



Early Intervention Clearinghouse

<http://eiclearinghouse.org>

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Transition at Age 3: Who, What, Where, Why, and When

Transitions can be tough. As your child learns and grows in early intervention, you may be nearing the transition from early intervention services to school-based services. The good news is that early intervention recognizes that change can be hard. Your early intervention providers should begin the transition planning process six months before your child turns 3. This provides you with time, information, and resources to learn about the transition.

What does the transition planning process look like?

The transition process begins at least by the time your child is age 2 years and 6 months (i.e., 2.5 years old). At that time, your service coordinator will ask you to sign a consent form so a referral packet can be sent to your school district. The consent form is necessary to begin the transition planning process.

Tip: You can begin the transition planning process earlier than 2.5 years old. If you want more time to plan and gather resources, and/or your child has more support needs, you can ask your service coordinator to begin transition planning earlier.

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TRANSITION

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When your child is 2 years and 9 months old, your service coordinator will hold a transition planning conference. The purpose of this meeting is for the school district to learn about your child. This conference will include you (as the parent), your service coordinator, and a representative from the school district. However, you can invite others to this meeting.

For example, you may invite other EI providers to share information about your child. You also can invite your spouse, family, and friends to the meeting.

After the transition planning conference, the school district will contact you about a domain review. A domain review is to decide whether more information or evaluations are needed before the team determines if your child is eligible for school-based services. You will be asked to sign a consent form for any additional areas that require evaluation.

The evaluations will include relevant professionals (e.g., speech therapists, occupational therapists, physical therapists, psychologists, social workers). Once written consent for evaluations is given, the district has 60 school days to complete evaluations, determine eligibility, and complete an Individualized Education Program (IEP) for eligible children.

Tip: The school can only evaluate areas for which you provide consent. If you do not provide consent, then that area cannot be evaluated.

After the evaluations have been completed, you will receive a copy of the evaluations and all other written materials. This should be done three days before your eligibility meeting to give you time to read the evaluations and draft questions you might have.

At the meeting, the team reviews the results of the evaluations. Then, you will discuss whether your child is eligible for school-based services. If your child is eligible, the team will draft an IEP.

How often will my child's IEP be reviewed?

The IEP must be reviewed at least

Key Term	Definition
Transition planning conference	A meeting with the parent, the service coordinator, and a school district representative so the school can learn about your child.
Domain review	A domain review identifies areas that require more data or evaluation. This form may also be called "identification of needed assessments." Domains include academic achievement, functional performance, cognitive functioning, communication status, health, hearing/vision, motor abilities, and social-emotional status.
IEP team	The IEP team includes relevant individuals who have knowledge about your child. The IEP team includes you (as the parent), your child, the general education teacher, a special education teacher, a representative from the school or school district, and, when evaluation data are discussed, someone who can explain the evaluation results. You can bring other individuals who have knowledge about your child to the IEP team. Depending on your child's needs, the IEP team may also include a speech language pathologist, occupational therapist, physical therapist, social worker, and/or other professionals.
Individualized Education Program (IEP)	An IEP is a personalized document about your child. It must include present levels of performance; annual goals; measures of progress; special education and related services; access to the general education curriculum; the language the services will be provided in; accommodations; modifications; supports; assessment information; assistive technology; special training or support for your child, yourself, and/or the school; extended school year services; and a description of the least restrictive environment.
IEP goals	IEP goals are individualized for your child. They should be measurable, specific, achievable, relevant, and time-bound. Data should be collected for each goal.

annually. However, an IEP meeting can be convened at any time to discuss changes or revisions.

Who is eligible for school-based services?

Children who qualify for school-based services, which are outlined in an IEP, must meet the following criteria:

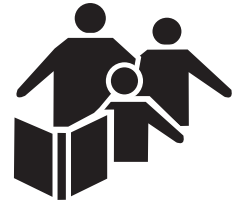
- Your child must meet the criteria for one of the following disabilities: au-

tism spectrum disorder, deaf-blindness, deafness, developmental delay, emotional disability, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and/or visual impairment.

- The disability must adversely

Please see TRANSITION, Page 4

Transition: Understanding Family Rights



It is important to understand your family's rights throughout early intervention (EI) and into the next step in your child's journey. You are a critical part of your child's IEP team. The laws and procedures that guide services for children with disabilities are complicated, but the information below can help explain family rights during transition.

Transition Outcome

During the IFSP meeting closest to the child's second birthday.

- Discussion includes future placement options, arranging necessary training, school visits, and documentation to be sent with referral.
- Outcome includes procedures to help with change in service delivery and transition to new setting.



Referral

6–9 months before third birthday

Your EI service coordinator will ask you to sign a written consent to begin the referral process.



Domain Review

Within 14 school days of referral.

Meeting to decide which domains to evaluate and for parents to sign consent.

Remember

- Parents must provide consent
 - for referral from EI.
 - for any evaluation.
 - to begin services.
- Parents can halt this process at any time.
- Parents are full members of the team and can request a meeting at any time.
- Parents must be made aware of all options for services and should be an active participant in creating the Individualized Education Program.
- At least three days prior to meeting(s), parents must be given copies of all written materials that will be reviewed, including any evaluations, data, and IEP documents.
- Parents may request time to think about and process information and reconvene the meeting later.
- Eligibility and IEP meetings can be done together if all paperwork was shared with the family ahead of time OR can be separate meetings to enable the family time to think about the evaluation results.

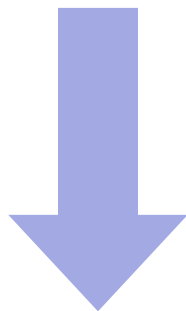
Evaluation, eligibility, and IEP meeting must be completed within 60 school days after consent for evaluation is signed

Evaluations

- Can use current EI evaluations or conduct new evaluations.
- Parent information must be included.

Eligibility Meeting

Evaluation team meets to decide whether child is eligible for services.



IEP Meeting

- IEP team determines appropriate services.
- Includes goals, services, location of services.

Services Begin

Services should be in place by the child's third birthday. The child's special education and related services can be delivered in a variety of different settings. Parents can request an IEP meeting at any point.

For more information, see <https://go.illinois.edu/ParentGuide>

 For more information, visit the Illinois Early Intervention Clearinghouse at <https://eicclearinghouse.org>

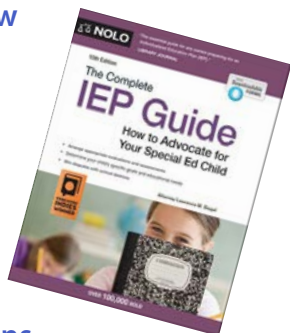
Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Illinois Department of Human Services, Bureau of Early Intervention.



Transition Resources

The Complete IEP Guide: How to Advocate for Your Special Ed Child

Lawrence M. Siegel
NOLO, 2020
KF 4209.3 .S57 2020



All About IEPs: Answers to Frequently Asked Questions About IEPs

Peter W.D. Wright
Harbor House Law Press, 2010
LC 4031 .W71 2010

Your Complete Guide to Transition Planning and Services

Mary Morningstar
Paul H. Brookes, 2018
LC 4031 .M649 2017

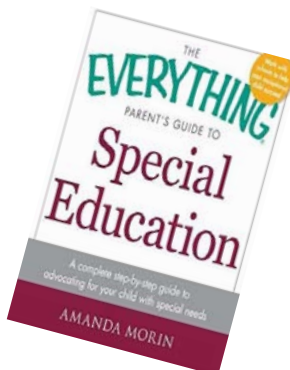


Multicultural Students With Special Language Needs: Practical Strategies for Assessment and Intervention

Celeste Roseberry-McKibbin
Academic Communication Associates, 2018
LC 1099 .R721 2018

The Everything Parent's Guide to Special Education: A Complete Step-by-Step Guide to Advocating for Your Child With Special Needs

Amanda Morin
Adams Media, 2014
LC 3981 .M8253 2014

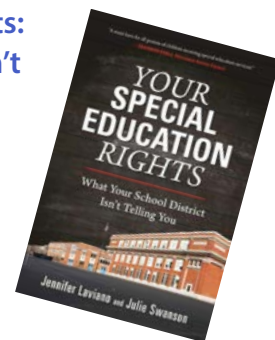


Supportive Parenting: Becoming an Advocate for Your Child With Special Needs

Jan Starr Campito
Jessica Kingsley, 2007
WS 107.5 .R5 C196 2007

Your Special Education Rights: What Your School District Isn't Telling You

Jennifer Laviano
Skyhorse, 2017
KF 4209 .L39 2017

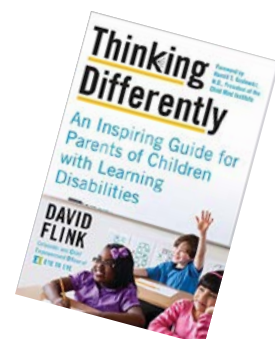


Blended Practices for Teaching Young Children in Inclusive Settings

Jennifer Grisham-Brown
Paul H. Brookes, 2017
LB 1139.23 .G887 2017

Thinking Differently: An Inspiring Guide for Parents of Children With Learning Disabilities

David Flink
William Morrow, 2014
LC 4704 .F645 2014



How to Advocate Successfully for Your Child: What Every Parent Should Know About Special Education Law

Greer M. Gurland
Gurland Education Law Group, 2016
KF 4209.3 .G963 2016 c.1

Transition from Early Intervention to Preschool Special Education Services

Early Childhood Technical Assistance Center, 2020

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TRANSITION

Continued from Page Two

impact your child's educational performance.

- Your child must need specially designed instruction and/or related services to make progress in the general education curriculum.

Where would my child receive school-based services?

Typically, if your child is eligible for school-based services, the child would receive the services in the school they would attend regardless of whether they have a disability.

Tip: In addition to the transition planning process, you should also contact your neighborhood school to register your child for early childhood services.

Why should I consider school-based services for my child?

If your child is eligible for school-based services, then these services may help your child continue to make prog-

ress. Just like therapies in EI helped your child achieve developmental milestones and goals, school-based services should help your child meet their IEP goals.

When would my child receive school-based services?

Since your child is in early intervention, if your child is eligible for school-based services, they will need to begin such services by their third birthday.

Note: Beginning in January 2022, if your child is born between May 1 and August 31 and your child is eligible for school-based services, then you may extend early intervention services through the summer. Alternatively, you can begin school-based services immediately upon turning 3. The choice is yours.

Who should I contact if I have questions?

The transition from early intervention to school-based services can be difficult to navigate. In Illinois, we have two Parent Training and Information Centers (PTIs). These agencies are primarily

staffed by parents of children with disabilities.

They offer free training, information and referral, and individualized assistance to help you navigate school-based services.

Here are the PTIs in Illinois:

- Family Resource Center on Disabilities (FRCDD) serves the Chicagoland area (www.frcdd.org)
- Family Matters serves the rest of the state (www.fmptc.org)

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Receive regular updates on news, Web resources, and materials at our library.

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State Systemic Improvement Plan (SSIP) Update

We brought stakeholders together in December to discuss our progress and a plan for expanding the SSIP beyond our three initial pilot areas. We then submitted our annual report to the Office of Special Education Programs on Feb. 1.

We described the activities that have been conducted with support from local leadership teams. We also detailed information about the evaluation data being collected and our continued progress toward goals.

We will get feedback on our submission in April. In the meantime, we will continue our efforts to improve family engagement, prepare for scale-up, and enhance what we know about child outcomes.

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eicclearinghouse.org/es/newsletter/2022winter-sp



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