



Successful Transitions from Early Intervention to Preschool



Presenters



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Agenda

IDEA – Part C and Part B

Early Intervention/Preschool

Transition

Experience Books

Communication with Team Members



I.D.E.A. – Individuals with Disabilities Education Act – Federal law that guarantees eligible children with disabilities receive a Free Appropriate Public Education (F.A.P.E.)

Part C

- Early Intervention
- Infants, Toddlers, and their families (0-3)

Part B

- Special Education and Related Services
 - Children Ages 3-5



IDEA Website: <https://sites.ed.gov/idea>



Early Intervention

Provides services and supports to parents of children with hearing loss under the age of 3. Supports happen in the home, community, or via teletherapy. Many programs are provided free of cost or at a significantly reduced cost.

- Services are based on Individualized Family Service Plan (I.F.S.P)
- Very personal, regular contact with caregivers, siblings, and even pets!
- Build communication and language between child and caregivers (Coaching Model)
- Share information about options for communication (Communication Plan)
- Technology support and resources for hearing aids, BAHAs, cochlear implants, remote microphones, captioning, and safety devices
- Connection with other parents of children with hearing loss
- Connection to other organizations that provide support
- Preparation for transition to education system (preschool)

Preschool Services —

Provides services to children who are deaf/hard of hearing ages 3-5 in a school based setting. School districts must provide a free, appropriate education.

- Services are based on the child's IEP
- Regular communication with parents
- Communication needs from the Communication Plan are met in a classroom setting
- Inclusive communication environment allows for barrier-free communication
- Progress is monitored quarterly
- On site audiological services are available
- Parental support and opportunities for family involvement
- Transition to Kindergarten

Transition

Begins at 2.5 years old (6 months prior)

- Take tours, meet teachers
- Permissions to evaluate
- Assessments completed to determine eligibility

Challenges

- Separation Anxiety
- New Environment
- Different Expectations
- Different Communication



What do you do?

- Communicate with Early Intervention and Preschool Staff
- Talk with the Child Using Positive Language
- Create an Experience Book
- Practice New Routines



What do we do?

New Teacher and EI Therapist meet to discuss the new student

- Discuss child's strengths
- Discuss child's areas of need
- Discuss strategies that work well and do not work well

New Teacher will reach out to parents/caregivers to collect information about the child.

Early Intervention Therapist shares experience book, answers questions, provides reassurance.



Why an Experience Book?

- Provides a visual example of what the children can expect
- Reduces anxiety
- Builds confidence
- Prepares children for new experience
- Supports language development
- *"The use of an experience book helped alleviate the anxiety our child had about school. It actually created excitement about his new school!" – Parent Quote*

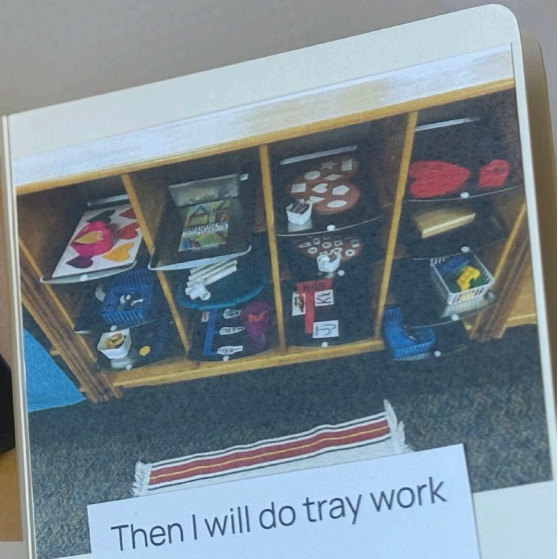
My New School



Next I will eat snack.



Then I will do tray work
and art.





Communication

- Must be open and consistent
- Supports individual learning needs
- Encourages parental involvement



Sources

Friends of the Hearing Center
[All About Me pages](#)

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Thank you

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