

Transition in Action: Scenarios



Welcome to Transition in Action: Scenarios.



Getting Started

1.

Transition: A Series of Family
Decisions

2.

Transition:
Developing the Plan
and Documenting Steps

SARAH - Before viewing this tutorial, we encourage you to watch “Transition: A Series of Family Decisions” and “Transition: Developing the Plan and Documenting Steps,” which cover the transition plan requirements and purpose behind the requirements.



SARAH - In this tutorial, we'll put into action what we've learned in the previous tutorials about developing a transition plan. We'll examine 3 scenarios. Please note that we'll be showing what the transition plan would look like by the time the child exited EI. All steps do not have to be filled in when the transition plan is first developed, but they must be completed by the time the child exits.

Scenario #1



Bobby's parents would like to have him transition to the local school system to start preschool special education services at the start of the school year after he turns two in June

KYLA - In Scenario 1, we meet Bobby. Bobby's parents would like to have him transition to the local school system to start preschool special education services at the start of the school year after he turns two in June

Bobby's Transition Plan

1. **Community Options:** Help your family explore community program options, which may include early childhood special education services, for your child
 - a. Provide information, including program contact information, about community options following early intervention, as desired by your family. Information provided on the following programs: [Preschool special education at local school system](#), [Miss Millie's co-op preschool](#)
 - b. Arrange for visits to programs, as desired by your family. Programs visited: [Miss Millie's](#)
 - c. Other steps/activities (e.g., if you are interested, provide names of other families, with their permission, who have transitioned to programs you are considering): [Family not interested in other steps/activities](#)
2. **Notification and Referral to the Local School Division and Virginia Department of Education:** At least 90 days before the anticipated date of transition and before April 1 of the year your child turns 2 by Sept. 30 if you want your child to begin school on the first day of the next school year –
 - a. Send your child's name, date of birth and your contact information (name, address, phone number) to the [Happy Acres](#) school division and Virginia Department of Education no earlier than [3/15/17](#) unless you disagree. Sending this information helps the school system to know who in the community may be eligible for special education services and is a referral to the local school division.
 - I do not want my child's name, date of birth and our contact information sent to the local school division and Virginia Department of Education for notification and referral _____ (parent initials and date)
 - I have changed my mind and agree to have this information sent to the local school division and Virginia Department of Education _____ (parent initials and date)
 - b. Date notification and referral sent to the local School Division: [4/1/17](#) to VDOE: [4/1/17](#)
 - c. With your consent on a release of information form, send specific information about your child to the local school division (e.g., most recent eligibility determination and assessment reports, IFSP, etc.).
 - Your consent obtained on release of information form on [3/1/17](#) (date)
 - Date information sent [4/1/17](#)

KYLA - When the service coordinator asked what options Bobby's parents would like to explore for him, they were interested in learning more about not only early childhood special education services through the public schools, but also a local preschool program that they had heard about from a neighbor. The transition plan reflects this in Step 1a. The family is interested in visiting the local preschool program, Miss Millie's, and in Step 1b the service coordinator records that this visit took place. Since the family was not interested in any other steps or activities related to community options, this is what the service coordinator writes in Step 1c.

For Step 2, notification and referral ... As stated in the scenario description, Bobby's parents are interested in this referral. The name of the local school division and the earliest date for the notification and referral are filled in, in Step 2a. The remaining lines in 2a are appropriately left blank because the family is not opting out. In Step 2b, the dates the notification/referral was actually sent to the local school division and state Dept. of Education are filled in. Step 2c shows that the family gave consent to send Bobby's IFSP, assessment reports, etc. to the local school division and the date on which those were sent.

<p>3. Support to Enroll in Other Programs: Help your family enroll in a community program(s), other than the local school division, that you are interested in for your child, as available.</p> <p>a. Help with getting and filling out paperwork and/or completing other steps necessary to enroll in the desired program: Family requested help from service coordinator to review the enrollment paperwork for Miss Millie's</p> <p>b. If needed, with your consent on a release of information form, refer your child and send specific information about your child to the future service provider or program (e.g., most recent eligibility determination and assessment reports, IFSP, etc.)</p> <ul style="list-style-type: none"> Your consent obtained on release of information form on 6/1/17 (date) Referral sent to N/A (program) on N/A (date) Date information sent: 6/15/17 <p>c. Other steps/activities: Family stated no additional support was needed for enrollment</p>
<p>4. Transition Planning Conference: At least 90 days, and up to 9 months if everyone agrees, before your child's anticipated date of transition – If your child might be eligible for early childhood special education services, plan for a transition conference between you, your service coordinator, and someone from your school division.</p> <p>a. <i>Parental Prior Notice</i> form provided on 3/1/17 (date)</p> <p>b. You <input checked="" type="checkbox"/> approve/ <input type="checkbox"/> do not approve conference.</p> <p>c. If you approve the conference, service coordinator ensures scheduling of conference and participation by required parties:</p> <ul style="list-style-type: none"> Transition conference held on 3/25/17 (date) The following participated: <input checked="" type="checkbox"/> (You - required), <input checked="" type="checkbox"/> (early intervention- required), <input checked="" type="checkbox"/> (school division - required), <input type="checkbox"/> (other <input type="text"/>) , <input type="checkbox"/> (other <input type="text"/>)

KYLA - After visiting Miss Millie's preschool, the family was interested in enrolling Bobby there over the summer and maybe continuing into the school year depending on the services offered by the local school system. They asked the service coordinator to review the enrollment paperwork with them and to send Bobby's most recent IFSP to Miss Millie's. You can see on the screen how this information was recorded in Step 3 of the transition plan.

Bobby's family was definitely interested in a transition conference with the local school system. The service coordinator provided Parental Prior Notice on March 1 and recorded that date in Step 4a. Step 4b reflects the fact that the family approved the conference. And, in Step 4c, the date of the conference and the participants are filled in. Although we are only required to offer a conference for children potentially eligible for Part B and only with the local school system, in Bobby's case the service coordinator could have offered to coordinate a transition conference that included representatives of the local school system AND Miss Millie's preschool.

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| 5. | Transition Services: Once your transition plans have been determined, help your child and family prepare, as desired by your family, for changes in supports and services so you can move smoothly out of early intervention and, if appropriate, into a new program |
| a. | Your child will transition to Happy Acres on 9/1/17 (projected date) |
| b. | Help your child and family get ready to transition out of early intervention and, if appropriate, into a new program/setting by:
Adding a new outcome to the IFSP to support Bobby in navigating with his wheelchair in more places and with more people around, including at story time at the public library and at Miss Millie's preschool |
| 6. | Exiting Early Intervention: Discharge your child from the local Part C system before his/her 3 rd birthday |
| a. | Parental Prior Notice form is signed <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| b. | Date of discharge/closure 8/31/17 |

KYLA - In Step 5 of the transition plan, we see that Bobby will transition from early intervention to early childhood special education services through the Happy Acres school system at the start of the school year (around September 1st). Since he is mostly at home right now, the IFSP team determined that it would be helpful for Bobby to have more experience navigating in his wheelchair in more places and with more people around in order to be ready for being in a classroom and school setting. The team added an IFSP outcome and noted this in Step 5b of the transition plan.

In Step 6, we see that the Parental Prior Notice was provided and signed by the family just before Bobby exited EI. The date of discharge was entered in 6b.

Scenario #2



Katy's mom did not want Katy to go to public schools at age 2, and decided to wait until closer to age three to see if she caught up. She did not want a referral sent to the local school system. As Katy got close to age three, her mom decided to just continue using day care rather than send her to school or use other services (even though Katy did not catch up in all areas).

SARAH - Now let's meet Katy. Katy's mom did not want Katy to go to public schools at age 2, and decided to wait until closer to age three to see if she caught up. She did not want a referral sent to the local school system. As Katy got close to age three, her mom decided to just continue using day care rather than send her to school or use other services (even though Katy did not catch up in all areas).

Katy's Transition Plan

1. **Community Options:** Help your family explore community program options, which may include early childhood special education services, for your child
 - a. Provide information, including program contact information, about community options following early intervention, as desired by your family. Information provided on the following programs: Katy already enrolled in day care and Mom not interested in other programs. She may consider early childhood special education services as Katy gets closer to age 3. Update 4/2/17 – Mom is not interested in early childhood special education through the local school system and plans to have Katy just stay in current day care program.
 - b. Arrange for visits to programs, as desired by your family. Programs visited: Not interested
 - c. Other steps/activities (e.g., if you are interested, provide names of other families, with their permission, who have transitioned to programs you are considering): Not interested
2. **Notification and Referral to the Local School Division and Virginia Department of Education:** At least 90 days before the anticipated date of transition and before April 1 of the year your child turns 2 by Sept. 30 if you want your child to begin school on the first day of the next school year –
 - a. Send your child's name, date of birth and your contact information (name, address, phone number) to the Big Hills school division and Virginia Department of Education no earlier than 3/15/16 unless you disagree. Sending this information helps the school system to know who in the community may be eligible for special education services and is a referral to the local school division.
 - I do not want my child's name, date of birth and our contact information sent to the local school division and Virginia Department of Education for notification and referral LPG 3/10/16 (parent initials and date)
 - I have changed my mind and agree to have this information sent to the local school division and Virginia Department of Education _____ (parent initials and date)
 - b. Date notification and referral sent to the local School Division: N/A to VDOE: N/A
 - c. With your consent on a release of information form, send specific information about your child to the local school division (e.g., most recent eligibility determination and assessment reports, IFSP, etc.).
 - Your consent obtained on release of information form on N/A (date)
 - Date information sent N/A

SARAH - Since Katy was potentially eligible for Part B, the IFSP team developed the transition plan for Katy during an annual IFSP meeting that occurred in late February 2016 (Katy would be two in August and potentially eligible to start school in September). At the time of this IFSP meeting, Katy's mom was not interested in Katy going to school at age 2 and not interested in any other community options either. That's recorded in Step 1a. You can also see that the service coordinator updated this information the following year to document that the family was still not interested in early childhood special education services as she approached age 3.

These decisions are also reflected in Step 2, where Mom has initialed in Step 2a that she was opting out of notification and referral. And we can see here that she never changed her mind about that. Since she opted out, Steps 2b and 2c are not applicable and marked as N/A.

3.	Support to Enroll in Other Programs: Help your family enroll in a community program(s), other than the local school division, that you are interested in for your child, as available. a. Help with getting and filling out paperwork and/or completing other steps necessary to enroll in the desired program: <u>Staying in current day care. No assistance needed.</u> b. If needed, with your consent on a release of information form, refer your child and send specific information about your child to the future service provider or program (e.g., most recent eligibility determination and assessment reports, IFSP, etc.) <ul style="list-style-type: none"> Your consent obtained on release of information form on <u>N/A</u> (date) Referral sent to <u>N/A</u> (program) on <u>N/A</u> (date) Date information sent: <u>N/A</u> c. Other steps/activities: <u>N/A</u>
4.	Transition Planning Conference: At least 90 days, and up to 9 months if everyone agrees, before your child's anticipated date of transition – If your child might be eligible for early childhood special education services, plan for a transition conference between you, your service coordinator, and someone from your school division. a. <i>Parental Prior Notice</i> form provided on <u>3/1/17</u> (date) b. You <input type="checkbox"/> approve/ <input checked="" type="checkbox"/> do not approve conference. c. If you approve the conference, service coordinator ensures scheduling of conference and participation by required parties: <ul style="list-style-type: none"> Transition conference held on <u>N/A</u> (date) The following participated: <input type="checkbox"/> (You - required), <input type="checkbox"/> (early intervention- required), <input type="checkbox"/> (school division - required), <input type="checkbox"/> (other <u> </u>), <input type="checkbox"/> (other <u> </u>)

SARAH - The information filled in for Step 3 of the transition plan reflects Mom's decision to have Katy stay in her current day care center when she leaves early intervention. Since she is already enrolled there, steps 3b and 3c are N/A.

Since Katy is potentially eligible for Part B, we are required to provide Parental Prior Notice about a transition conference. This was done and the date completed in Step 4a. However, Mom was not interested in school services, so she did not approve the conference and Step 3c is then not applicable and marked N/A.

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| 5. | Transition Services: Once your transition plans have been determined, help your child and family prepare, as desired by your family, for changes in supports and services so you can move smoothly out of early intervention and, if appropriate, into a new program |
| a. | Your child will transition to Home/Little Learner Day Care on 8/15/17 (projected date) |
| b. | Help your child and family get ready to transition out of early intervention and, if appropriate, into a new program/setting by:
Providing developmental milestones charts for ages 3 and 4 that Mom requested so she can monitor and support Katy's development at home |
| 6. | Exiting Early Intervention: Discharge your child from the local Part C system before his/her 3 rd birthday |
| a. | Parental Prior Notice form is signed <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| b. | Date of discharge/closure 8/15/17 |

SARAH - In Step 5a, the service coordinator has recorded the family's plan to have Katy at home and continuing in her day care when she leaves early intervention at age 3. Since Katy is continuing in her current day care, Mom did not feel that she or Katy needed help in getting ready for that program; but she did request some developmental milestones information so she can continue to monitor and support Katy's development.

In Step 6a, the service coordinator has marked no because she mailed the Parental Prior Notice form to Katy's mom but did not get back a signed copy. The date of discharge has been entered in Step 6b.

Scenario #3



Coleen has been eligible for EI due to her preterm birth. She needed developmental services early on, but as she gets close to age 3 she now receives service coordination only. Her parents and providers feel she has caught up developmentally and shows no atypical development.

KYLA - And, finally, we have Coleen. Coleen has been eligible for EI due to her preterm birth. She needed developmental services early on, but as she gets close to age 3 she now receives service coordination only. Her parents and providers feel she has caught up developmentally and shows no atypical development

Coleen's Transition Plan

2. **Notification and Referral to the Local School Division and Virginia Department of Education:** At least 90 days before the anticipated date of transition and before April 1 of the year your child turns 2 by Sept. 30 if you want your child to begin school on the first day of the next school year –
- Send your child's name, date of birth and your contact information (name, address, phone number) to the N/A school division and Virginia Department of Education no earlier than N/A unless you disagree. Sending this information helps the school system to know who in the community may be eligible for special education services and is a referral to the local school division.
 - I do not want my child's name, date of birth and our contact information sent to the local school division and Virginia Department of Education for notification and referral _____ (parent initials and date)
 - I have changed my mind and agree to have this information sent to the local school division and Virginia Department of Education _____ (parent initials and date)
 - Date notification and referral sent to the local School Division: N/A to VDOE: N/A
 - With your consent on a release of information form, send specific information about your child to the local school division (e.g., most recent eligibility determination and assessment reports, IFSP, etc.).
 - Your consent obtained on release of information form on N/A (date)
 - Date information sent N/A

KYLA - Steps 1, 3, 5 and 6 would be filled out for Coleen based on her family's decisions, in the same way we saw in the previous two scenarios. What will be different for Coleen's transition plan is Steps 2 and 4 – notification/referral and the transition conference. That's because Coleen is not potentially eligible for Part B. Her only diagnosed condition is prematurity (which will not make her eligible under Part B) and she has no developmental delay or atypical development. Because she is not potentially eligible for Part B, steps 2 and 4 are not applicable and all blanks can be completed with an N/A. This screen shot shows what that will look like for Step 2.

4. **Transition Planning Conference:** At least 90 days, and up to 9 months if everyone agrees, before your child's anticipated date of transition –
If your child might be eligible for early childhood special education services, plan for a transition conference between you, your service coordinator, and someone from your school division.
- a. *Parental Prior Notice* form provided on [N/A](#) (date)
 - b. You ☐ approve/ ☐ do not approve conference.
 - c. If you approve the conference, service coordinator ensures scheduling of conference and participation by required parties:
 - Transition conference held on [N/A](#) (date)
 - The following participated: ☐ (You - required), ☐ (early intervention- required), ☐ (school division - required), ☐ (other) , ☐ (other)

KYLA - And here is how you would complete Step 4.



Questions



Contact your Technical
Assistance or Monitoring
Consultant.

We're here to help!

KYLA - We hope that these scenarios have helped illustrate how to complete the transition plan in a variety of situations. If you have any questions, please contact your Technical Assistance or Monitoring Consultant. We're here to help!