March 28, 2017

Turning 3...The Transition From Early Intervention to Early Childhood
Objectives

As a participant in this session, you will be able to:

- Recognize fundamental differences between Early Intervention (EI) and Early Childhood (EC) programs
- Describe the process and timelines for children transitioning from EI to EC
- Explore ways to foster collaboration between EI and EC to promote smooth and effective transitions
Parts of this presentation adapted from the...

Building Bridges: The Transition Process From Early Intervention to Early Childhood

Illinois Department of Human Services (IDHS) and Illinois State Board of Education (ISBE)

February 2017
Local Education Agencies (LEAs) must ensure that children who receive early intervention services before they turn three, and who will receive early childhood special education services,

- Experience a smooth and effective transition,
- Have an IEP or IFSP developed and is being implemented by their third birthday
- Have LEA participate in transition planning conferences (TPC)
Why do we need a transition process???
Ensure Continuity of Services

Minimize disruption to the family system

Promote child’s functioning in the natural or least restrictive environment

Adapted from M. Wolery in *DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families* (1993)
It’s Required!
Data Based on 2014-2015 Reports* (updated 2/23/17)

Annual State Performance Report

- Part C Indicator 8a: % of children with transition steps in IFSP
  - DHS: 97.97%
  - ISBE: 100%

- Part C Indicator 8b: % of children with referrals to the school district
  - DHS: 98.30%

- Part C Indicator 8c: % of children with Transition Planning Conferences
  - DHS: 83.7%

- Part B Indicator 12: % of eligible children with IEPs on 3rd birthday
  - DHS: 98.30%
  - ISBE: 98.30%
Who are the partners in EI to EC transition?
**Early Intervention**

- **Goal of Program**: Developmental
- **Eligibility**: Med DX, 30% delay, at risk
- **Family Involvement**: Involved in development and implementation of IFSP
- **Types of Services**: Support family's ability to meet child's developmental needs
- **Location of Services**: Natural environment
- **Cost of Services**: Sliding scale family fee, insurance benefits

**Early Childhood**

- **Educational**: Eligibility Categories
- **Involved in development of IEP**: Involved in development of IEP
- **Educational service, instructional in nature, with supports provided to assist child in benefiting from SE**: Least restrictive environment
- **FAPE**:
What is the Transition process?
27-month list
Child Find activity
Transition discussion at every IFSP meeting

No later than 2 years 6 months, SC to discuss with family transition at age 3
Transition Planning Outcome (IFSP meeting)
- Outcome and strategy development at part of IFSP
- REQUIRED meeting 2.3-2.9
- IFSP team in attendance

Transition Planning Conference
- REQUIRED meeting held 2.3-2.9
- Parent, SC, LEA, and Evaluator(s) required to attend

Exit IFSP Meeting
- REQUIRED meeting 2.8-3.0
- IFSP Team in attendance

Domain Review
- REQUIRED review of records
- IEP team in attendance

Eligibility & IEP Meeting
- REQUIRED meeting by age 3
- IEP team in attendance
Transition Planning Outcome (IFSP meeting)

- Outcome and strategy development as part of IFSP
- REQUIRED meeting 2.3-2.9
- IFSP team in attendance
**Early Intervention to Early Childhood Transition Tracking Form**

**Section I: To be completed by the CFC for each child, whom the parent has given consent, and forwarded to LEA.**

<table>
<thead>
<tr>
<th>School District Name:</th>
<th>Date EI to EC Tracking Form Sent to LEA:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s Name:</td>
<td>Parent/Guardian Name:</td>
</tr>
<tr>
<td>Address:</td>
<td>Phone #:</td>
</tr>
<tr>
<td>City:</td>
<td>State:</td>
</tr>
<tr>
<td>Zip Code:</td>
<td>Phone #:</td>
</tr>
<tr>
<td>Child’s DOB:</td>
<td>Date Referred to CFC:</td>
</tr>
<tr>
<td>Child’s EI #:</td>
<td>CFC #:</td>
</tr>
<tr>
<td>Service Coordinator Name:</td>
<td>Phone #:</td>
</tr>
<tr>
<td>Fax #:</td>
<td>Date LEA/EI Transition Planning Conference held:</td>
</tr>
<tr>
<td>Section I Completed By:</td>
<td>Title:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Referred by CFC?</th>
<th>If Yes, date tracking form received by LEA from CFC:</th>
<th>If No, date LEA initiated tracking form:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child found ineligible for Special Education:</td>
<td>OR Parent No Show</td>
<td>If No Show or Unable to Contact, list attempts:</td>
</tr>
<tr>
<td>Date child found eligible for Special Education:</td>
<td>IEP Completion Date:</td>
<td>IEP Services Start Date:</td>
</tr>
<tr>
<td>Parent Declined LEA Services:</td>
<td>If Yes, List Reason Parent Declined:</td>
<td></td>
</tr>
<tr>
<td>Transition Delayed:</td>
<td>If Yes, indicate reason for delay by checking one of the below:</td>
<td></td>
</tr>
</tbody>
</table>

- Parent failure/refusal to produce child
- School district delay
- EI sends referral after child is 2.9 years of age but child in EI prior to 2.9
- EI received child after he/she is 2.9 years of age
- Child enrolled in district after consent was given in another district but before eligibility determination

**Section II Completed By:**

**LEA:** Return to local CFC Office within 20 calendar days after the child’s third birthday by fax and enter information into the ISBE Student Information System (SIS) if the child enrolls in the district.

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

[https://www.isbe.net/Documents/Early%20Intervention%20to%20Early%20Childhood%20Special%20Education%20Tracking%20Form.pdf](https://www.isbe.net/Documents/Early%20Intervention%20to%20Early%20Childhood%20Special%20Education%20Tracking%20Form.pdf)
Child is approaching 2 years 6 months and parents have declined their right to an effective transition process...
• Outcome and strategy development at part of IFSP
• REQUIRED meeting 2.3-2.9
• IFSP team in attendance

• REQUIRED meeting held 2.3-2.9
• Parent, SC, LEA, and Evaluator(s) required to attend
Main Purpose TPC

Opportunity for parents to learn about school district,
&
School district representative to learn about child
Transition Planning Conference

Discuss progress in EI

Provide information about preschool services under Part B
  • including special education
  • related services

Review timelines for transition
  • Domain review
  • Evaluations as needed
  • Eligibility determination
  • IEP meeting

Discuss the categories of eligibility for Part B

Discuss process for consenting for an evaluation

Discuss process for eligibility determination
Children are on the “27 month list” but a Transition Planning Conference does not get scheduled...
Transition Planning Outcome (IFSP meeting)
- Outcome and strategy development at part of IFSP
- REQUIRED meeting 2.3-2.9
- IFSP team in attendance

Transition Planning Conference
- REQUIRED meeting held 2.3-2.9
- Parent, SC, LEA, and Evaluator(s) required to attend

Exit IFSP Meeting
- REQUIRED meeting 2.8-3.0
- IFSP Team in attendance
Transition Planning Outcome (IFSP meeting)
- Outcome and strategy development at part of IFSP
- REQUIRED meeting 2.3-2.9
- IFSP team in attendance

Transition Planning Conference
- REQUIRED meeting held 2.3-2.9
- Parent, SC, LEA, and Evaluator(s) required to attend

Exit IFSP Meeting
- REQUIRED meeting 2.8-3.0
- IFSP Team in attendance

Domain Review
- REQUIRED review of records
- IEP team in attendance
PARENT/GUARDIAN CONSENT FOR INITIAL EVALUATION

DATE: ___________________________ STUDENT’S NAME: ___________________________
STUDENT'S DATE OF BIRTH: ___________________________

Dear: ___________________________
(Parent(s)/Guardian(s) Name):

Each school district shall ensure that a full and individual evaluation is conducted for each child being considered for special education and related services. The purpose of an evaluation is to determine:

- Whether the child has one or more disabilities;
- The present levels of academic achievement and functional performance of the child;
- Whether the disability adversely affects the child’s education and;
- Whether the child needs special education and related services.

An evaluation considers domains (areas related to the suspected disability) that may be relevant to the educational problems experienced by the individual child under consideration. The nature and intensity of the evaluation, including which domains will be addressed, will vary depending on the needs of your child and the type of existing information already available. The IEP Team, of which you are a member, determines the specific assessments needed to evaluate the individual needs of your child. Within 60 school days from the date of parent/guardian consent, a conference will be scheduled with you to discuss the findings and决定 eligibility for special education and related services.

The IEP team must complete page 2 of this form prior to obtaining parent/guardian consent for evaluation.

PARENT/GUARDIAN CONSENT FOR INITIAL EVALUATION

I understand the school district must have my consent for the initial evaluation. If I refuse consent for an initial evaluation, the school district may, but is not required to, pursue alternate procedures through due process. If the school district chooses to not pursue such procedures, the school district is not in violation of the required evaluation procedures. I understand my rights as explained to me and contained in the Explanation of Procedural Safeguards. I understand the scope of the evaluation as described on page 2 of this form.

☐ I give consent   ☐ I do not give consent to select and/or review the evaluation data as described on page 2 of this form.

Date: ___________________________ Parent/Guardian Signature: ___________________________

PARENT/GUARDIAN CONSENT FOR EVALUATION

Identification of Needed Assessments

This form must be completed by the IEP Team.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>RELEVANT</th>
<th>EXISTING INFORMATION ABOUT THE CHILD</th>
<th>ADDITIONAL EVALUATION DATA NEEDED</th>
<th>SOURCES FROM WHICH DATA WILL BE OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement <em>Current or past academic data pertinent to current educational performance.</em></td>
<td>[ ] YES</td>
<td>[ ] NO</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td><em>Functional Performance</em> Current or past functioning performance data pertinent to current functional performance._</td>
<td>[ ] YES</td>
<td>[ ] NO</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Cognitive Functioning <em>Current or past cognitive ability, how the child takes in information, understands communications, and expresses information.</em></td>
<td>[ ] YES</td>
<td>[ ] NO</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Communication Status <em>Current or past communication abilities, language, articulation, voice, fluency, and related services.</em></td>
<td>[ ] YES</td>
<td>[ ] NO</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Health <em>Current or past medical conditions affecting educational performance.</em></td>
<td>[ ] YES</td>
<td>[ ] NO</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Hearing/Visual <em>Current or past auditory or visual performance, data and results of last hearing or visual test.</em></td>
<td>[ ] YES</td>
<td>[ ] NO</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Motor Abilities <em>Current or past motor coordination difficulties, fine or gross motor strength, and related services affecting educational performance.</em></td>
<td>[ ] YES</td>
<td>[ ] NO</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Social/Emotional <em>Current or past social or emotional deficits, adaptability, and related services affecting educational performance.</em></td>
<td>[ ] YES</td>
<td>[ ] NO</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

ISBE 34-57B & C (40B)
Part B: Categories of Eligibility

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disability
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities

- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Developmental Delay – through 9 years of age
Meeting Timelines

IFSP meeting to revise transition outcome and start formal transition

Exit IFSP meeting

2Y 3M... 2Y 6M 2Y 7M 2Y 8M 2Y 9M 2Y 10M 2Y 11M 3 Years!

Transition Planning Conference

Consents!

1. Domain review
2. Eligibility Determination
3. IEP meeting
   (LEA Responsibility)
Transition Planning Outcome (IFSP meeting)
- Outcome and strategy development at part of IFSP
- REQUIRED meeting 2.3-2.9
- IFSP team in attendance

Transition Planning Conference
- REQUIRED meeting held 2.3-2.9
- Parent, SC, LEA, and Evaluator(s) required to attend

Exit IFSP Meeting
- REQUIRED meeting 2.8-3.0
- IFSP Team in attendance

Domain Review
- REQUIRED review of records
- IEP team in attendance

Eligibility & IEP Meeting
- REQUIRED meeting by age 3
- IEP team in attendance
The IEP Team Must Consider

- Strengths of the child
- Concerns of the parent
- Results of the initial or most recent evaluation
- Academic, developmental and functional needs of the child

(IDEA 2004) CFR 300.324
Placement Decisions

Individually Determined

General education classes

Supplementary aids and services

Illinois Administrative Code, Special Education Rules and Regs, S. 226.120
Placement Decisions

Least Restrictive Environment!

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

ISBE Special Education Rules and Regs, Sec.226.240;
Individuals with Disabilities Education Improvement Act, 2004, Sec 612 (5)
Parent consented to transition but child exits EI prior to age 3...
For children exiting EI Services...

IEP in place on child’s 3\textsuperscript{rd} birthday

\textbf{AND}

IEP within place 60 school days from parent’s written consent for evaluation

For children \textbf{not} in EI Services:

IEP in place 60 school days from parent’s written consent for evaluation
After the IEP meeting, the school district is required to complete the Transition Tracking Form.

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

Child’s transition information is entered into the student information system.
# SIACONF20

## Early Intervention to Early Childhood Transition Tracking Form

### Section I: To be completed by the CFC for each child, whom the parent has given consent, and forwarded to LEA.

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District Name</td>
<td></td>
</tr>
<tr>
<td>Date EI to EC Tracking Form Sent to LEA</td>
<td></td>
</tr>
<tr>
<td>Child’s Name</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian Name</td>
<td></td>
</tr>
<tr>
<td>Date Referred to CFC</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
</tr>
<tr>
<td>Zip Code</td>
<td></td>
</tr>
<tr>
<td>Child’s DOB</td>
<td></td>
</tr>
<tr>
<td>Child’s EI #</td>
<td></td>
</tr>
<tr>
<td>Service Coordinator Name</td>
<td></td>
</tr>
<tr>
<td>Service Coordinator Phone #</td>
<td></td>
</tr>
<tr>
<td>Date Transition Packet Sent to LEA</td>
<td></td>
</tr>
<tr>
<td>Date LEA/EI Transition Planning Conference held</td>
<td></td>
</tr>
<tr>
<td>Section I Completed By</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred by CFC</td>
<td></td>
</tr>
<tr>
<td>Child found ineligible for Special Education</td>
<td></td>
</tr>
<tr>
<td>Date Child found eligible for Special Education</td>
<td></td>
</tr>
<tr>
<td>IEP Completion Date</td>
<td></td>
</tr>
<tr>
<td>IEP Services Start Date</td>
<td></td>
</tr>
<tr>
<td>Parent Declined LEA Services</td>
<td></td>
</tr>
<tr>
<td>Date Parent Declined</td>
<td></td>
</tr>
<tr>
<td>Transition Delayed</td>
<td></td>
</tr>
<tr>
<td>LEA: Return to local CFC Office within 20 calendar days after the child’s third birthday by fax and enter information into the ISBE Student Information System (SIS) if the child enrolls in the district.</td>
<td></td>
</tr>
</tbody>
</table>

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

R11/01/2015
Building Relationships

- Recognize the differences in the programs
- Utilize TPC meetings for their intended purposes
- Establish a process of communication with EI CFC Service Coordinators (transition agreements)
  - Who will do what when
  - What steps need to take place when plans go awry
- Work together on other collaborative processes
  - Local Interagency Councils
  - Child Find - Developmental Screenings
Child Find Responsibilities

Responsible for child find from birth through age 21

- Non-EI children: Annual and ongoing screenings of children under the age of five identifying those who may need early intervention, or special education and related services

- Children in EI: Ongoing coordination with early intervention programs to identify children from birth through two years of age
  - Ensure provision of services in accordance with applicable timelines
  - Participate in transition planning conferences
  - Develop a transition plan enabling the public school to implement an IFSP or IEP no later than the third birthday of each eligible child

Section 226.100 Child Find Responsibility https://www.isbe.net/Documents/226ark.pdf
What information is needed to determine ECSE eligibility and how is the information used?

Upon receipt of the written referral from the CFC, the LEA is responsible for determining eligibility and keeping appropriate documentation. The LEA is responsible for reviewing the evaluation data from early intervention to determine if they are current and sufficient to establish eligibility for ECSE services. Additional assessments should be administered by the LEA only when required information is not available or is no longer current.

The determination of whether additional assessments are needed must be made through a domain review process with the parents. It is possible that the evaluation may consist totally of existing data, when data are sufficient to determine eligibility and develop an individualized education program (IEP) or IFSP. If an evaluation consists of existing data only, the parent must be informed and given the opportunity to request additional data, if needed, in order to determine eligibility. If additional assessments are necessary it is the responsibility of the LEA to acquire them and the financial burden does not fall on the early intervention program.

When the team determines that additional assessments are required to determine eligibility, the evaluation team must utilize a variety of assessment tools and strategies to gather functional and developmental information about the child, including information from the parents, and information related to enabling the child to be involved in and progress, in age-appropriate activities. The tools and strategies must yield relevant information that directly assists in determining the educational needs of the child. Once the evaluation team, including the parents, has gathered all relevant information, they determine if the child meets the definition of a child with a disability.

34 CFR 300.300 - 300.306 23 IAC 226.110
Resources

- Building Bridges Transition Training - [https://www.isbe.net/Documents/Building%20Bridges.pdf](https://www.isbe.net/Documents/Building%20Bridges.pdf)
- Transition Q&A Document – [https://www.isbe.net/Documents/Transition_QA1.pdf](https://www.isbe.net/Documents/Transition_QA1.pdf)
- LEA Birth-3 Child Find Responsibilities - [https://www.isbe.net/Documents/child-find-lea-resp-0-3-0315.pdf](https://www.isbe.net/Documents/child-find-lea-resp-0-3-0315.pdf)
- Using IFSP for assistance with IEP - [https://www.isbe.net/Documents/guidance_10-2.pdf](https://www.isbe.net/Documents/guidance_10-2.pdf)
- Child Find Project: Developmental Screening data collection - [http://www.childfind-idea-il.us/Screening.aspx](http://www.childfind-idea-il.us/Screening.aspx)