

Flowing Through An IEP

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Objectives

- Participants will be able to explain when the transition to preschool, from IFSP to IEP, begins.
- Participants will be able to explain how a child qualifies to receive special education services in preschool.
- Participants will be able to use a new tool, an IEP process flowchart, to apply to their own child and use during their own family transition experience and IEP development.

What do you want to know
about transition?

IDEA

- Federal law regulating special education services for children birth to 21 years
- Divided into parts
 - Part C – birth through 2 years
 - Part B – 3 to 21 years

Why do we have a transition process?

- Continuity of services between EI and EC
- Minimize the disruption to families
- To fulfill the legal requirement of IDEA
- The Office of Special Education Programs (OSEP) requires that states have **100% compliance** for the transition indicators in Part B and Part C.

Let's compare...

	Part C	Part B
Lead agency	Ohio Dept of Developmental Disability	Ohio Dept of Ed
Age	Birth through age 2	Ages 3-21 years
Eligibility	Eligible though family assessment along with a developmental evaluation/ assessment to show need for services. Additional considerations are made for those that have a specific diagnosis/condition	A comprehensive evaluation (Evaluation Team Report- ETR) initially completed by local school district personnel, as well as Part C data, determines eligibility and an IEP is in place by the child's third birthday

Let's compare...

	Part C	Part B
Goals	Focuses on meeting the developmental needs of the child with a delay or disability as well as supporting the family	Focuses on the child and his/her educational needs
Service coordination	One service coordinator and one early intervention provider are provided to each infant or toddler and family	There is no IDEA requirement that a service coordinator be provided for a child and family
Delivery of service	Requires services and supports to be provided in "natural environments."	Requires special education and related services to be provided in the "least restrictive environment."

Let's compare...

	Part C	Part B
Recipient of services	May be the infant/toddler and/or the child's family.	Recipient of special education and related services is the child only*
Fees	Services are provided at no cost to families through ODH/HMG; some specialized services are paid through ODH as "payer of last resort" through an application process completed by the family.	Under special education law, a "Free Appropriate Public Education" is provided at no cost to the child for special education and related services.
Assessment	A developmental assessment process is completed to determine appropriate services needed	Assessments must be included in each IEP (reviewed and written yearly and progress reports done quarterly) and includes the results of child's performance on any state-wide or district-wide assessments

Let's compare...

	Part C	Part B
Procedural safeguards	Prior written notice; written consent; right to accept/decline services; outside evaluation; response to complaints	Prior written notice; confidentiality of information, right to records; consent for assessment and placement; outside evaluations
Dispute resolution	Complaint resolution process includes mediation or due process hearing, or civil hearing procedures	Administrative reviews at school district level. State dispute resolution procedures include mediation, IEP facilitation, state complaint procedures, or a due process hearing.

Let's Compare

IFSP (Part C)

- Child and Family Focus
- Family Centered
- Family Determines Priorities
- EI Services for Child & Family
- Parent Consent
- Natural Environment

IEP (Part B)

- Student Focus
- Special Education & Related Services
- Priorities Determined by IEP Team
- Academics, Functional, Social-Emotional Development
- Parent Consent
- Least Restrictive Environment

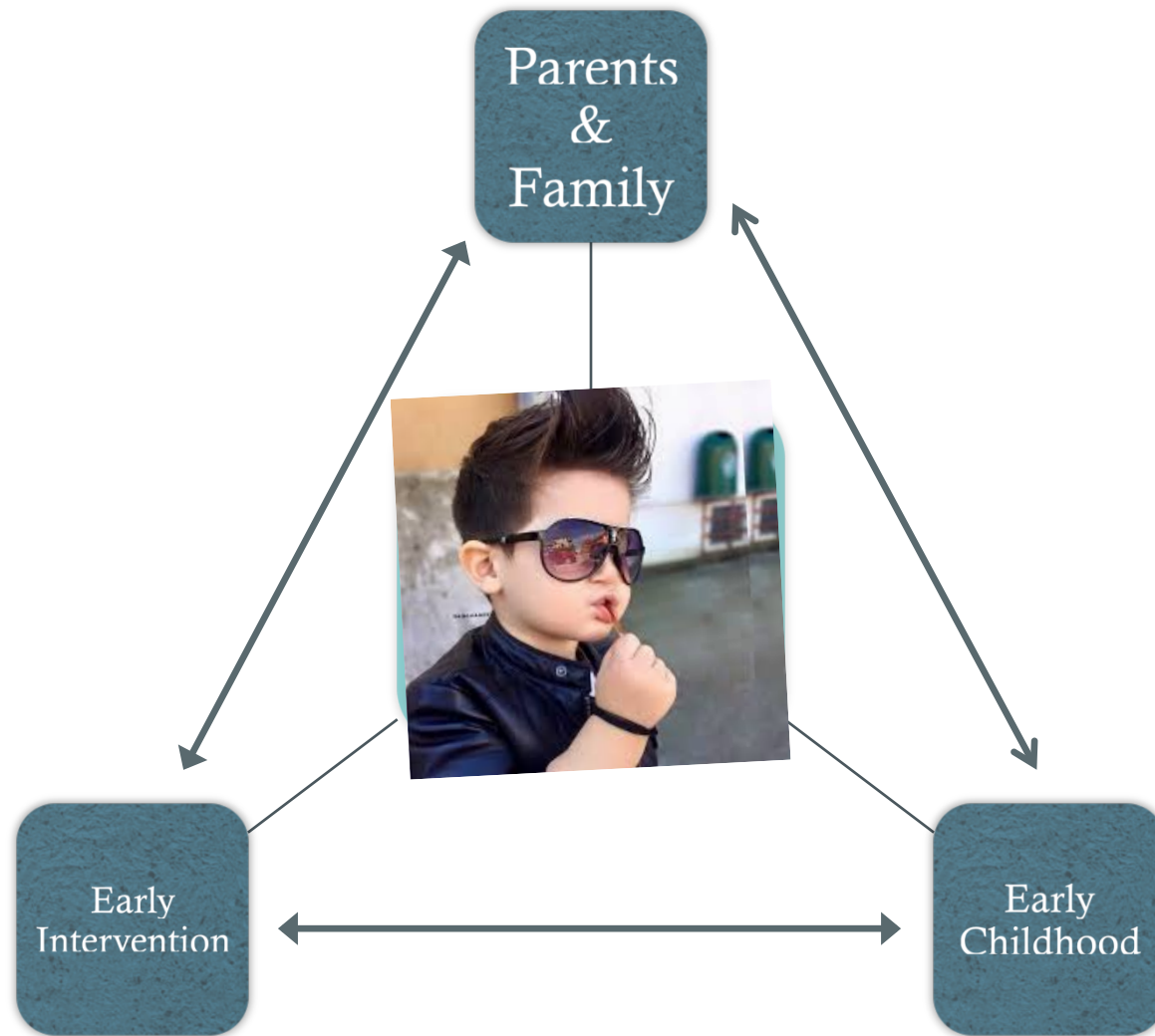
Teams

IFSP

- Bi-Annual Team Meetings
- Parents
- Service Coordinator
- Service Providers
- Evaluators

IEP

- Annual Team Meetings
- Parents
- General Education Teacher
- Special Education Teacher
- School District Rep (LEA)
- Someone to Interpret Test Results
- Students (as appropriate)
- Others



Key Players

- Service Coordinator
- School District
- Parents & Family

Service Coordinator Responsibilities

- Inform parents of transition process & provide information and resources.
- Obtain consent to release or receive information
- Make referral to the local school district
- Inform service providers about the transition process beginning
- Schedule and attend transition planning conference by 9 months before to 90 days before the child's 3rd birthday

School District Responsibilities

- Participate in child find and transition planning conference.
- Explain the evaluation process to parents and get informed consent for evaluation.
- Conduct the multi-factored evaluation, within 60 days of informed consent.
- If found eligible for services, draft and implement an IEP by the child's 3rd birthday.

Parent Rights & Responsibilities

- Opt out of referral
- Participate in:
 - Transition conference
 - Transition Planning
 - Evaluation Process
 - IEP development and meeting

Parent's Duties & Responsibilities

- Look up resources to help with transition, evaluations, and the IEP process.
- Educate yourself about your rights
- Identify & tour preschool placement options
- Network with other parents
- Know your child's progress and present levels
- Gather a list of questions
- Advocate for your child

What will happen during transition time period?

- Transition Notification
- Transition Conference
- Transition Plan
- Evaluation
- Special Education Services

Transition Notification

At least 90 days before the child's 3rd birthday:

- Lead agency contacts the SEA & LEA for potentially eligible children
- Parents notification and opt out information
 - Must inform parents of: (a) the information to be disclosed (child's name & date of birth & parent contact information); (b) the right of the parent to opt out of disclosure; (c) the period of time that the parent has to notify lead agency that parent is opting out; and (d) how parents can opt out (i.e., orally or in writing).
- Parents can opt out of a referral for special education services

Transition Conference

9 months to 90 days before the child's 3rd birthday:

- Purpose is to discuss any services the toddler may receive under Part B
- Eligible toddler for preschool services under Part B, the conference includes the lead agency, the family of the toddler, and the LEA.
- Non-eligible toddler for preschool services under Part B, the conference should include the lead agency, the family of the toddler and providers of other appropriate services.
- Can be combined with the transition plan meeting

Transition Planning

- Discuss and explanation of the transition process.
- Discuss your child's needs and preschool options.
- What supports, resources, and info do families need?

Transition Plan

9 months to 90 days before the child's 3rd birthday:

- The plan must review the program options for the toddler for the period from the toddler's third birthday through the remainder of the school year.
- The lead agency must include the family in the development of the transition plan.
- any appropriate steps for the toddler to exit the Part C program and any transition services needed by that toddler and his or her family.
- The transition steps must include
 - (1) Child find information has been transmitted to the LEA or other relevant agency (consistent with any opt-out policy adopted by the State lead agency)
 - (2) Part C has transmitted additional information such as the most recent evaluation, assessments, and IFSP
- Can be combined with the transition conference.

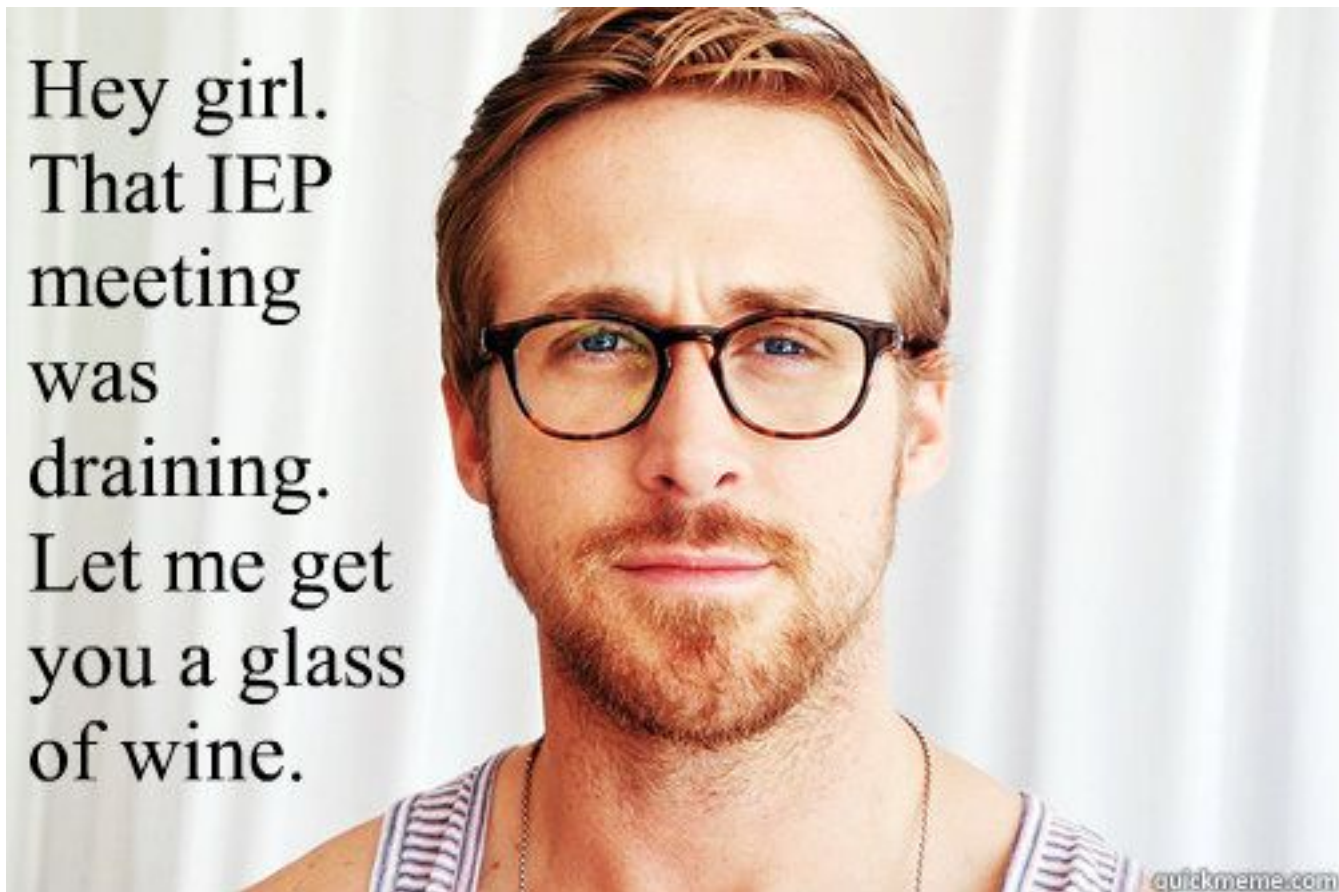
Questions to ask at the transition conference

- What's the difference between early intervention and preschool?
- How do I know if my child is eligible for special education?
- Are the assessments used to evaluate my child appropriate for a deaf child?
- How do we schedule a preschool tour/visit?
- How can I help professionals understand the needs of my child?
- Where can I go to learn more about: transition, evaluations, IEPs, my options, my rights?

Evaluation

- Eligibility referral and consent for evaluation
 - Eligibility must be complete within 60 days of signed parental informed consent
 - 2 years 11 months, eligibility determination is complete
- Purpose is to determine eligibility for special education and IEP development.
- Multi-factored evaluation, a range of areas by qualified experts.
- The results matter!

Hey girl.
That IEP
meeting
was
draining.
Let me get
you a glass
of wine.



Individual Education Program

- Will be drafted, reviewed, and signed after eligibility and by the child's 3rd birthday.
- 3 years old, IEP is written and implemented
 - Spring or Summer birthdays
 - IEP team should discuss the potential need of ESY services.
 - Summer birthdays
 - the IEP team will determine the date when services under the IEP will begin.

Placement considerations

- Philosophy of center-based program and compatibility to student's communication needs
- The “least restrictive environment” should be defined in context to the communication needs of the child
- More than one type of placement should be discussed (i.e. mainstream or inclusion, center-based, etc.)
- There may be biases within the team about communication methods or range of placement
- Preconceived ideas on placement based on degree of hearing loss
- Itinerant services – availability and appropriateness

Consider Including...

- Communication plan
 - Direct communication
 - Peers
 - Extracurricular activities
 - Safety
- Accommodations
 - Personal and assistive hearing technology
 - Communication
 - Environment (auditory and visual)
 - Curricular
 - Instructional

Parents Opt Out

- Multidisciplinary Evaluation**
- Identify strengths and delays
 - Determine eligibility for special education services
- Consider Experts to Include:**
- Educational Audiologist
 - Teacher of the Deaf
 - SLP with background
 - ASL specialist
- Consider Evaluating:**
- Academic Progress
 - Social Emotional Development
 - Self Advocacy Skills
 - Deaf Culture/Awareness Needs

Transition Notification

• At least 90 days before the child's 3rd birthday.

Transition Conference

• 9 months before to 90 days before the child's 3rd birthday.

Transition Plan

• 9 months before to 90 days before the child's 3rd birthday.

Evaluation

Eligibility Determination

• Completed within 60 days from informed consent.

IEP

• In place 30 days after eligibility determination and by or on the student's 3rd birthday.

Happy 3rd Birthday!

Consider 504 Plan

Does not qualify under IDEA

- Before the IEP Meeting:**
- Talk to other parents
 - Become familiar with IEP form
 - Learn your rights
 - Review your child's progress and evaluation report
 - Draft a parent report (be prepared to share other information)
 - Review the IEP draft

- During the IEP Meeting:**
- Arrive early
 - Share your parent report
 - Ask questions
 - Be a team partner
 - Finalize the IEP

- After the IEP Meeting:**
- Review the IEP and discuss with your child
 - Communicate regularly with the IEP team and members
 - Monitor progress
 - Get involved at preschool!

But what does it *feel* like?

- Exciting
- Supported
- Wonderful
- Different
- Overwhelming
- Scary
- Lonely
- Frustrating

What we want to see happen:

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

Parent Perceptions

“You know, and now we’re ready to transition out of EI in March. Well, now I’m **scared**. I’m getting all these anxiety feelings again because what’s it going to be like in the public school? We’ve been with EI, we know these people. We know what they do. We know that **they’re wonderful**, that they listen to me first before they listen to a piece of paper that says it should be this way. Is the school going to do that? It’s **scary**. And then, we’re starting to think about kindergarten- what’s it going to be like in kindergarten? Is she going to have special class all the time?”

Family Perceptions of Transitions in Early Intervention
David L. Lovett and Kathryn A. Haring

Parent Perceptions

“EI was really helpful in the transition to the special education only preschool and they didn’t hit me with any red lights. I didn’t ever hear, “You can’t.” It was, “OK, we’ll do this. We will do this.” And they’re the ones that stepped in and they approached special education and said, “This is what we want to do, and this is why we want to do it, and we don’t see any problems. Do you?” So, they were a big help as far as making the transition early.”

Family Perceptions of Transitions in Early Intervention
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Advice to Parents

- Know the big picture, but take it one step at a time.
- Be an active participant in the transition process
 - Ask questions
 - Express your wants and desires for your child.
- Educate yourself
 - Talk to other parents-network
 - Know your options
 - Learn your rights
- Get involved at your child's preschool

Advice to Professionals

- Be reliable and consistent.
- Be factual, supportive, and non-judgmental.
- Help parents articulate their questions and expectations, but do not make decisions for parents.
- Encourage and allow parents to participate in the process.
- Remember, this can be an emotional process for families.

Suggested timeline for families

9-12 months prior to the child's third birthday:

- Request information on transition, the law, options, and timelines in a format useful to you as parents.
- Consider articles or other resources on preschool selection and parent experiences from Hands & Voices.
- Begin to identify area preschools to visit together.
- Discuss the child's learning style and modes of communication across a variety of settings.
- Consider the option of meeting other families of preschoolers.
- Bring your questions to the continuing home visits.

Suggested timeline for families

6 months prior to child's third birthday:

- Visit preschools. Consider use of rating scales as one method to prioritize needs.
- Begin to become familiar with district IEP form.
- Check over current IFSP to be read by school district personnel. Does it fit your child's strengths and needs?
- Consider the need for private therapies as a bridge to a school-based program.

Suggested timeline for families

3 ½ months prior to third birthday:

- Finalize Transition plan draft in preparation for meeting.
- Write down questions for team.

Suggested timeline for families

90 days prior to third birthday:

- Participate in eligibility determination.
- Complete the transition plan with your IEP team based on the individual needs of your child and family.
- Advocate as needed with school for equipment needs or environmental changes to be in place prior to first day of school.
- Create flexible plan based on child's developmental needs.

Suggested timeline for families

On or before the child's third birthday:

- The local school district will complete first IEP if eligible
- Consider the need for more parent to parent support.
- Continue facilitator visits at school if applicable to further ease the transition to preschool.

Resources

- Communication Planning Guide for Students who are Deaf or Hard of Hearing
- Bridge to Preschool: Navigating a Successful Transition
- IEP/504 Checklist: Accommodations and Modifications for Students who are Deaf and Hard of Hearing
- Preschool Evaluation Chart
- Preschool/Kindergarten Placement Checklist for Children who are Deaf and Hard of Hearing
- IEP Meeting Planner

Contact info

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