Summary of Strategies shared by Participants

Generated from the October 2016 Talks on Tuesdays webinar, *Getting from Here to There: Navigating the Transition from Part C to Part B – Part II.*

What information does your system share with families regarding transition? How is it shared?

- We have a transition handout with lots of information that we give at the transition planning meeting/ conference.
- We share information about timelines, share contact information for schools, share information about the transition meeting with the school and share an outline of a child study meeting. We also share information about options other than Part B.
- We offer a large group information meeting discussing the process, having school personnel talk about their services and having a parent discuss their experiences.
- Transition folder is given at Intake for 2 year olds and at the point children are approaching their 2nd birthday. The folder contains school information and other community resources and they are per county.
- We share a Child Find brochure, organize workshops in the winter in collaboration with Part B, talk a lot with parents about Part B services and provide a transition handbook (C to B).
- We do a semi-annual Transition Information Meeting held at the local preschool for families to attend. We also use a Transition Options booklet that describes special education, private therapy services, and other community options.
- We provide a transition packet that includes how the referral process works, differences between early intervention and school services, timeline of meetings, and other community resources.
- We work collaboratively with ACPS (Part B) to provide twice yearly Transition Information sessions open to all families in EI to learn about their transition options. We hand out a folder at the end of the session that includes many of the resources you all mentioned.
- We use handouts and discussion - We discuss it at reviews and annuals but also try to make transition a topic of conversation throughout service coordination - we also have 5 different LEAs that we coordinate with in our locality.
- We provide the family with a transition information sheet that includes: transition process, eligibility requirements, timelines etc.
- We provide information about the Special Education cycle – flow of the cycle and parental rights.
- Transition information provided at initial intake meeting. Discussed again at initial assessment and reviews. We provide families with Transition Information sheet that discusses entire process from referral to eligibility.
- We also offer an open transition meeting with a Part B representative present.
- We also provide a transition book that includes community options like pre-school, child-care, head start, private rehab options, public school etc. And we add a transition page for the specific school district that the family lives in.

When does your local Part C system start planning with Part B for upcoming transitions?

- No sooner than 9 months
- In the fall we start with a meeting to discuss procedure, but not actual numbers yet
- We start at the initial visit.
- We typically send our local Part B team an email in Dec/Jan of estimated # referrals that they can expect in the spring.
- The first of the year for the upcoming fall, usually.
- We start talking about transition at Intake to ensure the family that if/when the child leaves Part C we will assist with transition whether it be to Part B or other resources in the community. It depends on the child's age as to when the transition to Part B is discussed.
- We plan all year but do the majority of planning during February and March/April each year.

What are some effective strategies your system uses around notification?

- Our interagency agreement also allows us to send referrals on a rolling basis.
- We have 4 different systems and each wants it differently which is a challenge
- We have a similar process to Loudon- we try to send no more than about 8-10 each week starting in February so that the school system can manage them and their own timelines.
- We have a similar process of sending out a limited number weekly to assist the school system in managing timelines.
- Personal relationships with the Early Childhood Special Education Offices
- We send it to the department chair and she in return sends it to appropriate team. This is based on the child's address.
- We send up to a certain amount of referrals per week because our school system prefers to spread out the referrals over Jan/Feb/March
- We try to use a strategy to allow the young 2s more time before sending the referral.

What strategies does your system use to support Transition Planning Conferences?

- Referrals are sent to one Point of Contact (POC), that POC then contacts the service coordinator to coordinate potential dates/times, then will call the family. The POC then contacts the SC to let them know which date/time was scheduled.

How do you communicate between Part C and Part B to make sure the process goes smoothly?

- Emails, phone calls, visits and faxes (shared by numerous participants)
- Invite a Part B representative to homes to visit families
- Starting to use encrypted email to transfer referral information.
- Our Part B team leader is AWESOME- responds really quickly to our questions and concerns. We've spent a lot of time cultivating a great relationship with Part B.
- Meet every month as a team with ITC and ACPS to review cases between Part C and Part b. Communicate by email and phone throughout the month.
- Constant contact by phone/fax. We attend local school meetings, local school representatives attend our Local Interagency Coordinating Council meetings.
- First contact is a letter from Part C, it is followed by a phone call from Part B, EI contacts parents and ECSE follows up with a letter to the family for the meeting. Sometimes we email or text.

Share one tip or strategy you use to support successful transitions

- Relationships, relationships, relationships!
- Communication
- Make sure you understand the timelines
- Everything is individualized based on the child, family, and their specific needs!
- Communicate often
- Communication is very important
- Collaboration and communication between all parties involved.
- Prepare the family for the meeting by discussing the procedure.
- We have a 'debriefing' with our 3 school districts after the start of school each year to see what went well in the process and what could be done better next year.
- Transparency and remembering that we all are on the same team - team child/family
- Start talking about transition at the first visit
- Keeping the lines of communication open
- Stay in constant communication with Part B through emails and monthly review meetings as a team.
- Communicate with family and school
- Ongoing discussions with the families - so they understand what to expect if and when they transition!
- Repeat the information a few times for parents so that they can make sure parents "get it" and understand; try to prepare parents for the process as much as we can; we try to emphasize that parents need to be an advocate for their child at these meetings and to make sure they voice what their child needs