Statewide Training for Transitioning Children from Early Intervention (Part C) to Early Childhood Special Education (Part B)

Illinois Department of Human Services and Illinois State Board of Education
Special Thanks

Illinois State Board of Education
Kay Henderson

Department of Human Services
Janet Gully

And all of the Statewide Transition Guidance Committee Members
Statewide Transition Initiative Outcomes

Children and Family Outcomes

- Smooth and effective transition
- IEP in place on 3rd birthday
- Least Restrictive Environment

Participant Outcomes

- Requirements
- Recommended practices
- Transition Tracking Form

Publication Outcomes

- “When I’m 3, where will I be? Family Transition Workbook” in English and Spanish. DVD is only available in English at this time
- Additional publications
Agenda

9:00 Welcome and Opening Comments
9:45 “When I’m 3, where will I be” DVD
10:15 Overview & Discussion of IDEA ’04
    Transition Requirements
    Transition Tracking Form
    Evaluation & Eligibility
11:30 Lunch
12:30 Overview & Discussion of IDEA ’04
    IFSP/IEP
    How to Use the Transition Tracking Form
2:30 Final Questions & Discussion
2:50 Summary and Closing comments

This packet may be reproduced for instructional or training purposes only.
Workshop Objectives

◆ Compare Part C and Part B of IDEA ‘04 with a specific emphasis on transition, evaluation and eligibility, and IEP development.

◆ Identify the perspectives and expectations held by everyone involved in transition: the family and child; the early intervention providers; the early childhood providers.

◆ Share strategies that facilitate smoother, successful transitions from all perspectives, across disciplines, and across service delivery models.
Why Do we Need a Transition Process?

- To ensure continuity of services
- To minimize disruption to the family system
- Promote child functioning in the natural environment or the least restrictive environment
- To fulfill the legal requirements of IDEA ‘04

Adapted from M. Wolery in DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families (1993)
Why Do we Need a Transition Process?

The Office of Special Education Programs (OSEP) requires that states have 100% compliance for the transition indicators in Part B and Part C.
What do you want to know about transition?
The Players:
Michelle – Kendall’s mother
Christy – Early Childhood Coordinator
Lovice – Early Intervention Service Coordinator
IDEA Overview

Part C

Birth to 3 years
Child Find (Birth to 3)
Initiates Transition
State Interagency Coordinating Council
Sliding Fees/Use of insurance
Due Process/Procedural Safeguards

Part B

3 through 21 years
Child Find (Birth through 21)
Participates in Transition
State Advisory Council
Free and Appropriate Public Education
Due Process/Procedural Safeguards

Sources: FACTS/LRE, Similarities and differences in federal legislation concerning young children with disabilities. University of IL at Urbana-Champaign; IDEA 2004.
Transition Requirements

Early Intervention

- Discusses Transition with Parent at each IFSP
- 2 yrs 6 mos – Service Coordinator sends information to District with parent consent
- Service Coordinator contacts District to set up Transition Planning Conference
- Required - Service Coordinator, Parent, District Representative
- Sends Transition Tracking form

School District

- Receives Child’s information
- Participates in Transition Planning Conference
- Informs Parent of District evaluation practices
- Completes Transition Tracking Form after IEP
- Returns Form to CFC
- Enters transition information on Student Information System (SIS)

Department of Human Services and Illinois State Board of Education
Service Coordinator Responsibilities

Provide information to parents

☑ Transition Process
☑ “Educational Rights and Responsibilities: Understanding Special Education in Illinois”

Obtain consent to release or receive information

Make referral to School District

☑ Signed Consent from parents
☑ Send information parent consents to share
☑ Transition Tracking Form

Inform providers about transition process with family

Schedule and attend Transition Planning Conference by 2 yrs. 9 mos.

Child and Family Connections Procedure Manual, Department of Human Services
Early Intervention to Early Childhood Tracking Form

SECTION I: To be completed by the CFC for each child and forwarded to LEA (regardless of parent's decision to accept or decline this referral.)

<table>
<thead>
<tr>
<th>School District Name:</th>
<th>203</th>
<th>Date EI to EC Tracking Form Sent to LEA: 5/31/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child's Name:</td>
<td>Jimmy Smith</td>
<td>Parent's Name: Sue &amp; John Smith</td>
</tr>
<tr>
<td>Child's DOB:</td>
<td>11/1/07</td>
<td>CFC #: 5</td>
</tr>
<tr>
<td>Child's El #:</td>
<td>01234</td>
<td>Date Referred to CFC: 10/1/09</td>
</tr>
<tr>
<td>Service Coordinator Name:</td>
<td>Jane Jones</td>
<td>Phone #: 987-654-3210</td>
</tr>
<tr>
<td>Parent Declined Transition:</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>If yes, Date Parent Declined:</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Date Transition Packet Sent to LEA:</td>
<td>4/1/10</td>
<td></td>
</tr>
<tr>
<td>Date LEA / EI Transition Planning Conference held:</td>
<td>5/31/10</td>
<td></td>
</tr>
</tbody>
</table>

Section I Completed By: Jane Jones

SECTION II: To be completed by the LEA/School District, then returned/forwarded to the CFC.

<table>
<thead>
<tr>
<th>Referred by CFC:</th>
<th>Y</th>
<th>N</th>
<th>If Yes, Date tracking form received by LEA from CFC: / /</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Special Education eligibility determined:</td>
<td>/ /</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP Completion Date:</td>
<td>/ /</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP Services Begin Date:</td>
<td>/ /</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Declined IEP Services:</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>If Yes, Date Parent Declined:</td>
<td>/ /</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Delayed:</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>If yes, indicate reason for delay from choices listed:</td>
<td>/ /</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent failure/refusal to produce child</td>
<td>School district delay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EI sends referral after child is 2.9 years of age but child in EI prior to 2.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child enrolled in district after consent was given in another district but before eligibility determination</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section II Completed By: Title: Phone Number: ( )

LEA: Return to local CFC Office within 20 days after the child's third birthday by fax and enter information into SIS if the child enrolls in the district.

Under the provisions of the Illinois Mental Health and Developmental Disabilities Confidentiality Act, the Family Educational Rights and Privacy Act, 20 USC 1232g, and the Health Insurance Portability and Accountability Act of 1996, information collected hereunder may not be redisclosed unless the person who consented to this disclosure specifically consents to such redisclosure or the redisclosure is allowed by law.

Rev. 04/10
School District Responsibilities

Participate in

☑ Child Find, Birth through 21 years
☑ Local Interagency Council
☑ Transition Planning Conference

Explain the evaluation process to parents

☑ Domain Review and Parent Input
☑ Consent for Evaluation

Complete Transition Tracking Form

Enter child’s transition information on SIS Form

Return Tracking Form to Child and Family Connections (within 20 days after 3rd birthday)

http://www.isbe.net/earlychi/html/ec_speced_intervention.htm

Service Provider Responsibilities

Encourage and support families

Provide accurate and current information

☑ Families
☑ School District

Learn about School District and Community practices

☑ Transition
☑ Early Childhood Special Education Services and Programs
☑ Other Early Childhood Programs

Complete paperwork

☑ Progress reports
☑ Discharge summaries

Participate in the required exit IFSP meeting 120 days before child’s 3rd birthday

Adapted from EI Training and Department of Human Services EI Policy Manual
Parent Rights and Responsibilities

Sign informed, written consent or refusal to consent to share information with School District

Participate in Transition Planning Conference

☑ Share Information

☑ Ask Questions

Participate in Domain discussion with IEP Team

Sign informed, written consent or refusal to consent to evaluation process

Participate in IEP meetings

☑ Determine Eligibility

☑ Write the IEP

Based on Illinois State Board of Education, Rules and Regulations, Section 226
Transition Planning Conference

What is required?

- Transition Planning Conference by 2 years 9 mos
- Attended by Parent, Service Coordinator, Representative of District
- Smooth and Effective Transition

What could be done?

- Hand over the Transition Tracking Form
- Review services and progress in EI
- Start Domain Review process
- Describe School District evaluation process and services
The shaded areas of the timeframe show the age of your child during each step of the transition process. If you want some or all of the steps started earlier, talk about your concerns and questions with your Service Coordinator.

<table>
<thead>
<tr>
<th>Transition Steps</th>
<th>Every IFSP</th>
<th>2 Yrs. 6 mos.</th>
<th>2 Yrs. 7 mos.</th>
<th>2 Yrs. 8 mos.</th>
<th>2 Yrs. 9 mos.</th>
<th>2 Yrs. 10 mos.</th>
<th>2 Yrs. 11 mos.</th>
<th>3 Yrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk about transition questions and concerns</td>
<td></td>
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</tr>
<tr>
<td>Service Coordinator sends referral packet to school district or special education cooperative with parent’s written consent</td>
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<tr>
<td>Service Coordinator sets up Transition Planning Conference</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent, Service Coordinator and School District or Special Education Cooperative Representative attend Transition Planning Conference</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local School District or Special Education Cooperative includes parents in Domain Review process</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>School District or Special Education Cooperative completes evaluations with parent’s consent</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>IEP Team, including parents, meets to determine child’s eligibility</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If eligible, IEP Team writes IEP</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP Team implements IEP</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
# IDEA: Evaluation/Eligibility

## Part C

- State determines Eligibility
- Parent Consent
- Nondiscriminatory and Multidisciplinary Assessment
- Family-directed
- Parent Participation

## Part B

- Categories of Eligibility;
  - Developmental Delay
- Parent Consent
- Nondiscriminatory and Multidisciplinary Assessment
- Assessment of Child
- Parent on Team

Part B Categories of Eligibility

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disability
- Hearing Impairment
- Cognitive Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment
Why Evaluate?

- Disability?
- Adverse Affect?
- Present Levels of Academic Achievement and Functional Performance
- Special Education and Related Services?

*Illinois Administrative Code, Special Education Rules and Regs*, S. 226.120
First Step in Evaluation

Review of Record

- Existing Information
- Information Provided by Parents
- Assessments & Observations
- Information Provided by the Child
- Specialized Evaluations

What else is needed?

IL Administrative Code, Special Ed Rules and Regs, Sec. 226.120
Evaluation Domains

- Academic Achievement
- Functional Performance
- Cognitive Functioning
- Communication Status
- Health
- Hearing/Vision
- Motor Abilities
- Social/Emotional Status

IL Administrative Code, Special Ed Rules and Regs, Sec. 226.75
Timeline for IFSP/IEP Development

Part C

- IFSP Developed within 45 days from referral

Part B

- For children exiting EI Services – IEP in place on child’s 3rd birthday AND
- IEP in place 60 school days from parent’s written consent for evaluation
- For children not in EI Services – IEP in place 60 school days from parent’s written consent for evaluation
## IFSP/IEP Comparison

### Part C

**IFSP Document**
- ✓ Coordinated, Comprehensive Plan
- ✓ Child and Family Needs
- ✓ Family-Centered
- ✓ EI Services for Child and Family
- ✓ Parent Consent
- ✓ Family determines priorities

### Part B

**IEP Document**
- ✓ Academic Achievement
- ✓ Functional Performance
- ✓ Special Education and Related Services for Child
- ✓ IFSP Optional
- ✓ Parent Consent
- ✓ Decisions made by IEP Team
- ✓ Parents are IEP Team Members
- ✓ Start of Initial Services

IDEA, 2004, Part C (Sec.636 ) and Part B (Sec. 614 d)
# IFSP and IEP Teams

**Part C**

- IFSP Meeting
- IFSP Team
  - ✓ Parents
  - ✓ Service Coordinator
  - ✓ Service Providers
  - ✓ Evaluators

**Part B**

- IEP Meeting
- IEP Team
  - ✓ Parents
  - ✓ Regular Educator
  - ✓ Special Educator
  - ✓ School District Representative
  - ✓ Interpret Test Results
  - ✓ Others

IDEA, 2004, Part C (Sec.636) and Part B (Sec. 614 d)
IFSP and IEP Content

**Part C**
Statement of:
- Development
- Measurable Results or Outcomes
- Services
- Transition Steps

Outcomes and Strategies

**Part B**
Statement of:
- Present Levels
- Impact of Disability
- Special Education and Related Services
- Program Modifications or Supports

Annual Measurable Goals
- Academic and Functional
- Short Term Measurable Objectives

IDEA, 2004, Part C (Sec.636 ) and Part B (Sec. 614 d)
# IFSP and IEP Content

## Part C
- Natural Environment
- Collaboration with family and service providers
- Family evaluation of progress
- 6-Month and Annual Review
- Transition discussed

## Part B
- Least Restrictive Environment
- Periodic Progress Reports
- Annual Review, 3-yr Re-Eval
- Transition services at 14 1/2 years in Illinois

IDEA, 2004, Part C (Sec.636 ) and Part B (Sec. 614 d)
The IEP Team shall consider:

- Strengths of the child
- Parents concerns for enhancing their child’s education
- Results of initial or most recent evaluation
- Academic, developmental and functional needs

IDEA ’04, Sec 614(d) Individualized Education Programs
Related Services

- Developmental, Corrective, and Supportive Services
- Designed to enable child to receive FAPE

- Determined by the IEP Team
- Benefit from Special Education
- Provided by the Public School District

IDEA, 2004, Sec. 602 (26)
Least Restrictive Environment

To the maximum extent appropriate, students with disabilities ages 3 - 21, are educated with children who are not disabled.

ISBE, 2001, A parent’s guide: The educational rights of students with disabilities
See also: ISBE Special Education Rules and Regs, Sec.226.240;
Individuals with Disabilities Education Improvement Act, 2004, Sec 612 (5)
LRE (continued)

Special classes, separate schooling, or other removal of children with disabilities from the regular education environment should occur only if the student’s IEP Team determines that the nature or severity of the disability is such that education in a regular classroom setting, even with the use of supplemental aids and services, cannot be achieved satisfactorily.

ISBE, 2001, A parent’s guide: The educational rights of students with disabilities.
Placement Decisions

Individually Determined

General Education Classroom First

✓ Strong Preference
✓ First Presumption

Supplementary Aids and Services

✓ Aids, services and other supports
✓ Provided in regular education classes
✓ To enable children with disabilities to be educated with non-disabled children
✓ To the maximum extent appropriate

Illinois Administrative Code, Special Education Rules and Regs, S. 226.120
Transition Tracking Form

- After the IEP meeting, the school district is required to **Complete the Transition Tracking Form**.

- The completed Transition Tracking Form is sent to the appropriate CFC office.

- Child’s transition information is entered on the SIS form.
# Early Intervention to Early Childhood Tracking Form

**SECTION I:** To be completed by the CFC for each child and forwarded to LEA (regardless of parent’s decision to accept or decline this referral.)

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District Name</td>
<td>203</td>
</tr>
<tr>
<td>Child’s Name</td>
<td>Jimmy Smith</td>
</tr>
<tr>
<td>Parent’s Name</td>
<td>Sue &amp; John Smith</td>
</tr>
<tr>
<td>Child’s DOB</td>
<td>11/1/67</td>
</tr>
<tr>
<td>Child’s EI #</td>
<td>01234</td>
</tr>
<tr>
<td>Service Coordinator Name</td>
<td>Jane Jones</td>
</tr>
<tr>
<td>Phone #</td>
<td>(987) 654.3210</td>
</tr>
<tr>
<td>Date HI to EC Tracking Form Sent to LEA</td>
<td>5/31/10</td>
</tr>
<tr>
<td>Phone #</td>
<td>(987) 654.3211</td>
</tr>
<tr>
<td>Parent Declined</td>
<td>Y</td>
</tr>
<tr>
<td>Date Parent Declined</td>
<td>/ / /</td>
</tr>
<tr>
<td>Date Transition Packer Sent to LEA</td>
<td>4/1/10</td>
</tr>
<tr>
<td>Date LEA/IE Transition Planning Conference held</td>
<td>5/31/10</td>
</tr>
<tr>
<td>Section I Completed By</td>
<td>Jane Jones</td>
</tr>
</tbody>
</table>

**SECTION II:** To be completed by the LEA/School District, then returned/forwarded to the CFC.

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred by CFC</td>
<td>Y  X  N</td>
</tr>
<tr>
<td>If Yes, Date tracking form received by LEA from CFC</td>
<td>5/31/10</td>
</tr>
<tr>
<td>Date Special Education eligibility determined</td>
<td>10/1/10</td>
</tr>
<tr>
<td>IEP Completion Date</td>
<td>NA</td>
</tr>
<tr>
<td>IEP Services Begin Date</td>
<td>/ / /</td>
</tr>
<tr>
<td>Parent Declined LEA Services</td>
<td>Y</td>
</tr>
<tr>
<td>If Yes, Date Parent Declined</td>
<td>/ / /</td>
</tr>
<tr>
<td>Transition Delayed</td>
<td>Y</td>
</tr>
<tr>
<td>List Reason Parent Declined</td>
<td></td>
</tr>
<tr>
<td>School district delay</td>
<td></td>
</tr>
<tr>
<td>EI received child after he/she is 2.9 years of age</td>
<td></td>
</tr>
<tr>
<td>Child enrolled in district after consent was given in another district but before eligibility determination</td>
<td></td>
</tr>
</tbody>
</table>

**Section II Completed By:** Emily Fields  
Title: EC Coordinator  
Phone Number: (123) 987-6540

**LEA:** Return to local CFC office within 20 days after the child’s third birthday by fax and enter information into SIS if the child enrolls in the district. Under the provisions of the Illinois Mental Health and Developmental Disabilities Confidentiality Act, the Family Educational Rights and Privacy Act, 20 USC 1232g, and the Health Insurance Portability and Accountability Act of 1996, information collected hereunder may not be redisclosed unless the person who consented to this disclosure specifically consents to such redisclosure or the redisclosure is allowed by law.  
Rev. 04/10
# Early Intervention to Early Childhood Tracking Form

**SECTION I:** To be completed by the CFC for each child and forwarded to LEA (regardless of parent's decision to accept or decline this referral.)

<table>
<thead>
<tr>
<th>School District Name:</th>
<th>203</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child's Name:</td>
<td>Alice Miller</td>
</tr>
<tr>
<td>Parent's Name:</td>
<td>Mary Bob Miller</td>
</tr>
<tr>
<td>Child's DOB:</td>
<td>10/1/07</td>
</tr>
<tr>
<td>Child's EI #:</td>
<td>01212</td>
</tr>
<tr>
<td>Service Coordinator Name:</td>
<td>Jane Jones</td>
</tr>
<tr>
<td>Date EI to PC Tracking Form Sent to LEA:</td>
<td>5/1/10</td>
</tr>
<tr>
<td>Date Referred to CFC:</td>
<td>5/10/08</td>
</tr>
<tr>
<td>Phone #:</td>
<td>(123) 456-7890</td>
</tr>
<tr>
<td>Fax #:</td>
<td>987-654-3210</td>
</tr>
</tbody>
</table>

Parent Declined Transition: X

If Yes, Date Parent Declined:

Parent Declined LEA Services: X

If Yes, Date Parent Declined:

Transition Delayed: X

If Yes, indicate reason for delay from choices listed:

- __School district delay__
- __EI received child after he/she is 2.9 years of age__
- __Child enrolled in district after consent was given in another district but before eligibility determination__

Section I Completed By: Jane Jones

**SECTION II:** To be completed by the LEA/School District, then returned/forwarded to the CFC.

<table>
<thead>
<tr>
<th>Referred by CFC:</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date received by LEA from CFC:</td>
<td>5/5/10</td>
</tr>
<tr>
<td>If No, Date LEA initiated tracking form:</td>
<td></td>
</tr>
</tbody>
</table>

Date Special Education eligibility determined: 9/20/10

IEP Completion Date: 9/20/10

IEP Services Begin Date: 10/1/10

Parent Declined LEA Services: X

If Yes, Date Parent Declined:

Section II Completed By: Emily Fields

**LEA:** Return to local CFC Office within 20 days after the child's third birthday by fax and enter information into SIS if the child enrolls in the district. Under the provisions of the Illinois Mental Health and Developmental Disabilities Confidentiality Act, the Family Educational Rights and Privacy Act, 20 USC 1232g, and the Health Insurance Portability and Accountability Act of 1996, information collected hereunder may not be redisclosed unless the person who consented to this disclosure specifically consents to such redisclosure or the redisclosure is allowed by law.
Keys to Effective Transitions

Pre-planning

Communication

☐ Agencies
☐ Teachers
☐ Parents
☐ Service Providers

Shared Information and Trust

Empower Parents

Least Restrictive Environment

Evaluate and Modify
Training Packet Resources

Illinois State Board of Education [www.isbe.net](http://www.isbe.net)

Department of Human Services [www.dhs.state.il.us/ei/](http://www.dhs.state.il.us/ei/)

National Dissemination Center for Children with Disabilities [www.nichcy.org](http://www.nichcy.org)

PACER Center [www.pacer.org](http://www.pacer.org)