

Step One: Beginning the Transition Process

During Transition Step One...

Our family may:

- ❖ Talk about transition with our service coordinator and other providers.
- ❖ Think about our child, considering both their skills and challenges, in order to begin the transition journey.
- ❖ Answer the questions on the worksheets as best we can so we have a clear picture of our child and our hopes and dreams for them.
- ❖ Talk to family, friends, other parents of children with and without special needs, and community agencies to learn more about options for our child and the transition process.
- ❖ Decide if we want a friend or relative to participate in the transition planning meetings with us.

Our Service Coordinator will:

- ❖ Offer our family information about transition and related community resources.
- ❖ Support our family as we begin the transition process, between the time our child turns two years three months and two years nine months of age.
- ❖ Begin the transition planning process by including transition outcomes in the Individualized Family Service Plan (IFSP).
- ❖ Schedule a transition planning meeting with our family, the service coordinator, and other team members, at least 90 days before our child's third birthday.

Summary: Beginning the Transition Process

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

Building Our Vision for Our Child

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

Following are some visions families have for their children:

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

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

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

Tasks for Step One:

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



Notes:

[Additional step one resources in appendix:](#)

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

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Additional Resources

- [Questions to Consider to Build Our Vision](#)
- [Special Information About Our Child](#)
- [Individual Strengths & Family Vision Worksheet](#)
- [Organizational Tips](#)

Questions to Consider to Build Our Vision

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

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

Source: [Vision Planning: What's Your Vision of a Great Life for Your Child? July 20, 2017 by Phillip C. Clark, posted in Special Needs Planning.](#)

Special Information About Our Child

Our child's:

- ❖ special abilities

- ❖ favorite toys or playthings

- ❖ favorite foods

- ❖ favorite games, activities, songs

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

What:

- ❖ quiets our child:

- ❖ scares our child:

- ❖ excites our child:

Things:

- ❖ that are difficult for our child:

- ❖ that come easily for our child:

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

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

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

Place	Things that go well	Things that are difficult

Individual Strengths and Family Vision Worksheet

Soon there will be a meeting to review, discuss, and consider educational plans for your child. Use this worksheet as a summary of information to share with your team. Your vision will help guide the development of a transition plan.

- Things we want to find out at the transition meeting:

- What vision do we have for our child's future?

- Are there any concerns about our child's educational program that we would like to discuss at the meeting?

- Things we would like our child to learn:

- Things that could be done at home to help our child be more successful:

Organizational Tips

A family that is going through the transition process receives many forms, medical and educational evaluations, and other important pieces of information. It is a good idea to keep this information organized and together in a central location, so it can go with you to appointments. You will want easy access to this information in the future as your child grows and begins new programs and possibly sees new doctors. If you keep the information updated and organized, it will save you from searching frantically for names, dates, medical information, developmental milestones, etc. when you need them.

Save:

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

Here are some ideas for organization of the information:

- ✓ Put all the information into a large 3-ring binder. Use labeled dividers. Add the information as soon as it is received.
- ✓ Use an accordion type expanding file to separate and maintain information. Label contents.
- ✓ Use a large notebook with pockets.
- ✓ Save items electronically in labeled folders.