Transition for Early Intervention Programs Under part H of the Individuals with Disabilities Education Act P. L. 101-476

Kozette Tanner

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TRANSITION FOR EARLY INTERVENTION PROGRAMS
UNDER PART H OF THE INDIVIDUALS WITH
DISABILITIES EDUCATION ACT P. L. 101-476
by
Kozette Tanner

A non-thesis project submitted in partial fulfillment
of the requirements for the degree
of
MASTER OF SCIENCE
in
Human and Family Development

Approved:

UTAH STATE UNIVERSITY
Logan, Utah
1992
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>i</td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of Problem</td>
<td>2</td>
</tr>
<tr>
<td>II. REVIEW OF LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>Title I - Part H Program</td>
<td>3</td>
</tr>
<tr>
<td>Title II - Part B Program</td>
<td>5</td>
</tr>
<tr>
<td>Interagency Agreement</td>
<td>6</td>
</tr>
<tr>
<td>Parental Rights</td>
<td>9</td>
</tr>
<tr>
<td>Parental Needs</td>
<td>13</td>
</tr>
<tr>
<td>III. PURPOSE OF THE PROJECT</td>
<td>16</td>
</tr>
<tr>
<td>IV. REFERENCES</td>
<td>18</td>
</tr>
<tr>
<td>APPENDIX A: Family Transition Handbook</td>
<td>21</td>
</tr>
</tbody>
</table>
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I am grateful to Dr. Shelley Lindauer for her encouragement during graduate school, and particularly her fortitude during this project. I also appreciate Dr. Glen Jenson and Dr. Sarah Rule for their help and suggestions in completing this project.

To all the families and children at Developmental Disabilities, Inc. without whose support for this handbook and constant input this project would not have been completed.

Finally, to my family members, my father, the Mabeys, the Johnsons, the Steels and the Tanners, without their encouragement, faith and sacrifice I would not have been able to accomplish this difficult task.

A special dedication is expressed to the memory of the late Mrs. Wamoth G. Tanner, my mother. For a lifetime of work to give her children a love for education and service to all mankind.
Introduction

The Education of the Handicapped Act Amendment of 1968 (Public Law 99-457) has been cited as one of the major factors in national policy for educating young children with disabilities nationwide. It offers eligible families and children the right that, through program implementation, dissemination, research, model demonstrations, teacher training, and technical assistance, all will obtain free and appropriate special education services (Mack, 1988). Public influence on the educational system has come from parents with handicapped children and advocacy groups who have an invested interest in this population. However, only in the past three decades has the federal government exerted any significant influence on the educational community to provide programs and guidelines for eligible children (Gallagher, 1989).

Currently, children eligible for the Early Intervention Program (EIP) birth to two years old may participate in different programs than do children ranging in age from three to five years who are eligible for services in the public school system or another appropriate program. A continuing need for these children and families is the provision of
services to provide a smooth transition between the two settings.

Statement of Problem

There is an advantage for families and children to prepare for and be prepared for transition to an appropriate preschool program. It is important that the Part H program staff members take the necessary steps to ensure a smooth and effective transition of all eligible children. Agreements between Part H and Part B programs regarding the responsibilities of each program during the transition period is crucial.

Staff in the Part H, Early Intervention Programs (EIP) are required to assist families in the transitioning process. This is to be completed in an orderly and precise way. All procedural safeguards are to be understood and followed by EIP staff.

Therefore, the purpose of this project was to develop a family transition handbook which could be used by the staff and families in the EIP. The project included a step-by-step outline for staff to use as they comply with the Early Intervention Program policies and procedural safeguards for transition.
Review of Literature

The following review of literature will focus first on the two major components of Public Law 99-457 that are particularly crucial to the implementation of Early Intervention Programs (EIP): Title I: programs for infants and toddlers with disabilities or at risk (Part H- birth to two-year-old children), and Title II: preschool grant programs (Part B- three to five-year-old children). The next section parental rights will be discussed. Lastly, parental needs as they apply in the transitioning process will be examined.

Title I- Part H Programs

Part H of Public Law 99-457 addresses policy and implementation issues for infants and toddlers with disabilities or who are at risk for delays. This is the only grant program within the federal government system that focuses exclusively on the provision of services to children with disabilities from birth through age two. Congress has made it clear that the success of the program is dependent upon interagency coordination - both in providing and paying for appropriate early intervention services (Federal
Register, 1989). A lead agency for EIP services is selected for each state. The state of Utah has selected the Department of Public Health to act in this role (Parkins, 1988; State Plan, 1991).

It is required that Early Intervention Programs (EIP) for eligible children, birth through two, conduct a multidisciplinary team assessment. The parent is always included as a member of the team and encouraged to be a very important and active participant (State Plan, 1991). At least two other appropriate professionals from the EIP staff (such as physical therapist, early child development specialist, nursing, speech and language therapist, etc.) are chosen to take part on the team. From this assessment, a written Individual Family Service Plan (IFSP) is developed by the team in conjunction with the parent (State Plan, 1991).

Garwood, Fewell, and Neisworth (1988) have identified some critical components of the IFSP. It must include:

1. A statement of the infant or toddler's present level of development.

2. An assessment of the family's strengths and
needs with respect to the development of their infant or toddler with disabilities.

3. The expected outcomes to be achieved with the child and the family.

4. The specific services that will be provided to the child and the family.

5. The identification of a case manager who will oversee delivery of the services identified in the IFSP.

Title II-Part B Programs

Under Part B, the Preschool Grant Programs extend all the rights under the Education of the Handicapped Act (P.L. 94-142) to children aged three through five years. These rights include access to a "free appropriate public education" with an Individualized Education Program (IEP) and related services necessary for the child to benefit from special education, education in the least restrictive environment with the assurance of due process rights, and confidentiality of educational records (Lownethal, 1988).

As of September 1991, two major changes have taken place in Part H and Part B programs:

First, families participating in Part H programs
are no longer eligible to receive services after the child's third birthday, unless they are taking part in the Interagency Agreement. Part H programs are responsible to serve the families and children from birth to the child's third birthday and to provide and implement a plan to transition the families and children to other programs (State Plan, 1991).

Interagency Agreement

An Interagency Agreement was developed under the authority and in accordance with 34 CFR 303.523 which delineates the state's responsibilities for the development and implementation of an agreement to ensure a seamless transition from Part H to Part B services for all eligible children with disabilities in Utah. The goal of this agreement is to assure that all eligible children with disabilities shall be transitioned and provided with a free appropriate public education on their third birthday by their local education agency or under the auspices of Part H programs. This has granted Part H programs more flexibility in services they can offer to families they are serving. This agreement allows children whose birthday occurs after February 1st and for whom
retention in a Part H program is agreed to be the best placement for this child, to receive services in the Part H program until the start of the following school year. Consensus for this action will need to be made by the child's Individual Education Program (IEP)/Individual Family Service Plan (IFSP) Team, including the parent or guardian and the directors of the local Part H and Part B programs. A transition meeting will take place at least 90 days before the child's third birthday to determine appropriate placement and parental consent.

The Interagency Agreement also provides for early transition (more than 90 days before the child's third birthday) to a Part B program. Those children for whom early transition is agreed to be the best placement by the child's IEP/IFSP Team, including the parents or guardian the directors of the local Part H and Part B programs, will be transitioned via a plan approved by all parties, including the parents.

A Dispute Resolution for early or late transition of children in Part H or to Part B is included in the agreements as well. If a dispute arises as to the best placement for the child which cannot be resolved by the
parents and the directors of the local Part H and Part B programs, the results will be mediated by the state coordinators for Part H and Part B programs. If resolution of the dispute cannot be reached there are guidelines built into the Interagency Agreement which parents can follow to a timely resolution within thirty calendar days.

Each Part H and Part B programs have a copy of the agreement which can be shared with the parents. If parents have questions concerning this agreement, their Part H service coordinator or director will be available to help them (Special Education Rules, 1988; State Plan, Draft, 1992).

Another part of this agreement is that Part B programs are now required to serve all eligible children after their third birthday, unless the family will be participating in the Interagency Agreement as stated above. Part B programs must accept and act upon all referrals made by Part H programs. Certain policies and procedures need to be followed by both Part H and Part B programs to ensure that a smooth transition occurs.

Therefore, both programs need to adapt to these
changes as soon as possible to help families prepare for transition in a much shorter time than previously planned. Transition activities will now be conducted on a much smaller scale since families will be exiting Part H programs on a monthly basis. Early Intervention Program staff are required to use a policy and procedure plan for transition to help the families and children prepare for exiting the program (Special Education Rules, 1988; State Plan, 1991).

**Parental Rights**

As Part H and Part B programs work together, there are guidelines and rights for the children and families. An essential part of the law is a set of guidelines and rights for the transition of eligible children from Part H to Part B services or other appropriate services. The Individual Family Service Plan (IFSP) must define the steps to be taken to support the transition of the child. Parents must be involved in the discussions concerning their child's future placement. Training for parents is required as part of the transition process (Federal Register, 1989; State Plan, 1991). According to the rules and regulations in the Federal Register (1989) of the
Handicapped Act Amendment section 303.344, transition planning and training must include:

1. Information about preschool services under Part B.
2. Other services that may be available, if appropriate.
3. Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to, and function in, a new setting.
4. Training for parents as they seek for the best placement for services to their child.
5. Parental consent about the transmission of information, records and files of their child/family to the appropriate program and copies of the IFSP that have been developed and implemented.

Programs for the handicapped infant and toddler have long targeted parents and families for services. These programs have been involved in teaching parents effective parenting techniques, engaging them in the direct instruction of their children, and helping them become more effective public advocates (Gallagher,
1989). While parents may be involved, they are not necessarily empowered to deal with the many facets of the child's future as he enters the public school system (Wilson & Thurman, 1990).

A study by Wilson and Thurman (1990) was conducted with parents whose children had attended the early intervention programs in the Philadelphia Public School system from the Fall of 1986 to Fall of 1989. Three hundred and seventy-nine families were mailed questionnaires and a letter explaining the purpose of the study. Ninety-one parents returned a useable questionnaire. Questions were used to determine the support families received at the time of transition from early intervention programming (birth to three years of age) to the public school program. Parents were also asked if they were taking part in any transition activities, program planning and selecting a classroom/school to visit or attend.

Results indicated that 60.4% of the 91 families felt that, during the transition process, they received more support from the early intervention program than from the school. This would suggest that the public schools need to become more involved in the transition
process. Furthermore, the data suggest that the early
intervention programs need to work with the public
school programs to help make the transition process a
smooth one and be as helpful to parents as possible
(Wilson & Thurman, 1990).

Several authors (e.g., Fiechtl, Rule, & Innocenti,
1989; Fowler, 1988; Lazzari & Kilgo, 1989) have
demonstrated that transition is stressful for parents,
creates anxiety and raises questions, no matter how
often they had experienced change before. Wilson and
Thurman (1990) also found that, while parents may be
involved in activities relating to the transition
process, they are not necessarily empowered to know
what would be the best goals and direction for their
child entering the school system. The evidence suggests
that a successful transition must be based upon a
collaborative effort between program staff members and
parents.

Professionals can ease the transition to Part B
programs or other programs that could best meet the
needs of the child and family by recognizing and
respecting the concerns of parents and providing
training for parents as they prepare for transition
Parental Needs

In 1989, a study was conducted by L. McDonald, Kysela, Siebert, S. McDonald, and Chambers, with an infant program in Edmonton, Alberta, in an effort to gain parental perspectives on easing the transition from a home-based infant program to a preschool program in the public school. Twenty-five families agreed to complete an interview on transition planning with their home teacher. The families had been in the program an average length of 12 months (range = two to 36 months). The teachers administered the questionnaires in an interview format during their regular home visits. Each interview took 15 to 20 minutes.

The interview included open and closed-ended questions. Based on parents' responses, four major recommendations emerged. Firstly, the parents were interested in beginning transition planning at least 6 months to a year prior to a change in programs. They wanted written transition plans as part of the Individual Family Service Plan with suggested timelines outlined for each activity they would like to take part in. This would enable the family to make plans and
cover all aspects of the process. Parents desired sufficient time to look at program options for their children, but they did not want to plan too far in advance because the future options might change or they might "get lost in the shuffle."

Secondly, all of the parents wanted to be involved in transition planning to some extent. The parents stated preferences for their involvement. They desired written information about the new program, tours, meetings with teachers and other professionals in the new program, and an opportunity to look at the new curriculum. Parents were seeking information so they could make the necessary decisions for their child. One of the keys to successful transition, from the family's perspective, was to provide the family with a variety of options. Parents indicated that they would like the infant program staff to help them through transition by providing information and support that was appropriate to their unique needs.

Thirdly, parents asked that they be given sufficient information so that there would be no surprises once a transition plan had been made. They responded that it was important to ask about future
environments such as elementary school, high school, and vocation programs, but it was probably too early to make some plans at this time. Parents felt it was helpful to be asked by the staff whether or not they had any concerns about these programs or about residential options if appropriate to the family.

Finally, all families, but one, wanted the home teacher to visit the new program after the transition in order to provide follow-up support. It was felt that the teacher could give valuable information to the new program staff, particularly if there were difficulties. The home teacher would then also have the opportunity to observe the child's reaction and adjustment to the new school. The home teacher could evaluate the transition process from both sides, the families and the preschool program. This would give insight as to how the teacher could help other families in the transition process (L. McDonald et al., 1989).

In conclusion, results of this investigation indicate that it is important that the transition process with each family result in the best possible placement for the child, and that staff members in the Early Intervention Programs watch for signs of stress.
and strain with the family and new program staff. Any delay in transition often makes the change more difficult for everyone involved. Furthermore, a delay in the transition process could produce a gap in the child's educational service. This can be eliminated by well-planned, timely and complete transition planning by all (Fiechtl et al., 1989; Hanline, Suchman & Demmerle, 1989).

**Purpose of the Project**

Since all Part H programs are required to provide and implement a transition plan for the families in their programs, the project which follows has produced: (a) a handbook for parents and EIP staff to use as they plan and prepare for transition from Part H programs; and (b) a policy and procedure plan and step-by-step outline for the Early Intervention Program (EIP) to comply with the Part H section of the Education of the Handicapped Act (P.L. 99-457) on transitioning and transfer of children from the EIP.

With the Individual Family Service Plan (IFSP) section on transition for each child, the established rules and regulations of the Handicapped Act Amendment
on transitioning, the step-by-step outline for all EIP staff and the concerns and needs of the family as a framework, the following handbook will be used as a guide to start the transitioning process and organize a plan of action for families and children in exiting Part H programs.
References


Appendix A

Family Transition Handbook

A handbook for parents and Early Intervention Program staff to use as they plan and prepare families for transition from the Part H program.
Child: ________________________________

Parents: ________________________________

_______________________________________

Service Coordinator: ______________________

School District: _________________________

Transition Person: ________________________

School Phone: ____________________________

NOTES

_________________________________________________________________________________

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_________________________________________________________________________________
# TABLE OF CONTENTS

FAMILY TRANSITION HANDBOOK INTRODUCTION .......................... 5

SECTION I: PREPARING FOR CHANGE ................................. 6

A. Getting Ready for Change ........................................... 7

B. Step-by-Step Outline for Transition Activities ...................... 9

C. Transition Planning .................................................. 12

SECTION II: ASSESSMENT AND ELIGIBILITY FOR THE PART B PROGRAM ............................................. 15

A. Getting Ready for Evaluation/Assessment .......................... 16

B. Eligibility Criteria ................................................... 20

SECTION III: THE INDIVIDUAL EDUCATION PROGRAM MEETING ................................................................... 24

A. Getting Ready for the Individual Education Program Meeting ......................................................... 25

B. The Individual Educational Program Meeting ................................................................. 27

SECTION IV: SIMILARITIES AND DIFFERENCES BETWEEN THE TWO PROGRAMS ............................................. 29

A. How the Early Intervention and Public Preschools are Alike ......................................................... 30

B. How the Early Intervention and Public Preschools are Different ................................................ 32
SECTION XI: POLICIES AND PROCEDURES............ 75

A. Transition............................................. 77

B. Step-by-Step Outline for Transition
   Activities............................................. 86

STAFF AND PARENT FEEDBACK......................... 89

REFERENCES............................................. 93
Your family will soon be leaving Developmental Disabilities Inc. for a new program. This new program may be in the local school district preschool or another private preschool. Whatever the new placement, we, at DDI, will miss you very much. We are also very happy that we could serve you at this time. We have seen your child grow and learn. We have seen you grow in many areas and you have developed many new skills to meet the needs of your child. Change is hard. Each family needs time to make the change from one program to the another. In providing you with this handbook and transition meetings we hope you will have some new techniques to become better educated about what is ahead and what decisions you will be involved in making for your child and family. Thank you for allowing us to serve you and your family and to know each of you better.
SECTION I: PREPARING FOR CHANGE

Families are beginning to prepare for the transition from Developmental Disabilities Inc. (DDI) to the public school preschool program or a private preschool. Parents will need to develop a variety of skills to promote a smooth transition for their child and to ensure that the most appropriate placement is secured in the new program. It is important that family members take the time to process the wide array of information that is found in the new program. Parents need time to talk about their concerns, understand the terminology of the new program, visit a variety of programs and communicate with other parents who have already gone through the process.

The sections on "Getting Ready for Change", "Step-By-Step Outline for Transition Activities" and "Transition Planning" were developed to help the families prepare for the changes that will occur and to give the families a step-by-step outline of activities that will be guided by their DDI service coordinator.
GETTING READY FOR CHANGE

You and your service coordinator at DDI are getting ready to add new outcome statements to your child's Individual Family Service Plan (IFSP). These will help you and your child prepare for a new school setting. Part of the transitioning process will include formal and informal assessments and evaluations.

Assessments and formal testing are required for a number of reasons:

* to determine eligibility for the new program,
* to identify concerns and priorities that you may have about your child, and
* to specify outcome statements for the Individual Education Program (IEP) which will be developed in the new program for your child.

The following areas are evaluated/assessed by a team composed of both professionals and you:

* social/emotional development
* self-help skills
* gross/fine motor development
* speech/language development
* cognitive development

You know your child better than anyone else. Your
participation in your child's assessments or evaluations is extremely important. You can add information that will help those assessing your child. You can discuss your child's behaviors, special needs, (for instance, proper seating for your child, or the way your child communicates) with the assessment team. This will help the team obtain the best assessment possible. You are able to learn more about test administration and your child's concerns and priorities through the assessment process. With this understanding you can begin to think about outcome statements, which are the goals you would like to see developed in your child's educational plan.
## STEP-BY-STEP OUTLINE FOR TRANSITION ACTIVITIES:

<table>
<thead>
<tr>
<th>AT OR NEAR THE CHILD'S SECOND BIRTHDAY:</th>
<th>PERSON RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Add transition goals to IFSP, these could include:</td>
<td></td>
</tr>
<tr>
<td>a. updated HELP checklist recommendations</td>
<td>1- Service Coordinator/Lead Therapist</td>
</tr>
<tr>
<td>b. arrange for evaluation/assessments as needed</td>
<td></td>
</tr>
<tr>
<td>c. add goals that will help the child adjust to the new setting such as group activities, time away from parent &amp; other routines of the classroom the child will be asked to do, etc.</td>
<td></td>
</tr>
<tr>
<td>2. Have parents sign the &quot;Release of Information&quot; form (this will allow DDI to send a referral to the new program).</td>
<td>2- Service Coordinator</td>
</tr>
</tbody>
</table>
WITH OR BEFORE THE CHILD IS 30 MONTHS:

1. Complete or make arrangements for the Battelle Developmental Inventory to be completed.
2. Inform parents about the rights & regulation under Part B and about the differences between Part H & Part B.
3. Copy information to be sent to the new program.
4. Invite the parents to attend an orientation meeting about the new program their child could attend.
5. Send information from DDI to the new program as listed on the "release forms" the parents have signed.
6. Arrange for the family to visit the new program when the family is ready to do so.

WITH OR BY THE TIME THE CHILD IS 34 MONTHS:

1. Offer to meet with the family & prepare some goals that would be appropriate for the Individual Educational Program (IEP) in the new program.
2. Offer to attend the IEP meeting with the parents at the new program to lend support to the family & take part on the team as the IEP is developed for the child.
<table>
<thead>
<tr>
<th>AFTER TRANSITION:</th>
<th>1- Team</th>
</tr>
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<tbody>
<tr>
<td>1. Provide support as needed:</td>
<td>2- Parent Consultant</td>
</tr>
<tr>
<td>a. consult with staff at new program</td>
<td></td>
</tr>
<tr>
<td>b. consult with parents.</td>
<td></td>
</tr>
<tr>
<td>2. Involve parents in &quot;Parents-for-Parents&quot; program at DDI.</td>
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</table>
TRANSITION PLANNING

Each program, Part H (Developmental Disabilities Inc.) and Part B (preschool program in the public school) has a transition plan. These plans are summarized below so you can see how they are alike and different. Some overlap in services may occur, but this is to ensure that all areas are covered and families receive a smooth transition in and out of programs.

Plan of Transition for Part H: At DDI, each Individual Family Service Plan (IFSP) contains a statement of steps to be taken in the transition of your child, when he reaches age three. You may be transitioning to the preschool services provided under Part B, if eligible, and these services would be appropriate, or to other services that may be available in the community. These steps include the following:

1. Discussions with, and the education of, parents regarding future placements for your child.

2. Procedures to prepare the child for changes in the service delivery, including steps to help the child adjust and function in the new setting.
3. With the parents consent, transfer of information about the child, which has been generated by DDI (including evaluation and assessment information and current IFSP's) to the local education agency or other receiving programs to ensure continuity of services.

Plan of Transition for Part B: Transition planning for children referred from Part H programs must be conducted. Transition planning for entry to school-aged programs shall be addressed in the Individual Educational Program (IEP) and, in addition, transition planning must include:

1. Providing parents with information regarding school-aged programs.
2. Conducting in-service training for special education staff on school-age eligibility requirements for services.
3. Assisting parents in transition activities.
4. Sharing information regarding service needs of each child with appropriate staff, including:
   a. Documenting service needs in the IEP.
   b. Developing new or using current data
management systems for information sharing.

5. Inviting the appropriate personnel from the Part H program to take part in transition planning.
SECTION II: ASSESSMENTS AND ELIGIBILITY FOR THE PART B PROGRAM

Assessments and testing are a requirement of Part B programs. These forms of evaluation are used to help the professional staff members understand the families' concerns and priorities. The information will help the classroom teacher provide the quality of service each family would like for their child. The local school district and the family are a team in this endeavor.

Eligibility requirements for Part B programs are different than DDI requirements. The local school district will determine if children are eligible for services in the preschool program. Information for eligibility criteria is included so families can begin to see the requirements of the new program.

The sections on "Getting Ready for Assessment and Eligibility Criteria" are included as educational information for use by the family.
GETTING READY FOR EVALUATION/ASSESSMENT

Evaluation means the procedures used by appropriate qualified personnel to determine a child's initial and continuing eligibility, including the status of the child in each of the developmental domains, these are: cognitive, physical (including vision and hearing), language and speech, social and self-help skills. Assessment means the ongoing procedures used by appropriate qualified personnel throughout the time the child is eligible, this is to include: the child's unique needs, the family's concerns, priorities and resources and the services that are required to meet the unique needs of the child.

The responsibilities for assessment/evaluation are divided between the local school district and the parents. Each member plays an important part in the evaluation/assessment of your child.

School District Responsibilities:

1. To obtain your informed consent in writing before any assessments are conducted with your child.

2. To use assessments that are appropriate for
your child. This includes interpreters for your child if needed.

3. To conduct formal and informal assessments by qualified individuals.

4. To gather information, review records and prepare tests regarding your child so duplication of testing will not occur.

5. To explain to your satisfaction all evaluation/assessment results and their usefulness for educational planning.

6. To show you or make copies of your child's records at any time you request them.

Parents Responsibilities:

1. To understand what assessments will be conducted and why these assessments need to be given, or to ask questions until you get a satisfactory answer.

2. To know what the school district responsibilities are to you and your child (see list above).

3. To have provided your child with a good meal before the evaluation/assessment is conducted and have your child well-rested. If your child
is ill or has had a bad night, it may be better to reschedule the assessment for another day.

4. To request an interpreter if you or your spouse requires one. You can require that the testing be done in your child's native language.

5. To have collected assessment or medical reports that may have useful information and share them at the evaluation/assessment session.

6. To the best of your knowledge provide correct answers to the tester's questions that may be asked about your child's skills at this time.

All of the information collected from the direct child assessments, information and testing which has been completed by your DDI staff, other clinic or professional testing or information (i.e., medical records or private speech/language testing), and your input will be used to identify long term outcome statements on the IEP. It is important that the assessment information be thorough and accurate so that useful outcome statements are pinpointed for your child.

The Battelle Developmental Inventory (BDI) is an evaluation tool which is now being used by most school
district programs to determine eligibility. The BDI covers all the developmental domains and has been used with a wide variety of children. It also has some special instructions for children who may have a disability such as hearing, vision or motor restrictions. The school district will make a final eligibility decision for placement in the preschool district program. If you have specific reasons for disagreeing with the school district's results on the evaluation/assessment, you can obtain an independent evaluation. The school district will refer you to other testing sites and usually will pay for the evaluation. Your school district transition person will be the one to contact if you need more information or an additional evaluation/assessment session.
ELIGIBILITY CRITERIA

A. Preschool-aged children are eligible for services in school district preschool programs if they have been diagnosed by a multidisciplinary team as having a significant delay or deficit in one or more of the following areas:

1. cognitive development
2. physical/motor development
3. language/speech development
4. social/emotional development
5. self-help skills/adaptive behavior,
   or as having significant deficits in
6. vision
7. hearing

B. Significant delays are measured on standardized assessment tools (i.e., Battelle Developmental Inventory or Peabody Motor Scales). A significant delay is categorized as mild, moderate or severe.

1. Mild delay is a score that shows some concerns or weakness in three or more domains of development. These scores would be slightly below the normal range (i.e., motor, cognitive and self-help).
2. Moderate delay is a score that indicate more concerns or weakness in two or more domains of development. The scores would be further away from the normal development patterns of children (i.e., language and social/emotional).

3. Severe delay is a score that would indicate concerns or weakness in one or more domain of development. The scores would fall far below the normal development patterns of children and would indicate a very strong need for intervention (i.e., motor).

C. Assessment for classification must be done by a multidisciplinary team or group of qualified professionals. The parents should be included whenever possible, and will be fully informed of the child's evaluation results. All information from the meeting will be summarized in a written report.

1. The multidisciplinary team assessment must address areas of suspected delay in:
   a. cognitive development
   b. physical/motor development
   c. language/speech development
d. social/emotional development

e. self-help/adaptive behavior

f. vision

g. hearing

2. The instruments that are used by the multidisciplinary team in the assessment of the preschool children must:

a. be developmentally appropriate for use with preschoolers, assessment tools will test for the skills a preschool child would usually be doing,

b. be selected based upon a child's sensory limitations, assessment instruments must have adaptive instructions for a child who has a severe hearing or vision loss,

c. be technically adequate, the assessment tool must have guidelines for scoring each item and a dependable scoring system for the overall test, and

d. not be culturally or racially discriminatory to the child; assessment instruments cannot be set up to favor one culture or race over another or have
cultural or racial items or remarks which might influence the results of the test or assessment.

3. Other forms of assessment by the multidisciplinary team may be used. Due to the difficulties in reporting answers from interview questions and scores that do not reflect emerging skills for young children on some standardized assessment tool, the functioning levels of some children may not be accurately measured and the use other evidence from other sources (i.e., developmental checklist or professional observations) should be considered.
SECTION III: THE INDIVIDUAL EDUCATION PROGRAM MEETING

The Individual Education Program meeting is the most important meeting the family will attend in the new program. This is where a team of school staff members and family will construct a document which will determine the educational setting, outcome/goal statements and related services for the child in the coming year. It is very important that the parents prepare for this meeting. We at DDI are committed to helping each family prepare for this meeting in a variety of ways.

"Getting Ready for the Individual Education Program Meeting" and "The Individual Educational Program Meeting" sections provide the families with some general information and examples of outcome/goal statements which can be reviewed by the DDI staff and parents so similar statements can be developed for the child who is transitioning.
GETTING READY FOR THE INDIVIDUAL EDUCATIONAL PROGRAM MEETING

The Individual Education Program (IEP) is written specifically for your child. Your participation in the IEP meeting is extremely important and helpful. Being prepared is very important so that your goals for your child will be carried out. You can invite anyone you wish to come to the IEP meeting. An IEP team may consist of:

1. One or both parents or legal guardian(s).
2. Other individuals you want to invite.
3. The Local Education Association (LEA) representative from the school district. This person has the authority to commit school district resources such as transportation or related services people to provide services to your child.
4. A school district preschool teacher and other professionals who are knowledgeable about the assessment used, are able to interpret the results and add outcome statements to the IEP.

To help you prepare for this meeting we have provided some worksheets in this handbook for your use.
You are encouraged to fill out the information on your child. Your service coordinator will be glad to help you. You know your child and the things you would like him to do. Remember the IEP is a yearly set of statements designed to be used by all staff in the classroom with your child. Think about appropriate outcome/goals statements for him. Sometimes the goals will be divided into simple steps that can be more easily achieved. This is one way you can continue to take an active part in your child's education. Your service coordinator will be happy to help you in any way she can. Each goal needs to be specific for the developmental skills of your child and measurable. Some examples are:

**Non-specific & non-measurable** | **Specific & measurable**
---|---
John will do better at mealtime. | John will eat finger foods like cereal & crackers, no help.
Sarah will talk better. | Sarah will say "Mom" when she wants her Mom.
Erin will walk. | Erin will walk 10 feet.
THE INDIVIDUAL EDUCATIONAL PROGRAM MEETING

You are an important member of the IEP meeting. You will be involved in the planning and development of the IEP document. If you feel that the IEP does not meet the needs of your child or contain the specify services you see as important, you can express you feelings and talk openly with the other team members. Take some time to review the outcome statement so they are clear and state what you would like for your child. If there are still disagreements among the team members, wait to sign the IEP. You can talk to other people, other parents or teachers about any part of the IEP. Then, contact the school district representative for another meeting. You can have the time to review the IEP and come to an agreement about the outcome/goal statements.

The IEP is a working document that is reviewed and rewritten every year. You may review the IEP, as well as any other records maintained by the school district, whenever you choose. You can request a review of the IEP through your school teacher. You will receive a Parental Rights booklet from your local school district. Read carefully the sections on IEP development, review
and IEP meetings so you will understand clearly all your rights and responsibilities.
SECTION IV: SIMILARITIES AND DIFFERENCES BETWEEN THE TWO PROGRAMS

There are similarities and differences in the Part H program (DDI), that families have been attending and the Part B program (local public school), which they will attend. This section will allow parents to see some of the things that are alike and different between the two programs. We are sure the families will find more as the attend their new program.

"How Early Intervention and Public Preschool are Alike" and "How Early Intervention and Public Preschool are Different" are found in this sections.
HOW EARLY INTERVENTION & PUBLIC PRESCHOOLS ARE ALIKE

1. Both programs provide individual services to children.

2. Both are staffed by a variety of professionals trained to meet the special needs of the children with disabilities.

3. Both use a team approach in the assessments and development of the Individual Education Program using a variety of professionals on the team.

4. Both recognize the value of parents as members of their child's early intervention program, and that parents are an important member of the team in the development of the IEP and ongoing assessments.

5. Both programs write and develop educational plans for each child which outlines anticipated outcomes or goals to be taught in the classroom or child's home. Parents are given a copy of the plan.

6. Both strive to provide services to children which support individual needs and normal child development skills.

7. Both provide parent training and refer parents to support groups that can help fill individual family/child needs.
HOW EARLY INTERVENTION AND PUBLIC PRESCHOOLS ARE DIFFERENT

1. Preschool programs are housed in some elementary schools and provide small and large group learning centers for children. The early intervention programs are usually housed in one central location or in the families home and provide individual and small group learning situations for families.

2. Early intervention programs may carry out more individual activities, whereas the preschool programs carry out more large group and small group activities.

3. A child may attend an early intervention programs once a week; a child in a preschool program may attend two to five times a week.

4. The children may ride the school bus to the preschool program; the parents typically transport the children to an early intervention program.

5. Children in preschool programs may have the opportunities to interact with other children from regular preschool or Head Start programs during the school year.

6. Preschool programs tend to be more child focused;
early intervention programs tend to be both child and family focused.

7. Preschool programs are regulated by the Department of Education and the early intervention programs are regulated by the State of Utah Health Department.

SECTION V: PARENT SURVEY AND INFORMATION SHEET

We at Developmental Disabilities Inc. want to serve all families and children the very best we can. We feel it is important to provide the families with the written information that will help develop new skills and provide informative information to them. This "Parent Transition Needs Survey Form" has been developed so families can evaluate what information is most important to them. Information from parents has always been invaluable at DDI. We can use this information to initiate other forms of written information parents request.

The "Transition Handbook Information Sheet" in this section is for the parent to use to gather some basic information about their child. As parents meet with the school district staff for the first time, it may be helpful for them to record the information on this sheet for future reference. With the changes parents will be experiencing during this time, it maybe helpful to have one place where basic information can be noted about the new program.
**Parent Transition Needs Survey Form**

You will find a list of questions below which will help you begin to prepare for the transition of your child to a new school setting when your child turns three. Please circle the number under the column that best describes how helpful the information might be to you and your family.

NH = Not helpful  H = Helpful  VH = Very helpful

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<thead>
<tr>
<th>NH</th>
<th>H</th>
<th>VH</th>
</tr>
</thead>
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</tbody>
</table>

1. How helpful would it be to receive information about preschool classes at your local school district?  
   1  2  3

2. How helpful would it be to receive information about what your child may be learning in the new setting?  
   1  2  3

3. How helpful would it be to receive information about how to visit the new preschool classroom?  
   1  2  3

4. How helpful would it be to receive information about what to look for when you visit the new preschool classroom?  
   1  2  3
5. How helpful would it be to receive information about the routine of the new classroom? 1 2 3

6. How helpful would it be to receive information about how to prepare your child for the new classroom? 1 2 3

7. How helpful would it be to receive information about child development from ages two to five years? 1 2 3

8. How helpful would it be to receive information about what to expect from and how to prepare for the Individual Education Program (IEP) meeting? 1 2 3

9. How helpful would it be to receive information about what related services are available in the new setting? Related services may include services such as transportation, speech/language therapy, and occupational/physical therapy. 1 2 3
10. How helpful would it be to meet with the public school personnel and other parents that will attend the same school district as your child? 1 2 3

11. How helpful would it be to receive information about your legal rights in the school district? 1 2 3

12. How helpful would it be to receive information about community services for you and your family? 1 2 3

13. How helpful would it be to receive information about what you can do if you are not satisfied with your child's IEP? 1 2 3

14. What other written information would be helpful to you and your family?

________________________________________________________________________

________________________________________________________________________

The information from this survey will be used to develop other written information for use by DDI families. Your feedback is very important to us. If you need help filling out this survey or if you have any
questions contact your service coordinator. Please return this survey to your service coordinator.

Thank you.
TRANSITION HANDBOOK INFORMATION SHEET

Child: ___________________ DOB: ___________________

Address: _________________ Phone #: _________________

_____________________ Parents: ___________________

School Information:

District __________________________

School Address: __________________________

School Phone #: _______________ Bus #: _______________

School Time: ___________ Teacher: _______________

Individual Education Program Meeting:

Time: ________________ Place: ___________________

Date: ___________________

People to attend: ____________________

________________________________________________________________

Information to discuss at IEP meeting:

Personal/Social: __________________________

Self-Help: __________________________

Gross Motor: __________________________

Fine Motor: __________________________

Receptive Language: __________________________

Expressive Language: __________________________

Cognitive: __________________________
SECTION VI: RECORD OF PARTICIPANTS

At the Individual Education Plan meeting, it may be useful for parents to list the participants at the meeting. With the names and titles of the people attending the meeting, they will know who to contact if they have any questions. A "Record of Participants" sheet will be found in this section. Parents may duplicate this sheet for use at other meetings.
RECORD OF PARTICIPANTS

Date: ________________________________

Name: __________________________________
Title: ________________________________

Name: __________________________________
Title: ________________________________

Name: __________________________________
Title: ________________________________

Name: __________________________________
Title: ________________________________

The transition sourcebook. Tucson, AZ: Communication Skill Builders
SECTION VII: WORKSHEETS TO PLAN OUTCOME/GOAL STATEMENT

It is satisfying to consider all the skills a child has accomplished since enrolled at DDI and equally important to help parents see the growth that has occurred with their child. The "Worksheets to Plan Outcome/Goal Statements" were developed to assist parents in focusing their attention on each domain of development for their child. The service coordinator can help the parents fill out the worksheets. The same developmental domains that are found on the Individual Family Service Program (IFSP), are listed on the worksheets. Parents could transfer the outcome/goal statements from their child's IFSP to the worksheets or add new statements.

The assessment information that will be completed at DDI could provide good baseline information for the parents to use as they fill out the worksheets. Some of the domains (i.e., self-help) has been separated into smaller sections so parents and services coordinators can detail all aspects of the child's development. Parents must be given time to consider and plan all domains of development for their child and then they will be ready to fill out long term
outcome/goal statements on the IFSP.
MOTOR DOMAIN

Gross motor skills includes how your child moves his large muscles like sitting, rolling, crawling, walking with help or by himself and moving up and down stairs.

What my child is doing now:__________________________

__________________________

What I would like my child to be doing in a year:______

__________________________

__________________________

__________________________

Fine motor skills includes how your child uses his fingers, hands or toes to play, to pick-up things, and to hold objects like a spoon or crayon.

What my child is doing now:__________________________

__________________________

__________________________

What I would like my child to be doing in a year:_____
LANGUAGE DOMAIN

Receptive language refers to the things your child understands. An example would be a simple one step request like, "Give it to me." or "Stand up." She may not always do it, but she understands what you are saying.

What my child is doing now:_____________________

_____________________

_____________________

What I would like my child to do in a year:__________

_____________________

_____________________

Expressive language refers to the things your child is saying. Examples of this would be sounds she is making, babbling or jargoning, simple words she says, signs she uses for words and the length of the sentences she is speaking.

What my child is doing now:_____________________

_____________________

_____________________

What I would like my child to do in a year:__________

_____________________

_____________________
SELF-HELP DOMAIN

In this domain you will look at your child's independent skills such as eating, dressing and toileting skills.

What my child is doing now in his eating skills:_____

What I would like my child to be doing in a year:_____

What my child is doing now in his dressing skills:_____

What I would like my child to be doing in a year:_____

What my child is doing now in his toileting skills:_____

What I would like my child to be doing in a year:_____

COGNITIVE DOMAIN

This domain will reflect some of your child's eye-hand coordination, reasoning, thinking, problem solving, memory skills and attention span. Activities for children would be puzzles, cause and effect toys, matching games, identifying big/little and long/short relationships, and beginning counting games. Observe the length of time your child plays with toys and with peers.

What my child is doing now:__________________________
____________________________________________________
____________________________________________________

What I would like her to be doing in a year:__________
____________________________________________________
____________________________________________________

What is the length of my child's attention span when she is playing with toys, watching TV or playing with another peer or adult? ________________________________
____________________________________________________
____________________________________________________

What I would like my child's attention span to be like in a year? ________________________________
____________________________________________________
PERSONAL/SOCIAL DOMAIN

Some of the skills to look for would be how well does your child get along with other children and adults, what does she do when angry, frustrated, or sad and what does she do in new situations, like at a birthday party, at a neighbor's home or at a store?

What my child is doing now: __________________________

____________________________________________________

What I would like her to be doing in a year: __________

____________________________________________________

____________________________________________________

____________________________________________________
SECTION VIII: SIBLINGS

Families will be spending a lot of time in the transitioning process. Some of the time will be taken up with meetings, visits to the new program, assessment sessions and preparing their child for the transition. With the other therapy sessions for their child, doctor appointments and sessions at DDI the family has arranged, siblings can feel left out of the transitioning process.

To help the siblings and family manage this stressful time, the "Siblings are Important" page has been developed to provide some activities and ideas families can choose to do with their children. Each family is different. Families will find a variety of things to do that will help meet the needs of the siblings.

The "Siblings Worksheet" was development so the siblings could take an active part in the transitioning process. This section of the handbook may not apply to all families. This worksheet could be used by the child who is transitioning. Parents need to take the time to listen, help and discuss with the whole family the changes that are taking place and future plans.
SIBLINGS ARE IMPORTANT

The brothers and sisters in the family are very important to the transition process. The time you will be spending as you transition from DDI may impact the other members of the family. You can help the siblings feel a part of the process with some simple steps. You may choose the activities which will help your family the most and here is a place to start.

Activities to involve the whole family:

1. Visit the sibling's school may times. Walk in the hall and allow the sibling to show his younger brother or sister his classroom. Visit the playground when it is empty and use the equipment with the whole family. Take pictures of the activities so you can view them later with the whole family or each child individually.

2. Meet each of your siblings' teachers and take a picture of the teacher to see later. Have siblings draw pictures of their classroom and the things that are alike in both the siblings and the
younger child's school.

3. Ask the older sibling what they would like the younger brother or sister to learn. This would be helpful to see what things the siblings see as important to them at this time. This may include things like talking better so I can understand what he wants, staying out of my room or other things which may surprise you.

4. You can arrange to ride on the school bus. It would be good for the child who is in a wheelchair to practice riding in the wheelchair lift on the school bus. It would be good for the siblings to see how the lift works and encourage their younger bother or sister to ride the bus. You can add to this list as you and your children think of other ideas the family can do together.

Things we want to do as a family:

____________________________________

____________________________________

____________________________________

____________________________________
SIBLINGS WORKSHEET

Here are some things your brother or sister might be doing or seeing at the new school. You can color and cut them out for your brother or sister. Maybe you can think of other things you would like to draw that you do at your school.
SECTION IX: EVALUATION AND FEEDBACK

The evaluation and feedback to staff concerning this handbook is very important. We want to make this handbook useful and helpful to all families at Developmental Disabilities Inc. We welcome all comments from the parents.

Parents from DDI understand the needs of families who have a child with a disability better than anyone else. They are exposed everyday to the trials and joys of their disabled child and always want the best for her. The "Evaluation and Feedback" pages will assist DDI in improving and continuing to provide quality information for all families. The information from these pages will be used to improve this handbook and gather information for the "Parent-for-Parent" program and potential members for the Board of Directors at DDI.
EVALUATION AND FEEDBACK

The staff at DDI would like your feedback so we can improve this handbook for use by other families. Please fill out and return to your service coordinator at DDI. Thank you.

1. You are a (check all that apply) _____Parent of a child at DDI,    _____Other relative:__________,
   _____Foster Parent, _____Surrogate Parent,
   _____Other:__________.

2. My child has been at DDI for:
   _____2 years or more
   _____1 year or more
   _____a few months

3. What type of service pattern has your family been involved in at DDI and for how long? (Fill in as many as apply to your child.)

<table>
<thead>
<tr>
<th>Service Pattern</th>
<th>Length of time</th>
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<tr>
<td>__ Home program</td>
<td>____________</td>
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<tr>
<td>__ Center/individual</td>
<td>____________</td>
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<tr>
<td>__ Center/combination</td>
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<td>__ Center/group</td>
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<tr>
<td>__ Daycare/group</td>
<td>____________</td>
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<tr>
<td>__ Other:__________</td>
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4. Evaluation of the materials in the handbook?

Overall: Helpful Not helpful

a- The handbook was:

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<th>3</th>
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<tbody>
<tr>
<td>Clear</td>
<td>Not clear</td>
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b- The information was:

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<tbody>
<tr>
<td>Useful</td>
<td>Not useful</td>
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c- The worksheets were:

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<tbody>
<tr>
<td>Helpful</td>
<td>Not helpful</td>
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d. The sibling part was:

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<th>3</th>
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<tr>
<td>Easy to follow</td>
<td>Difficult</td>
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e- The organization of the handbook was:

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f. I would recommend this handbook to other families:

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<th>1</th>
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</thead>
<tbody>
<tr>
<td>Definitely</td>
<td>Definitely not</td>
<td></td>
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</tbody>
</table>

5. Somethings I liked about this Transition Handbook were:


6. How could we improve this Transition Handbook:


7. What other written information or handbooks would you like to see developed at DDI that would be helpful to you as a parent?

__________________________

__________________________

8. Would you like to assist at DDI as:

A member of the DDI Board _____ yes  no____
Serve on the Parent Advisory Council
_____ yes  no____

If YES, please fill in:

Name:__________________________

Address:__________________________

City:__________________________ ZIP:____________

Phone #  Home:__________________________

Work:__________________________

9- Other Comments and Suggestions you would like to make:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Thank you
SECTION X: SCHOOL DISTRICT INFORMATION SHEETS

This section is designed to be the first information Developmental Disabilities Inc. shares with the family about transitioning and the school district program. The service coordinator and parents will discuss the information on the sheet. The information is very general in nature. It has brief statements about eligibility, when transition begins, the number of days a child could attend the new program, class size, bus information, and the school district's transition person and telephone number. Some parents may want to compare the different school district programs, so the format is designed the same for all the information sheets.

DDI serves children from five school districts. The preschool programs change frequently depending on funding levels, new laws and school district policies. The information sheets will be separate from the family transition handbook so changes in structure and format can be done quickly and inexpensively as possible. When the parents signs the "release of information form" for the school district, the family will receive the information sheet for the school district in which the
family resides.

School districts:

* Granite
* Jordan
* Murray
* Salt Lake
* Tooele
GRANITE SCHOOL DISTRICT

WHEN WILL MY CHILD GO TO THE SCHOOL DISTRICT?
Your child is eligible for school when he turns three years old. (Eligibility has to be determined by the school district.)

WHEN WILL MY CHILD'S TRANSITION BEGIN?
At or near your child's second birthday transition outcome statements will be added to your child's Individual Family Service Plan (IFSP). You will:

1. Receive more information about the new school setting, district policies, and the person to contact at the school district level so you can visit the new school or classroom and someone to call if you have questions. You will be given other information concerning programs which may be appropriate for your child such as Head Start, private therapy or other preschool programs.

2. Discuss changes in your child's IFSP. With your service coordinator at DDI you can discuss the changes that need to be made in your child's IFSP to help your child adjust to the new school setting like: group activities, time away from parents, finding a place at the table and other routines of the classroom. These
new goals can be added to the IFSP to help in the transition process.

3. Decide which records will be sent to the school district. You will be asked what information you would like sent to the school district or other program. Only information that originates here are DDI can be forwarded. If you want other information to be shared about your child you can request that information from your doctor, hospital or clinic.

At or before your child is thirty months old the Battelle Developmental Inventory assessment tool will be administered by your child's service coordinator with your help and information.

You will be invited to attend an orientation meeting with the representatives from your school district.

HOW MANY DAYS A WEEK WILL MY CHILD BE IN SCHOOL AND HOW MANY HOURS PER DAY?

Your child will go two days per week (Unless other arrangements are made at the IEP meeting). He will be in school for approximately two and one half hours each day. Time away from home will vary according to the bus schedule.

HOW MANY CHILDREN WILL BE IN MY CHILD'S CLASS AND HOW
MANY STAFF MEMBERS?
There could be a maximum of 15 children in your child's classroom. There will be one staff person for every five children.

HOW WILL MY CHILD GET TO SCHOOL?
There is bus service available for your child to and from school. If special arrangements need to be made (i.e. wheelchairs, special seating, etc.), arrangements can be made at the Individual Educational Program (IEP) meeting with your child's new teacher and the school bus person.

WHO CAN I TALK TO IF I HAVE ANY FURTHER QUESTIONS CONCERNING MY CHILD'S TRANSITION?

Linda Minor 964-7563
JORDAN SCHOOL DISTRICT

WHEN WILL MY CHILD GO TO THE SCHOOL DISTRICT?

Your child is eligible for school when he turns three years old. (Eligibility has to be determined by the school district.)

WHEN WILL MY CHILD'S TRANSITION BEGIN?

At or near your child's second birthday transition outcome statements will be added to your child's Individual Family Service Plan (IFSP). You will:

1. Receive more information about the new school setting, district policies, and the person to contact at the school district level so you can visit the new school or classroom and someone to call if you have questions. You will be given other information concerning programs which may be appropriate for your child such as Head Start, private therapy or other preschool programs.

2. Discuss changes in your child's IFSP. With your service coordinator at DDI you can discuss the changes that need to be made in your child's IFSP to help your child adjust to the new school setting like: group activities, time away from parents, finding a place at the table and other routines of the classroom. These
new goals can be added to the IFSP to help in the transition process.

3. Decide which records will be sent to the school district. You will be asked what information you would like sent to the school district or other program. Only information that originates here are DDI can be forwarded. If you want other information to be shared about your child you can request that information from your doctor, hospital or clinic.

At or before your child is thirty months old the Battelle Developmental Inventory assessment tool will be administered by your child's service coordinator with your help and information.

You will be invited to attend an orientation meeting with the representatives from your school district.

HOW MANY DAYS A WEEK WILL MY CHILD BE IN SCHOOL AND HOW MANY HOURS PER DAY?

Your child will go four days per week (Unless other arrangements are made at the IEP meeting). He will be in school for approximately two and one half hours each day. Time away from home will vary according to the bus schedule.

HOW MANY CHILDREN WILL BE IN MY CHILD'S CLASS AND HOW
MANY STAFF MEMBERS?
There could be a maximum of 15 children in your child's classroom. There will be one staff person for every five children.

HOW WILL MY CHILD GET TO SCHOOL?
There is bus service available for your child to and from school. If special arrangements need to be made (i.e. wheelchairs, special seating, etc.), arrangements can be made at the Individual Educational Program (IEP) meeting with your child's new teacher and the school bus person.

WHO CAN I TALK TO IF I HAVE ANY FURTHER QUESTIONS CONCERNING MY CHILD'S TRANSITION?
CHRIS GIACOVELLI AT 565-7590
MURRAY SCHOOL DISTRICT

WHEN WILL MY CHILD GO TO THE SCHOOL DISTRICT?
Your child is eligible for school when he turns three years old. (Eligibility has to be determined by the school district.)

WHEN WILL MY CHILD'S TRANSITION BEGIN?
At or near your child's second birthday transition outcome statements will be added to your child's Individual Family Service Plan (IFSP). You will:

1. Receive more information about the new school setting, district policies, and the person to contact at the school district level so you can visit the new school or classroom and someone to call if you have questions. You will be given other information concerning programs which may be appropriate for your child such as Head Start, private therapy or other preschool programs.

2. Discuss changes in your child's IFSP. With your service coordinator at DDI you can discuss the changes that need to be made in your child's IFSP to help your child adjust to the new school setting like: group activities, time away from parents, finding a place at the table and other routines of the classroom. These
new goals can be added to the IFSP to help in the transition process.

3. Decide which records will be sent to the school district. You will be asked what information you would like sent to the school district or other program. Only information that originates here are DDI can be forwarded. If you want other information to be shared about your child you can request that information from your doctor, hospital or clinic.

At or before your child is thirty months old the Battelle Developmental Inventory assessment tool will be administered by your child's service coordinator with your help and information.

You will be invited to attend an orientation meeting with the representatives from your school district.

HOW MANY DAYS A WEEK WILL MY CHILD BE IN SCHOOL AND HOW MANY HOURS PER DAY?

Your child will go four days per week (Unless other arrangements are made at the IEP meeting). He will be in school for approximately two and one half hours each day. Time away from home will vary according to the bus schedule.

HOW MANY CHILDREN WILL BE IN MY CHILD'S CLASS AND HOW
WHEN WILL MY CHILD GO TO THE SCHOOL DISTRICT?

Your child is eligible for school when he turns three years old. (Eligibility has to be determined by the school district.)

WHEN WILL MY CHILD'S TRANSITION BEGIN?

At or near your child's second birthday transition outcome statements will be added to your child's Individual Family Service Plan (IFSP). You will:

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HOW MANY CHILDREN WILL BE IN MY CHILD'S CLASS AND HOW
MANY STAFF MEMBERS?
There could be a maximum of 15 children in your child's classroom. There will be one staff person for every five children.

HOW WILL MY CHILD GET TO SCHOOL?
There is bus service available for your child to and from school. If special arrangements need to be made (i.e. wheelchairs, special seating, etc.), arrangements can be made at the Individual Educational Program (IEP) meeting with your child's new teacher and the school bus person.

WHO CAN I TALK TO IF I HAVE ANY FURTHER QUESTIONS CONCERNING MY CHILD'S TRANSITION?
Robin Rector 355-3040
TOOELE SCHOOL DISTRICT

WHEN WILL MY CHILD GO TO THE SCHOOL DISTRICT?

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classroom. There will be one staff person for every five children.

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WHO CAN I TALK TO IF I HAVE ANY FURTHER QUESTIONS CONCERNING MY CHILD'S TRANSITION?

Julie Buckingham at 833-1966 in Tooele

Jan Hunt at 884-4520 in Grantsville
Appendix B

POLICIES AND PROCEDURES

A policy and procedure plan and a step-by-step outline for use by the Early Intervention Program (EIP) has been developed to comply with the Part H section of the Education of the Handicapped Act (P.L. 99-457) on transitioning and transfer of children from the EIP. This section will be added to Developmental Disabilities Inc. (DDI) policies and procedures manual for staff use. These policies will be used by the DDI staff when a families is transferring or transitioning out of the EIP.
SECTION XI: POLICIES AND PROCEDURES

Developmental Disabilities Inc. is required by P.L. 102-119 to develop a section in their policies and procedures manual concerning:

1. Discharge of a child from the program.
2. Transfer to another early intervention program in or out of state.
3. Termination of services at parent request.
4. Termination of services for lack of attendance.
5. Transition out of DDI to another program at age three.

To comply with this regulation, a section on transition was developed. Staff members can use this information as they help families who are transitioning from DDI. "Section XI: Transition" will be added to DDI's policies and procedures manual. It will be part of the staff training sessions and will be review by staff on a regular basis.

Another purpose of this section was to develop the "Step-by-Step Outline for Transition Activities". Staff will use this outline as they comply with the policies and procedures for transitioning families and
children from the Early Intervention Program. There is a list of activities and who is responsible for each activity. The person who is listed will see that the activity is carried out to the satisfaction of the parents. Families have the right to a smooth and orderly transition. DDI staff must be supportive and helpful to families in the transitioning process.
SECTION XI: TRANSITION

To comply with the State Plan of Utah, Part H program, and the Disabilities Education Act Amendments of 1991 (P.L. 102-119) for services to families and children with disabilities, the following steps will be taken. Each service coordinator at Developmental Disabilities Inc. (DDI) will be responsible to ensure that the transitioning activities with the family will:

1. be agreed upon by all parties.
2. include a plan for overlap of services to allow an exchange of information between agencies.
3. provide a smooth transition for the family and child.

Transitioning activities could include any of the five following steps. These activities are under the direction of the Infant Coordinator and transition activities need to be part of the Individual Family Service Plan (IFSP) for all children at DDI:

1. Discharge from the program.
2. Transfer to another early intervention program in or out of state.
SECTION XI: TRANSITION (cont'd 2)

3. Termination of services at parent request.

4. Termination of services for lack of attendance.

5. Transition out of DDI to another program at age three.

Each of the five steps will be discussed in more detail so service coordinators will understand each one and follow the correct procedure as it relates to the family and child at DDI.

1. Discharge from the program.
   a. Prior to discharge of a family from the program, assessments/evaluations must be conducted to determine if the child remains eligible for services.
   b. The IFSP outcomes must be reviewed by the family and service coordinator to determine if they have been met. If the outcomes have been met, and if the child is no longer eligible for services under eligibility criteria, the family may be discharged from the program following a conference staffing of at least three persons to include the parent or guardian, the service coordinator and one other appropriate
professional familiar with the family.

c. If it is determined that services from other community agencies are needed, the service coordinator will assist the family as needed in attainment of these services.

d. Six months after discharge, the service coordinator will attempt to reach by mail or phone the family, if the child is under three years of age, and offer the family a reassessment for possible readmission.

2. Transfer

a. If the family is transferring services from DDI to another agency, a meeting or phone conference of at least three persons, including the parent or guardian, service coordinator and one professional from the receiving agency, must be conducted.

b. Transitioning activities will be agreed upon by all parties and will include a plan for overlap of services from two to four weeks to allow an exchange of information between agencies and help the family make a smooth transition from
c. If a family moves to another location without notification to the Early Intervention Program, a letter should be sent to the last known address, inviting the family to call the service coordinator to get the location and phone number of the Early Intervention Program that serves the region of the new residence of the family.

d. Transfer of the child's records to the new program will be made after the parent signs the "release of information form".

3. Termination at Parent Request

a. If the family requests to be terminated for cause (i.e., family dissatisfaction with services or family does not want DDI services at this time), every effort by DDI must be made, if the child and family still meet eligibility criteria for services, to refer the family to another appropriate service provider or suggest another program for the family.

b. If the family will allow a transfer to be
SECTION XI: TRANSITION (cont'd 5)

made, the procedures in "step 2 - Transfer" must be followed.

c. If the family will not allow a transfer to be made, the family will be terminated from DDI. The service coordinator will attempt to review the current IFSP with the family and make a copy the child's records for the family to have for future use. Also, the family will be encouraged to seek out other programs that would be appropriate.

4. Termination for Lack of Attendance

a. When a family does not keep appointments consistently, a home visit will be made by a parent consultant for the purpose of determining the following:

1. If there is a family problem or concern that necessitates a change in the service delivery pattern.

2. If the family is dissatisfied with the services or with the personnel who render the services.

b. If a family continues to miss appointments
SECTION XI: TRANSITION (cont'd 6)

after the visit by a parent consultant, the family will be put on inactive status. No services will be rendered during this time unless the parent requests them, and the child will not be counted on the monthly child count to the Utah Department of Health.

c. One month prior to the expiration of the current Individual Family Service Plan (IFSP), the parent will be contacted by the service coordinator or parent consultant, advised of the expiration date of the IFSP, and asked whether they wish to have the services continued and a new IFSP developed or whether they wish to withdraw from services.

d. If the parent does not wish to develop a new IFSP, the family will then be dropped from services.

e. All contacts, letters, telephone conversation or discussion with the family will be documented in the child's chart.

f. All procedural safeguards are enforced during all phases of termination from service
SECTION XI: TRANSITION (cont'd 7)

delivery.

5. Plan for Transition

At or near the second birthday of a child being served by DDI, each Individual Family Service Plan (IFSP) will contain a statement of steps to be taken with the family to support the transition of the child, upon reaching age three. As the child goes on to preschool services provided under Part B, to the extent those services would be appropriate, or to other services that may be available, certain steps must be implemented to meet state and federal guidelines. These steps include the following:

a. Discussion with, and education of, parents regarding future placements.

b. Procedures to prepare the child for changes in services delivery, including outcome statements to help the child adjust and function in the new setting.

c. With parent consent, transfer of information about the child will be sent, (including evaluation and assessment information and
SECTION XI: TRANSITION (cont'd 8)

IFSP's) to the local education agency or other receiving program to ensure continuity of services.

The following activities will help to fulfill the requirements for each of the above steps:

a. Discussion and education with the family.
   1. Add outcome statements to the IFSP that reflect the needs and concerns of the family.
   2. Inform parents about the variety of services that would be appropriate and available for their child.
   3. Review with the parents the differences between Part H and Part B Rights and Regulations.
   4. Inform parents about the differences between services under Part H and Part B programs.

b. Prepare the child for changes in service delivery.
   1. Add outcome statements to the IFSP that will help the child adjust to the new
SECTION XI: TRANSITION (cont'd 9)

service program he will be attending.

2. Arrange for parents (and child if appropriate) to attend the new program and meet with the child's new teacher.

c. Transfer of records.

1. Have parents sign "release of information form" for the new program(s) the child will attend.

2. Complete or update the "Battelle Developmental Inventory" with the child and parent, write the summary report, copy and send to the new program.

3. Copy information such as: current IFSP, recent updated HELP or other checklists or scales, evaluations/assessments that have been generated by the staff at DDI such as motor, speech/language or health reports and the release of information form. This information will be mailed to the new program.
### SECTION XI: TRANSITION (cont'd 10)

**STEP-BY-STEP OUTLINE FOR TRANSITION ACTIVITIES:**

<table>
<thead>
<tr>
<th>AT OR NEAR THE CHILD'S SECOND BIRTHDAY:</th>
<th>PERSON RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Add transition goals to IFSP, these could include:</td>
<td>1- Service Coordinator/Lead Therapist</td>
</tr>
<tr>
<td>a. updated HELP checklist recommendations</td>
<td></td>
</tr>
<tr>
<td>b. arrange for evaluation/assessments as needed</td>
<td></td>
</tr>
<tr>
<td>c. add goals that will help the child adjust to the new setting such as group activities, time away from parent &amp; other routines of the classroom the child will be asked to do, etc.</td>
<td></td>
</tr>
<tr>
<td>2. Have parents sign the &quot;Release of Information&quot; form (this will allow DDI to send a referral to the new program).</td>
<td>2- Service Coordinator</td>
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</tbody>
</table>
AT OR BEFORE THE CHILD IS 30 MONTHS:

1. Complete or make arrangements for the Battelle Developmental Inventory to be completed.
2. Inform parents about the rights & regulation under Part B and about the differences between Part H & Part B.
3. Copy information to be sent to the new program.
4. Invite the parents to attend an orientation meeting about the new program their child could attend.
5. Send information from DDI to the new program as listed on the "release forms" the parents have signed.
6. Arrange for the family to visit the new program when the family is ready to do so.

| 1- Service Coordinator |
| 2- Service Coordinator/Parent Consultant |
| 3- Service Coordinator |
| 4- Infant Coordinator |
| 5- Secretary |
| 6- Infant Coordinator |

AT OR BY THE TIME THE CHILD IS 34 MONTHS:

1. Offer to meet with the family & prepare some goals that would be appropriate for the Individual Educational Program (IEP) in the new program.
2. Offer to attend the IEP meeting with the parents at the new program to lend support to the family & take part on the team as the IEP is developed for the child.

<p>| 1- Lead Therapist |
| 2- Lead Therapist |</p>
<table>
<thead>
<tr>
<th>AFTER TRANSITION:</th>
<th>1- Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide support as needed:</td>
<td></td>
</tr>
<tr>
<td>a. consult with staff at new program</td>
<td></td>
</tr>
<tr>
<td>b. consult with parents.</td>
<td></td>
</tr>
<tr>
<td>2. Involve parents in &quot;Parents-for-Parents&quot; program at DDI.</td>
<td>2- Parent Consultant</td>
</tr>
</tbody>
</table>
STAFF AND PARENT FEEDBACK

This Family Handbook was reviewed by parents currently attending Developmental Disabilities Inc. (DDI), DDI staff members who have been at DDI for more than two years and the Director of DDI. Part of the handbook has been shared with school district transition people. All were willing to give their feedback about the handbook.

The handbook was designed to be used by parents and their service coordinator in a Part H center or home based program. The parent(s) and the service coordinator would work together, over time, to gain knowledge, to fill out worksheet in the handbook and to help the parent(s) and child to make a smooth transition from the Part H to Part B program.

The handbook was organized so that parents could fill out many sheets by themselves and develop skills to take control of the education for their child. It was prepared in "family friendly" terms so it would be understood by a wide variety of people.

Findings from feedback.

Overall the staff of DDI were very pleased to have
a working handbook that parents could use and they could use with parents. Some of the specific points that were expressed were, The handbook was:

1. Written so the staff understood the information.
2. Organized so it was easy to follow.
3. Filled with places for parents to take an active role in preparing for meetings with the school district.
4. Useful to families with siblings. As a Part H program, DDI looks at the whole family not just the child at DDI.
5. A good tool to involve the father's as the whole family prepares for transition.

Parents at DDI found the handbook to be very helpful as a starting place in the transition process. Two families expressed concern about using the handbook since they had not thought much as yet about leaving DDI. Both families have children who are just two years old and have not considered transition and a new program for their child. Both families have been in a group setting for less than six months. The other families have children who are over two-and-a-half
years old and have been in a group setting for over a year. Also these families have received some written information about the school district program or have visited the school program where their child might attend.

The comment from the parents included, the handbook was:

1. Easy to follow.
2. Full of good information.
3. Easy to understand except for "Eligibility Criteria" session. The parents who had been involved with the Battelle Developmental Inventory test and had the profile information explained to them by their service coordinator, did not have trouble with this session.

Results

Taking the feedback information the following steps were taken:

1. Parents will be given information about the school district they might attend around the child's second birthday.
2. The session on eligibility criteria was rewritten in family friendly terms.
This handbook will serve as a starting point for other written transition information for parents at DDI. It will be updated to give correct information to parents about their rights and help them prepare to be an active member in the Individual Educational Program meeting and to help meet the priorities for their child.
FAMILY TRANSITION HANDBOOK REFERENCES


