You'll know the practice is working if...

Parents have information about transition processes that they need to participate actively in planning.

Parents communicate their wishes and concerns about their child with early intervention and school staff.

Parents make informed decisions about their child's services and supports.

A Quick Peek

Sane, a service coordinator, has known the Ramirez family for two years and has been talking to them about the upcoming transition out of early intervention services. They have told Sarah, a service coordinator, that after reading the written information Sarah shared, they understand the legal requirements for their daughter Lily’s transition to preschool special education. They have told Sarah, a service coordinator, that they are comfortable about talking to school district staff about Lily’s abilities, and the IEP process. Emily met with Sarah, a service coordinator, to discuss their daughter’s abilities. They have told Sarah that they would like to participate in evaluation and participate in decisions regarding their daughter’s services. They have asked Sarah if there is any information about their daughter’s abilities. They have told Sarah that they want to attend the transition conference. This information will help Support Parents make informed decisions about their child’s services.

During the transition conference, ask the school district for information about preschool special education services, parent rights, the evaluation process and Individual Education Program (IEP) prior to the transition conference. This information will help Support Parents make informed decisions about their child’s services.

Invite a representative from the school district to attend the transition conference. This person should be knowledgeable about both the school system and the preschool special education program and processes.

Start conversations about transitioning out of early intervention services and discussing goals and services. They can share relevant information about Lily and future school services with parents and family members. They can share information about transitioning out of early intervention services and discussing goals and services. They can share information about Lily and future school services with parents and family members.

Parents have the information about transition planning prior to the IEP meeting to support the Ramirez family’s concerns about Lily and future school services. They have told Sarah that they want to attend the transition conference and discussed their daughter’s needs and goals for the future. They have told Sarah that they would like to participate in evaluation and participate in decisions regarding their daughter’s services. They have asked Sarah if there is any information about their daughter’s abilities. They have told Sarah that they want to attend the transition conference. This information will help Support Parents make informed decisions about their child’s services.

Continue to support family participation and prepared to participate as decision-makers in any required conference where decisions might need to be made. Be sure parents have information about the transition conference, goals and services, and concerns about preschool special education services. Parents can participate in the transition process if they are comfortable about talking to school district staff about their child’s abilities, and the IEP process. Expressing any concerns or wishes they have for their daughter Lily’s transition to preschool special education by listening to their concerns and preferences, answering their questions, coordinating cross-agency arrangements to visit settings where services will occur and to meet the staff.

Read the video from the Early Childhood Technical Assistance Center (ECTA) include:

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