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Transition Planning and 90-Day Meeting

Children's' Services Quality Assurance Team

8/25/2020

*Helping people. It's who we are and what we do.*





# Agenda

1. Training objectives
2. Purpose of early intervention transitions
3. Timelines
4. More detailed information for each step
5. General rule and exceptions to the rule
6. IFSP Transition Plan forms: 5 questions vs. 8 questions
7. Q&A

# Glossary of Common Acronyms

- **IDEA Part C Services:** Individuals with Disability Education Act, *Early Intervention Services*, home based Ages 0-3
- **IDEA Part B Services:** Individuals with Disabilities Education Act, Special Education, School Based. Ages 3+
- **IFSP:** Individualized Family Service Plan (Part C)
- **IEP:** Individualized Education Plan (Part B)
- **MDT:** Multidisciplinary Team Meeting
- **PWN:** Prior Written Notice
- **ROI:** Release of Information





## Glossary of Common Acronyms, cont.

- **Appropriate Follow-Up Program:** Determined by family choice, e.g. early childhood special education programs/school districts/Part B programs, Head Start, private preschools, daycare centers, therapy services, community offers, and many others.
- **Parent Rights:** Explicit and comprehensive information (written and verbal) on family's legal rights and involvement related to their services



# Training Objectives

- Transition Steps
- Required documentation/expectations
- Timelines
- Completing the IFSP transition pages (long version/revised version)
- Resources





# Early Intervention Transition: Definition and Purpose

Transition services assist the family with an infant or a toddler with disabilities or delays to **recognize, identify, and make decisions** about **appropriate follow-up programs and services** upon their exit from IDEA Part C services.

The family and the early interventionist will, in collaboration, **explore and facilitate necessary steps** to ensure a **smooth and effective transition** by **reviewing and discussing a variety of program and placement options**, and by developing and implementing appropriate **IFSP outcomes** to help the child and the family to **adjust to, and to be successful in the new setting**.



# Transition Process: Timeline/Flowchart

## 1. Intake/MDT/IFSP Meeting

- Initiate transition at MDT
- PWN: Yes
- Describe what was discussed
- Pending age full plan may be completed

## 2. Continual Family Discussions

- Informal
- Discussions at home visits
- PWN: No
- Unless filling out transition page(s)

## 3. Transition Planning Meeting

- Official
- Family, involvement
- PWN: Yes
- Discussion of options for transitioning from EI services

## 4. Transition Conference/ 90-Day Meeting

- Official
- With follow up program (e.g. school district)
- PWN: Yes
- Fill out transition page(s)

Note: In addition, following the 90- day transition conference meeting (Step 4), DS's may consider accompanying the family to the meeting with the follow-up program (e.g. initial eligibility determination and IEP meeting at school districts), depending on your programs' practice and parent request.





# Step 1: Intake/MDT/IFSP Meeting

## 1. Intake/MDT/IFSP Meeting

- Initiate transition at MDT
- PWN: Yes
- Describe what was discussed
- Pending age full plan may be completed

During eligibility and IFSP:

- Early intervention services philosophy and framework
- Eligibility differences
- Transition process/timeline
- Transition support provided by early intervention staff, including identifying options for follow-up programs



# Step 2: Continual Family Discussions

## 2. Continual Family Discussions

- Informal
- Discussions at home visits
- PWN: No
- Unless filling out transition page(s)

- Ongoing informal transition discussions with families
- During home visits
- Individualized discussions based on the families' preferences and needs

# Step 3: Transition Planning Meeting

## 3. Transition Planning Meeting

- Official
- Family, involvement
- PWN: Yes
- Discussion of options for transitioning from EI services

- The Transition Planning Meeting with the family:
  - Should be held *separately* from the transition conference with the follow-up program
  - Should be completed *before* the transition conference with the follow-up program
  - Is its *own juncture*, and can be a home visit of its own
- PWN and parent rights discussed and provided
- If referring to a follow-up program outwards: ensure that the ROI is in place before sharing any information



## Step 3: Transition Planning Meeting , continued

- Complete Transition pages on the IFSP
  - Discuss what transition means and when it happens.
  - Explore options of appropriate follow-up programs: private preschool, community playgroups, Child Find, staying at home, Head Start, etc.
  - Discuss eligibility for the program, referral process, etc.. If the details are not known at the time of the meeting, research details for/with the family before they make their decisions.

### 3. Transition Planning Meeting

- Official
- Family, involvement
- PWN: Yes
- Discussion of options for transitioning from EI services



## Step 3: Transition Planning Meeting , continued

### 3. Transition Planning Meeting

- Official
- Family, involvement
- PWN: Yes
  
- Discussion of options for transitioning from EI services

- Discuss skills needed to adapt to the new environment (e.g., classroom, bus transportation).
- Brainstorm, discuss, and note any questions the parents may have for the Transition Conference/90-day Meeting.
- Consider developing appropriate transition outcomes as needed.
- Complete and sign an IFSP review page.

# Step 4:

## Transition Conference/90-Day Meeting

4.

### Transition Conference/ 90-Day Meeting

- Official
- With follow up program (e.g. school district)
- PWN: Yes
- Fill out transition page(s)

- Earliest this can be completed is 2 yrs. and 3 months
- Must occur for all toddlers receiving Part C services as of 90 days prior to 3rd birthday for all follow-up program choices
- Plan for ample time and opportunity for the family to discuss the program and its requirements with the representative



# Step 4: Transition Conference/90-Day Meeting continued

## 4. Transition Conference/ 90-Day Meeting

- Official
- With follow up program (e.g. school district)
- PWN: Yes
- Fill out transition page(s)

- PWN and parent rights reviewed and provided
- Ensure that the family knows the differences between early intervention and the follow-up program
- Ensure that the family is aware of how they can prepare the child for the changes

# Step 4: continued Transition Conference/90-Day Meeting

## 4. Transition Conference/ 90-Day Meeting

- Official
- With follow up program (e.g. school district)
- PWN: Yes
- Fill out transition page(s)

- Ensure to discuss what the parents/caregivers themselves need to prepare for the changes
- Add additional information to the IFSP transition plan pages as applicable to reflect the discussions and the decisions that the family has made
- All parties sign transition page
- Complete review page

# Clarification: General Rule

“Can the Transition Planning Meeting and the Transition Conference/90-Day Meeting occur on the same day/during the same appointment?”

→ These dates **should be separated** in order to:

- Discuss with the family
- Allow time to schedule
- Prepare family
- Support the family
- Gather resources



# Clarification: Exceptions to the Rule

Situations when these two appointments may not be held separately:

- **Loss of Contact** – exit the family, no meetings will occur. (Pages of the transition plan must be filled out-end date)
- **Family is Uncertain** – you still complete the steps of the transition planning and the IFSP transition plan: interventionists still will complete both meetings. The second meeting may occur without a representative or a specific follow-up program present.



# Clarification: Exceptions to the Rule cont.

- **Late Entry** (eligibility determination for early intervention services 45 days or less prior to the third birthday)

Discussing transition planning at the time of developing the IFSP

- All steps 1-3 may happen during the IFSP meeting
- If family is interested in meeting with Part B, then the family is considered a “self-referral”. However: If applicable and possible, best practice would still be to support the family by contacting the follow-up program and arranging for this meeting to occur as it would normally.
- ROI: Family can sign an ROI for early intervention to share information with the school district,  
OR the family can receive all copies and provide them to the school district themselves.
- Transition plan will be signed at the time of initial IFSP.



# Resources that may be Appropriate Throughout all Transition Steps

**Resources that are provided to the family could include, depending on the family's need and on the follow-up program they chose**

- Transition from home-based services to school or classroom-based environment
- Outpatient therapy (SLP, OT, PT)
- Community playgroup resources
- Library Story Time
- Head Start Programs
- Any upcoming events of the follow-up program that is interesting to the family (e.g. back to school events, information meetings)
- Note: some families may decide to have a child participate in more than one option (e.g. half day pre-school and half-day private preschool)



# Documentation and Forms you will Need to Complete:

## **Compliance with Part C Regulations**

- PWN
- Parent Rights
- ROI
- Review Page
- Outcome(s)

## **Best Practice**

- Resources and Information
- Pamphlet(s) / Fliers
- Copy of IFSP
- Web Links
- Transition outcome(s)

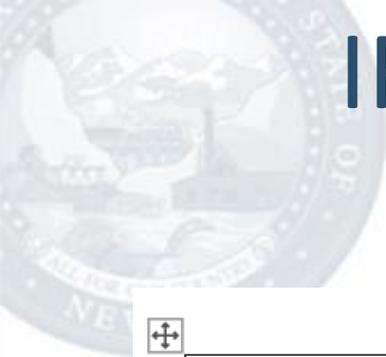


# IFSP Transition Plan Forms: 9-Question Option

## TRANSITION PLAN

Date Plan Developed	<input type="text"/>
Transition Meeting Date	<input type="text"/>

What needs to be done? (Including training for parents, preparing child, and sharing information.)	Who is Responsible? (i.e. Service Coordinator, IFSP team, family, etc.)	Date Started (Activity began)	Date Completed
<input type="checkbox"/> 1. Discuss what transition from early intervention means and what we can do to plan for this transition. Part C services end @ age 3. Meet with school district Child Find program to plan transition and gain information.	SC	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> 2. Discuss eligibility and age guidelines for early intervention so we understand when our child may no longer be eligible for early intervention services. Part C services end @ age 3. Eligibility requires a 50% delay in one area of development or a 25% delay in two areas or a diagnosed condition.	SC	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> 3. The plan of how we will explore preschool special education services as well as other community program options for our child., including: eligibility for the program, the latest date a referral may be made to the program to ensure we don't have a gap in services, and who we can talk to for more information.	SC, CCSD, FAMILY	<input type="text"/>	<input type="text"/>



# IFSP Transition Plan Forms: 5-Question Option

## TRANSITION PLAN



Date Plan Developed:	<input type="text"/>
Transition Conference Meeting Date:	<input type="text"/>

What needs to be done? (Including training for parents, preparing child, and sharing information.)	Who is Responsible? (i.e. Service Coordinator, IFSP team, family, etc.)	Date Started (Activity began)	Date Completed
<input type="checkbox"/> 1. The plan of how we will explore preschool special education services as well as other community program options for our child., including: eligibility for the program, the latest date a referral may be made to the program to ensure we don't have a gap in services, and who we can talk to for more information.  <input type="text"/>	SC, FAMILY, CCSD	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> 2. Help our child begin to learn new skills needed to adapt to a new place. (Should correspond with child outcomes)  <input type="text"/>	SC, IFSP TEAM, FAMILY, <input type="text"/>	<input type="text"/>	<input type="text"/>



# Side By Side Comparison: 9 Question Forms vs. 5 Question Forms

Transition Form	Form Differences	How Does This Effect You?	Form Change Status
<p><b>9 Question Transition Form</b></p>	<ul style="list-style-type: none"> <li>• Longer</li> <li>• Streamlined to 5 questions on a shorter form.</li> <li>• Electronically fillable</li> <li>• Contains the same content inputted by the DS.</li> </ul>	<ul style="list-style-type: none"> <li>• Employees will still compile the same specific detailed information needed for the transition page.</li> <li>• 9 questions will be collapsed into information for 5 questions.</li> <li>• The order of the questions has changed.</li> </ul>	<ul style="list-style-type: none"> <li>• This previous long form is still being used but is being slowly phased out.</li> <li>• We encourage all providers to adapt and switch to the 5-question <a href="#">form</a> but this form can be still used for now.</li> </ul>
<p><b>5 Question Transition Form</b></p>	<ul style="list-style-type: none"> <li>• Shorter</li> <li>• The order of questions has been changed from the long form.</li> <li>• Electronically fillable</li> <li>• Condensed but contains the same content inputted by the DS.</li> </ul>	<ul style="list-style-type: none"> <li>• This transition form has been streamlined for maximum usage.</li> <li>• The order of the questions has changed but it is the same content as seen on the prior 9 question form.</li> <li>• Form content location: Questions 1-2-3: Transition Meeting Planning Question 4: 90-day meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• This new shorter form is now in rotation.</li> <li>• New form orders are being taken by the Part C office at this time.</li> <li>• All programs will eventually switch over to this form.</li> </ul>

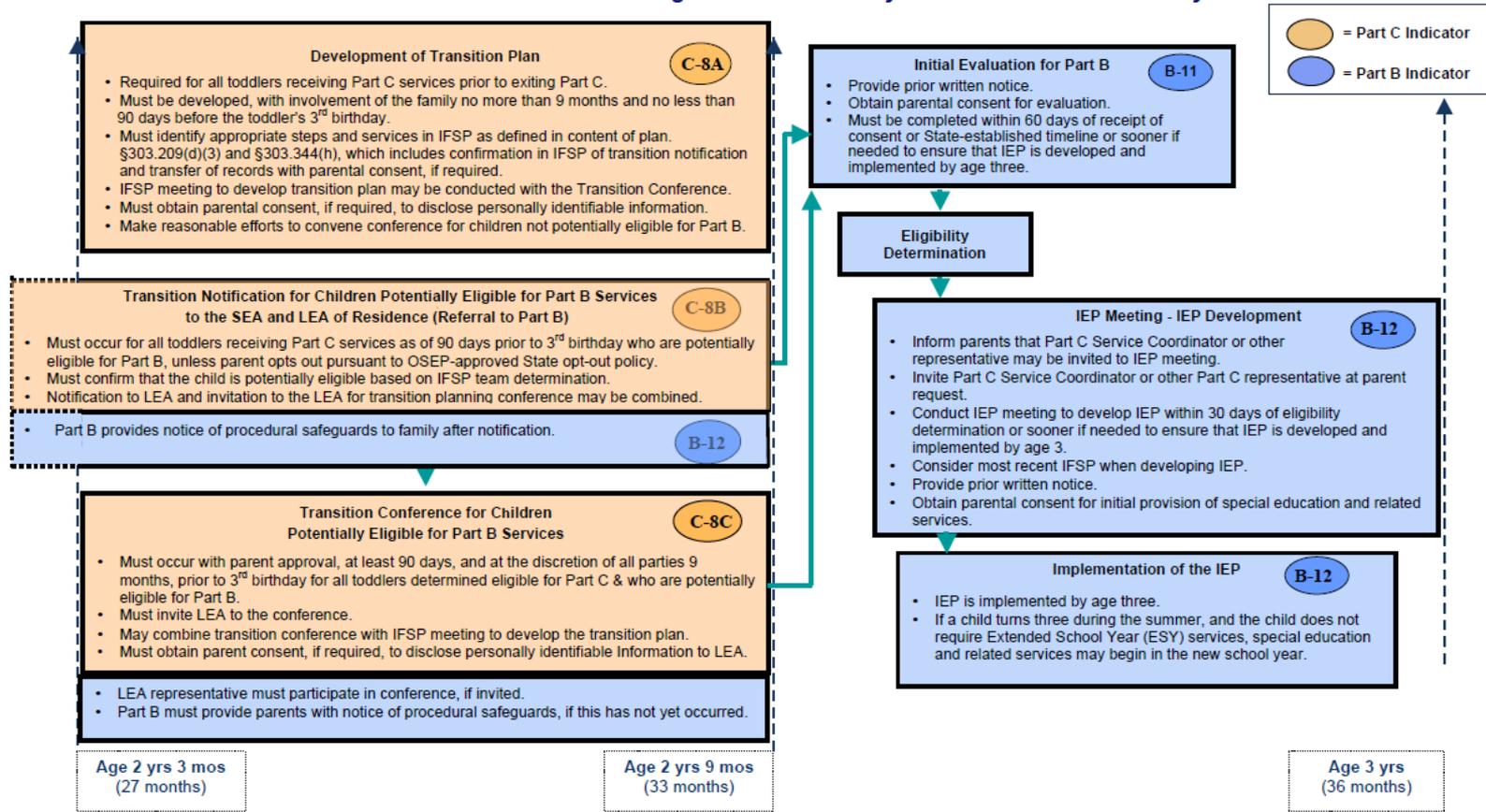
# Tips on How to Complete the Forms/ What to Write in the Answer Boxes

- Each question on the forms has prompts (e.g. eligibility criteria, starting the process, etc.).
- Follow the prompts and answer them on the forms one by one
- Add any additional information and discussions to it as needed/appropriate
- Note: This is a fluid document, dates will reflect the actual date of the days families and early interventionist staff discuss specific items.

# All-in-one Information from OSEP

## Part C to Part B Early Childhood Transition Timeline for SPP/APR Indicators C-8A, 8B, 8C, B-11 and B-12

### For Part C Children Determined Eligible at least 90 Days Prior to Their 3<sup>rd</sup> Birthday



Developed by NECTAC in collaboration with the Early Childhood Transition Workgroup of the RRCPP General Supervision Priority Team and the Office of Special Education Programs (OSEP), September, 2012



# Q&A with Part C and QA





# EXIT / POST Training Survey

- Look out for an email with a post survey link.
- Please complete and submit by Friday, 8-28-20
- Thank you!



# QA Contact Information

- Abbie Chalupnik, QA CPP-I: [ACHalupnik@adsd.nv.gov](mailto:ACHalupnik@adsd.nv.gov)
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