation. The school district will use the evaluations to answer four questions:
 - Does your child have a disability?
 - What is your child's current developmental status and functional performance?
 - Does your child's disability affect his or her ability to engage in age-appropriate activities?
 - Does your child need special education and related services?
-  **Step 4—Determine eligibility and Plan Your Child's Individualized Education Program (IEP).** You will meet with school district staff to discuss the evaluation findings and determine if your child is eligible for special education and related services. You may want to invite a family member or friend. The IEP meeting will take place when your child turns 3 or before. If your child is eligible, then the IEP team and you will choose goals for your child for the next year. The goals are used to identify services and providers and to plan where and when services will be provided. If you agree with the IEP, you will be asked to sign it. If you disagree with the IEP, you can ask for another meeting to discuss your concerns. If you cannot resolve your concerns with the team, you have several legal options, which you can discuss with the district.

If your child is not eligible for special education and related services, then your EI service coordinator will help you to consider other options or activities in your community.
-  **Step 5—Preparing Your Child and Family for Transition.** Your service coordinator or provider will suggest ways to prepare your family and your child for the end of EI services and the start of other preschool activities and services. For example, she may suggest that you visit the new program or work on self-help skills (dressing, taking turns, sharing) that will be helpful in preschool.
-  For more information on your family's roles and rights during the transition process, see *When I'm 3, Where Will I Be? A Family's Transition Workbook*, available on the Illinois Early Intervention Clearinghouse Web site at <http://eiclearinghouse.org>.

Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Illinois Department of Human Services, Bureau of Early Intervention.



Transitions in Early Intervention

The following books, articles, and videos are available from the Early Intervention Clearinghouse. Request them through your local public library, email us through the Clearinghouse Web site at <http://eiclearinghouse.org>, or call us at 877-275-3227. Visit our Web site to find more resources on transitions in EI.

Books

Tools for Transition in Early Childhood: A Step-by-Step Guide for Agencies, Teachers, and Families. Beth S. Rous & Rena A. Hallam. Baltimore, MD: Brookes, 2006. (Call # WHQ 778.63 .R863 2006).

This how-to guide provides a step-by-step model showing how families and professionals can work together to design effective transitions for young children with special needs.

Introducing Me. (Me Too! Series). Marci J. Hanson & Maria L. Morgan. Baltimore, MD: Brookes, 2001. (Call # HV 888 .H251i 2001).

Introducing Me is one of a series of books written for parents to help with the transition into preschool of young children with special needs. These short books are designed to be read with children. They help parents with selecting a preschool, building relationships with people in the community, understanding their child's behavior and their friendships, and creating schedules and routines.

Videos

The First IEP: Parent Perspectives. 30-minute DVD. Brookes, 2005. (Call # LB 1031 .C518 2005)

This video demonstrates collaboration between parents and professionals as they help young children make the transition from early intervention services to preschool.



Turning 3, from C to B: Age 3 Transitions for Kids with Special Needs = Tercer Cumpleaños, De Parte C a Parte B: Transiciones Para Niños Con Necesidades Especiales. 23-minute DVD. Landlocked Films, 2006. (Call # LC 4019.2 .T955 2006)

This video explains the transition from Part C to Part B of the Individuals with Disabilities Education Act (IDEA) through interviews with families, providers, and school officials.

Articles

Using Interagency Collaboration to Support Family-Centered Transition Practices. Diane M. Branson & Ann Bingham. (2009). *Young Exceptional Children*, 12(3), 15-31.

Using the story of Lanie and her son Harry, this article explains collaboration between parents and professionals during the transition process.

Transitions of Families from Early Intervention to Preschool Intervention for Children with Disabilities. Ann M. Connelly. (2007). *Young Exceptional Children*, 10(3), 10-16.

This article provides an overview of the transition from Part C to Part B services and discusses methods of dealing with issues or problems that might arise.

Web Resources

When I'm 3 Where Will I Be

This workbook was created by parents and early intervention and school personnel. It guides Illinois families through their child's transition from Early Intervention Program services. This online booklet is designed to help parents with setting goals, sharing information with professionals, understanding the evaluation process, and preparing for the first Individualized Education Program (IEP) meeting.

Workbook in English: http://www.isbe.net/earlychi/pdf/transition_workbook.pdf

Workbook in Spanish: http://www.isbe.net/earlychi/pdf/transition_workbook_sp.pdf

Video: <http://www.wiu.edu/users/starnetv/mov/apples12172008m.mov>

National Early Childhood Transition Center

The National Early Childhood Transition Center (NECTC) provides information to parents and professionals about practices and strategies for successful transitions in early childhood special education. This Web site includes research briefs, links to other organizations, a database of literature on transitions, webinars, and a "transition toolkit."

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

Illinois Early Intervention Clearinghouse

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Champaign, IL 61820-7469

Non-Profit Org.
U.S. Postage
PAID
Permit No. 75
Champaign, IL 61820

Illinois Calendar

March 31 or April 1, 2011

Chicago

10 Things Every Child with Autism Wants You to Know

Contact: STARNET Region V, <http://www.starnetchicago.org>

April 9, 2011

Mt. Vernon

Southern Illinois Conference for Parents of Children with Vision Loss

Contact: Illinois School for the Deaf

http://morgan.k12.il.us/isd/outreach_services.html

April 29, 2011

Springfield

Project Choices Best Practices in Early Childhood Forum

Contact: Project Choices, <http://www.projectchoices.org>

May 13, 2011

Chicago

Difficult Issues in Transition

Contact: STARNET Region V, <http://www.starnetchicago.org>

June 12-17, 2011

Jacksonville

Institute for Parents of Preschool Children Who Are Deaf or Hard of Hearing

Contact: University of Illinois, Division of Specialized Care for Children,
800-322-3722

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