

Step Three: The Transition Planning Meeting

At the Transition Planning Meeting...

Our family may:

- ❖ Share information
- ❖ Ask questions
- ❖ Talk about our child's strengths, interests, and needs
- ❖ Share concerns

Our Early ACCESS team will:

- ❖ Initiate discussion about current services our child is receiving;
- ❖ Discuss potential services;
- ❖ Discuss community-based options;
- ❖ Provide information about family rights;
- ❖ Complete a written plan with our input;
- ❖ Obtain a written parental consent for evaluation for special education, referred to as a Full and Individual Initial Evaluation for Special Education, if appropriate.

Summary: Transition Planning meeting

- ❖ Includes us, our service coordinator and other area education agency personnel working together.
- ❖ Will be held sometime between when our child is between the age of two years three months and two years nine months.
- ❖ Will include a discussion on options for the period from our child's third birthday through the remainder of the school year if eligible for special education.
- ❖ Will result in a written plan that includes steps and activities to *support us and our child* as Early ACCESS ends and new programs or services begin.

Tasks for Step Three:

- ✓ The transition meeting was held.
- ✓ There is a written transition plan.
- ✓ Authorization for release and exchange of information is signed, if needed.
- ✓ Eligibility for the next potential setting was discussed.



NOTES:

Additional step three resources in appendix:

- Ideas for preparing children for a new setting or program

Step Three: Transition Planning Meeting Additional Resources

- Ideas for preparing our child for a new setting or program
- A comparison: Early Intervention, IDEA Part C to Special Education, IDEA Part B

Ideas for Preparing Our Child for a New Setting or Program

- Schedule a visit or a series of visits to the new setting.
- Talk about how the new setting is different from home and also how the new setting is the same as home.
- Talk about how our child will get to the new program or setting.
- If possible, do a trial run so our child will be prepared. If our child will be transported on a bus, ask the program for a trial bus ride and go along.
- Help our child learn to sit and pay attention, in a group, by attending the public library story hour.
- Ask our local librarian for help finding good books to share that deal with changes and new beginnings in settings or programs.
- If our child has a favorite story or song, ask the new teacher or child care provider if they would incorporate it into the plans in the first day or two.
- Make a storybook with pictures of the new people and places our child will see.
- Have a calendar to cross off the days until our child begins in the new setting.
- Talk about what will happen when the new program begins and share that having different feelings is OK.
- At home before our child begins the new program, practice some of the new routines and activities that will be used in the new setting.
- Let our child make simple choices throughout the day. For example, show two shirts so a choice can be made. Let our child decide what's for lunch. Children need practice in making choices to increase independence, to feel in control, and to build self-esteem.

Comparison: Early Intervention IDEA Part C & Special Education Part B

IDEA Part C: Early ACCESS is Iowa’s Early Intervention System	IDEA Part B: Special Education
Individualized Family Service Plan (IFSP) serves children, ages birth to 3rd birthday, and their families	Individualized Education Program (IEP) Serves learners ages 3-21 years
Early ACCESS services support parents and families to help their children learn and grow throughout their everyday activities and routines and develop to their fullest potential.	Special education services for preschool-aged (3-5) children provide support to enable them to be active and successful in routines and activities in regular early childhood programs and prepare them for the future.
Children eligible for Early ACCESS services have a 25% delay in one or more areas of development or have a diagnosed condition that causes developmental delays.	Learners eligible for special education services and support must have a disability under the IDEA (“disability”) and a need for special education services and support.
Services are available at no cost to families.	Services are available at no cost to families, referred to as Free Appropriate Public Education (FAPE).
Family-centered services are provided in the home or in the child's natural environment. Natural environments are defined as settings that are natural or typical for same-aged infants or toddlers without a disability.	Special education services are to be provided with peers without disabilities in settings referred to as regular early childhood programs (RECP). The continuum of how services are provided is defined as Least Restrictive Environment.
Measurable child and family outcomes are developed to address the needs of the child and the family.	Measurable child goals are developed to address participation and progress in appropriate activities typical for young children. The Iowa Early Learning Standards describe age appropriate expectations.
Interventions are embedded into family routines and activities that are important to the family.	Specially designed instruction supports preschool children’s participation in activities embedded throughout the day, and social learning opportunities are the foundation of instruction.
Iowa’s Early ACCESS system involves partnerships with families and community partners to provide appropriate services, resources and support for families and children, birth to 3.	Special education involves engaging educators and families in diagnosing, designing, and delivering Specially Designed Instruction (SDI) to meet the unique needs of the learner with a disability.
An IFSP can be modified at any time, with reviews required every six months.	An IEP can be amended at any time, with reviews required annually.

A service coordinator is required to be a single point of contact and to work with the family to implement an IFSP.

For children transitioning from Early ACCESS, special education staff from the Area Education Agency may be designated as a contact to participate in the transition planning.