



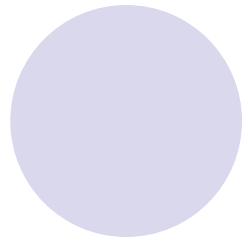
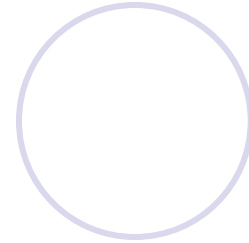
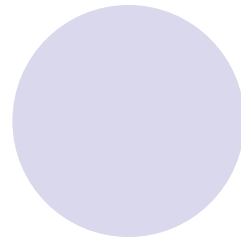
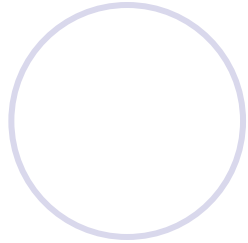
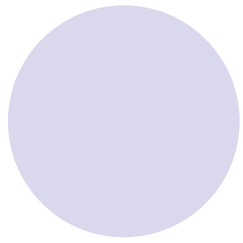
Bridge to Preschool:

Navigating a Successful Transition

2008 EHDI Conference
New Orleans, LA

Dinah Beams and Janet DesGeorges

*With Gratitude to the other members of the "Bridge to
Preschool" Team in Colorado*



Outcomes for Today's Presentation

- Share Colorado's document: *Bridge to Preschool: Navigating a Successful Transition*
 - Overview of Process Families go through approaching Transitions
 - Share use of the Portfolio as a tool to empower parents
 - Brief Overview of IDEA 2004 Revisions
 - Comparison of Part C and Part B
- Identify your state's needs for resources for families around transition issues
- This presentation correlates to your 'transitions packet'
Note *PAGE references throughout this presentation!
Like this...

***PAGE 3**

Process, Process, Process!

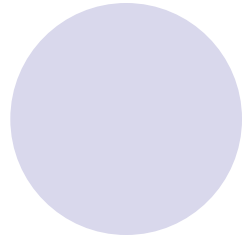
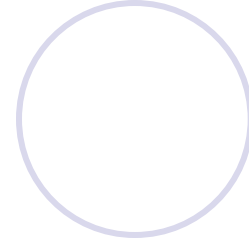
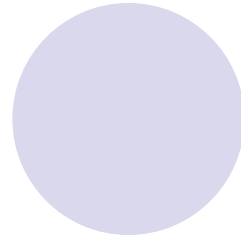
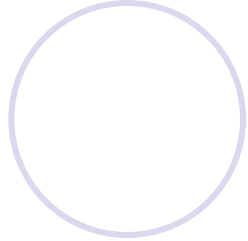
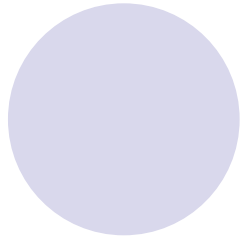
- Transition is a process – not a one time event.
 - From the beginning, we are preparing families for the moment they will leave the EHDI System.
 - We are empowering parents with information so that they can become effective advocates for their child.
 - It is never too early to begin discussing transition!

****PAGE TWO***



From the Beginning....

- Professionals who know Deafness
 - Colorado: CO-Hear Coordinator
 - CHIP services are from identification to age 3
- Parent to Parent Support
 - Hands & Voices Guide By Your Side
 - CO GBYS Services are from ID to end of school age.
 - (other state GBYS programs are birth – three)



Purpose of the Transition Packet

- Little information is available **specific to the needs of children who are deaf and hard of hearing** and transition from Part C to Part B services
- Standardize the information given to families around the state
- Share both a 'systems' and 'parent' perspective in the material developed

Transition packet was developed to:

- Supply parents with needed information
- Guide CHIP Parent Facilitators, H&V GBYS Parent Guides, and other professionals as they prepare families for transition
- Form a basis for discussion of the needs of an individual child
- Assist parents in feeling empowered as a member of the team



Packet Contents

- Highlights of the Law

- Responsibilities
- Comparison of Part C and Part B

PAGES 6-13

- Transition Plan

- Suggested timelines
- Team members
- Preparation

PAGES 2, 5, 14-21

- Communication Plan



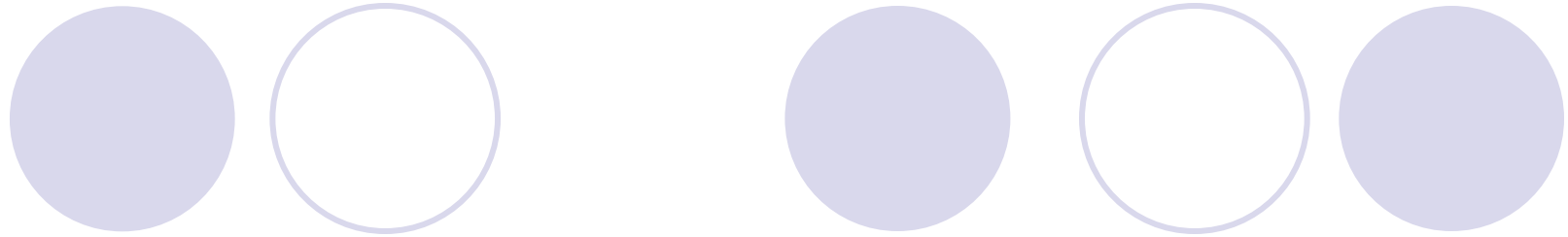
Contents (continued)

- Considerations & Preparation
- Legal Considerations
- Possible Issues
- What to look for *PAGES 16-20*
 - Guidelines for programs
 - Two different observation tools
- Portfolio *PAGES 23-28*



Points to remember when using the packet

- Start early for transition – there is a difference between the timeline for formal transition planning and the time spent with families preparing them for that 3rd birthday
- If at all possible, observe preschool programs with the family.
 - Use the checklists to guide discussions about placement options
 - Discuss the needs and learning style of the individual child and how that fits with the programs observed



- Observe preschool programs well in advance of transition so that parents have time to reflect and discuss options
- Review the procedures of the local school district with the family.
- Discuss parental concerns and priorities. Make a list prior to the IEP meeting.
- Review the IEP form with the family prior to the meeting
- Use Highlighters when working with families with this packet

The role of 'parent-to-parent'

- Helping Families to prepare
 - Feeling Prepared vs. Feeling Fear
 - Emotional support & credibility from others who have “been there”
 - A safe place to brainstorm and express feelings
 - Sounding board for the choices you are making
- Building the value of parent to parent support during b-3 that will come in handy later on
- Discovering similar challenges/Supports in a community

IDEA -Part C Overview

- Hallmarks:

- Eligibility can be based on *potential* need

- *Part B – must show need (new language in the law that ‘helps’)*

- Early intervention as a support to the family and the child

- *Part B – your child is the only ‘client’*

- *Note: Parent ‘counseling’ and support still applies*

- “natural environments”

- *Part B – LRE is the counterpart*

- service coordination

- *Part B – no requirement for service coordination*

- *Parent-to-Parent often cited as the ‘replacement’! – think GBYS*

- Goals are created for families

- *Part B - Goals are created for the student (don’t forget ‘parent training and counseling’ as a Related Service)*

***PAGE 6**



IDEA 2004 changes

- End of “wait to fail?”
- ...”even though the child has not failed or been retained in a grade, and is advancing from grade to grade” a free and appropriate public education must be available to any child with a disability who requires these services. IDEA 2004

More Changes from the 2004 Reauthorization

- “Medical device that is surgically implanted or the replacement of such device” *is excluded from the definition of an assistive technology device or related service.* (Sec. 602 (1)(B) Note: proposed Regs take a hard line—no “designing, fitting, customizing,” etc... & (under Sec. 300.34 Related Service) no “optimization of device functioning.”
- **Parents can initiate a request for an initial evaluation**, which must be completed within 60 calendar days (unless state regs require a tighter timeframe).
- The **Determination of Eligibility** must also serve as an evaluation of the **Educational Needs** of the student.
- **Related Services** now include “interpreting services.” This means interpreters are now part of the IEP team!
- **Evaluation Procedures** require the gathering of “academic” information & that the “language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to do so” rather than in the child’s native language” (Sec. 615(b)).

IDEA's *Special Considerations* for Students Who Are Deaf or Hard of Hearing

“In the development, review and revision of an IEP...consideration of special factors:

- (iv) *Consider the communication needs of the child, and in the case of the child who is deaf or hard of hearing, consider the language and communication needs, opportunities for direct communication with peers and professionals in the child's language and communication mode, academic level, and full range of needs including opportunities for direct instruction in the child's language and communication mode, and*
- (v) *Consider whether the child requires assistive communication devices and services.”*

IDEA Sec. 614 (3) (B)

POWERPLAY: a state DCBR plus IDEA's *Special Considerations!*

Colorado's *Deaf Child's Bill of Rights...*

**Appendix C*

- . Requires a Communication Plan or Communication Considerations as addendum to every d/hh student's IEP
- . Creates a mechanism to promote discussion about the unique needs of the student relative to:
 - *Language & Communication, and student's proficiency*
 - *Opportunities for direct communication & direct instruction*
 - *Peers & DHH adult role models*
 - *Accommodations & access to instruction/extra-curricular activities*
 - *Staff ability, support services, and educational placement*
- . Avoids the 'checklist' approach
- . Operationalizes the IDEA's '*special considerations*' for DHH

Hot Topics in preschool transition

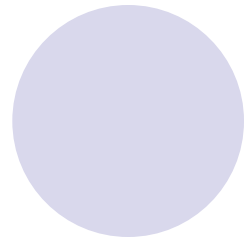
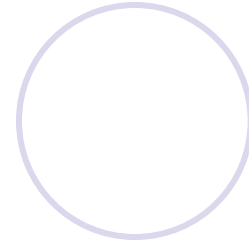
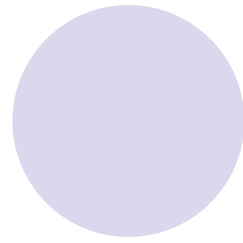
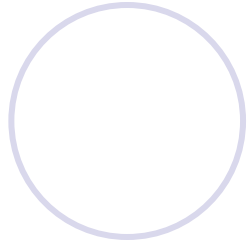
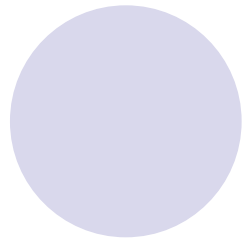
- “They tell me my son is not eligible for special ed. He is doing ‘*too well*?’”
- “My daughter will have an interpreter in preschool. Is that right?”
- “They don’t want to qualify my child under ‘hearing impairment’...should I make a big deal out of that?”
- “The technology the school wants to use is ancient (FM system etc), what can I do?”
- “My district says no one has experience with my child’s (implant, cued speech, secondary disability...)
- “My district told me my child has to... go the center based program...can’t go to the center based program...has to go to the school for the deaf...never told me about the school for the deaf, has to go to the neighborhood school due to LRE...”
- “I think my child needs _____, but the school says no.”

And... what else are you hearing?

“But what if I want my child placed in a private school?”



- IEP services can be delivered in a private school setting, if the private school allows it, and if it is so indicated on the student's IEP.
- The LEA is the one in which the private school is located.
- Private school representatives must be invited to participate in IEP staffings if they have knowledge of the child.
- LEA must pay for private school (including transportation) if it is on the student's IEP as the appropriate placement.
- Private schools are not subject to the IDEA, and their students are not entitled to **FAPE**.
- <http://www.ed.gov/policy/speced/guid/idea/idea2004.html>





Timelines for Parents and Providers

- Nine to twelve months before child's third birthday
 - Set general timelines for transition together
 - Consider articles or other resources on parent's perspectives of transition
 - Notify district, begin to identify preschool choices
 - Consider introduction to other families
 - Acquaint families with Part B service provision
 - Continue home visits in support of process

PAGE 7



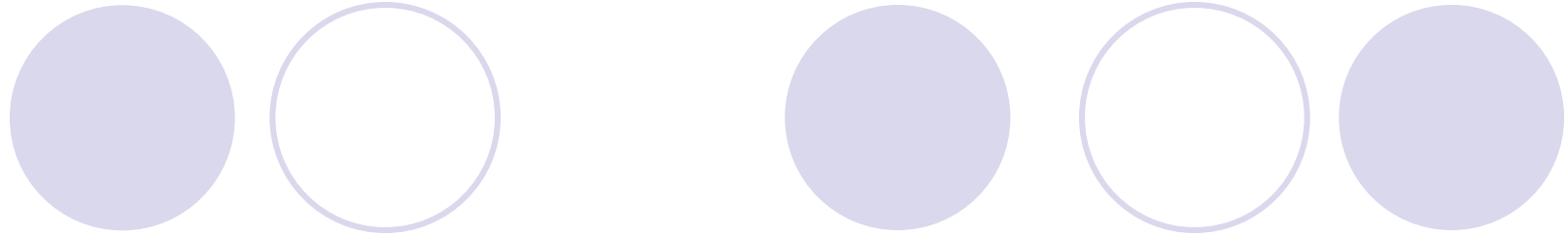
Specific Reminders for Professionals

- Discuss transition process
- Contact with the LEA
 - Send information about the child
- Talk to families about:
 - Eligibility process
 - The options and the spectrum of support available in their area
 - Support the family in arranging visits to the programs
 - Introduce the Transition Packet

Timelines for Parents and Providers (continued)

- Six months prior

- Complete visits to preschool
- Complete FAMILY assessment at 33 months, review IFSP for eligibility needs
- Learn about the IEP format and communication plan.
- Plan the transition meeting, including delineating who needs to attend.
- Consider private therapy as bridge from Part C to Part B (sooner for more valuable input)



- *Remember that all timelines are approximates. Be aware of the work schedule for the LEA. If a child has a birthday in the early fall adjustments may need to be made to allow adequate time to have all supports and services in place before the child's third birthday. Child Find teams may not work a full schedule during the summer months.*

Timelines for Parents (and Providers)

- 3.5 months prior
 - Set Eligibility Determination date with district
 - Finalize draft of transition plan
 - Write down questions for team
 - Complete transition portfolio together

****PAGES 16-20***



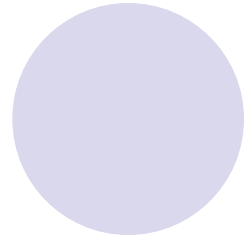
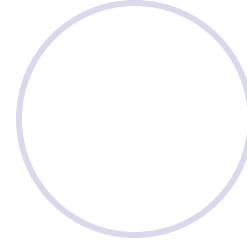
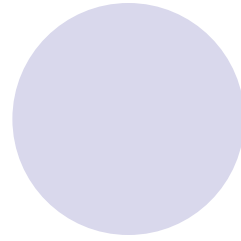
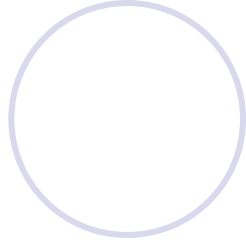
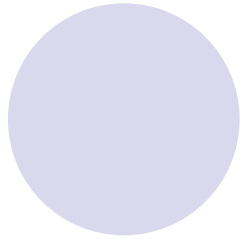
Tips for Professionals

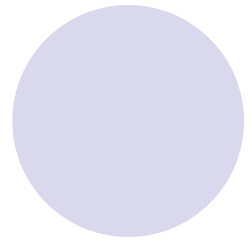
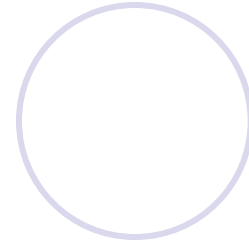
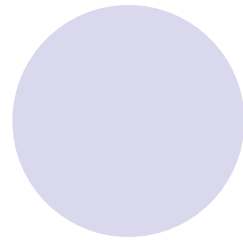
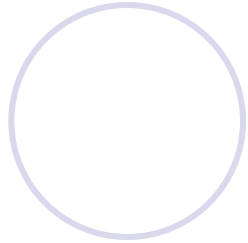
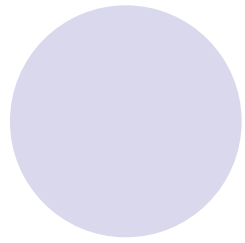
- Review/update assessment information and IFSP
- Decide on mutually agreed upon date, time and location for the transition meeting
- Review w/ family what may happen at the meeting
- Familiarize family with district process
- Participate in the Child Find eval, staffing, and initial IEP
- Continue to review Transition Packet/Portfolio and fill out the parts the family wants to share with the receiving program



Happy Birthday to you, Happy Birthday...

- IEP completed by child's third birthday
- Share portfolio and communication methods preferred
- Continue parent to parent support

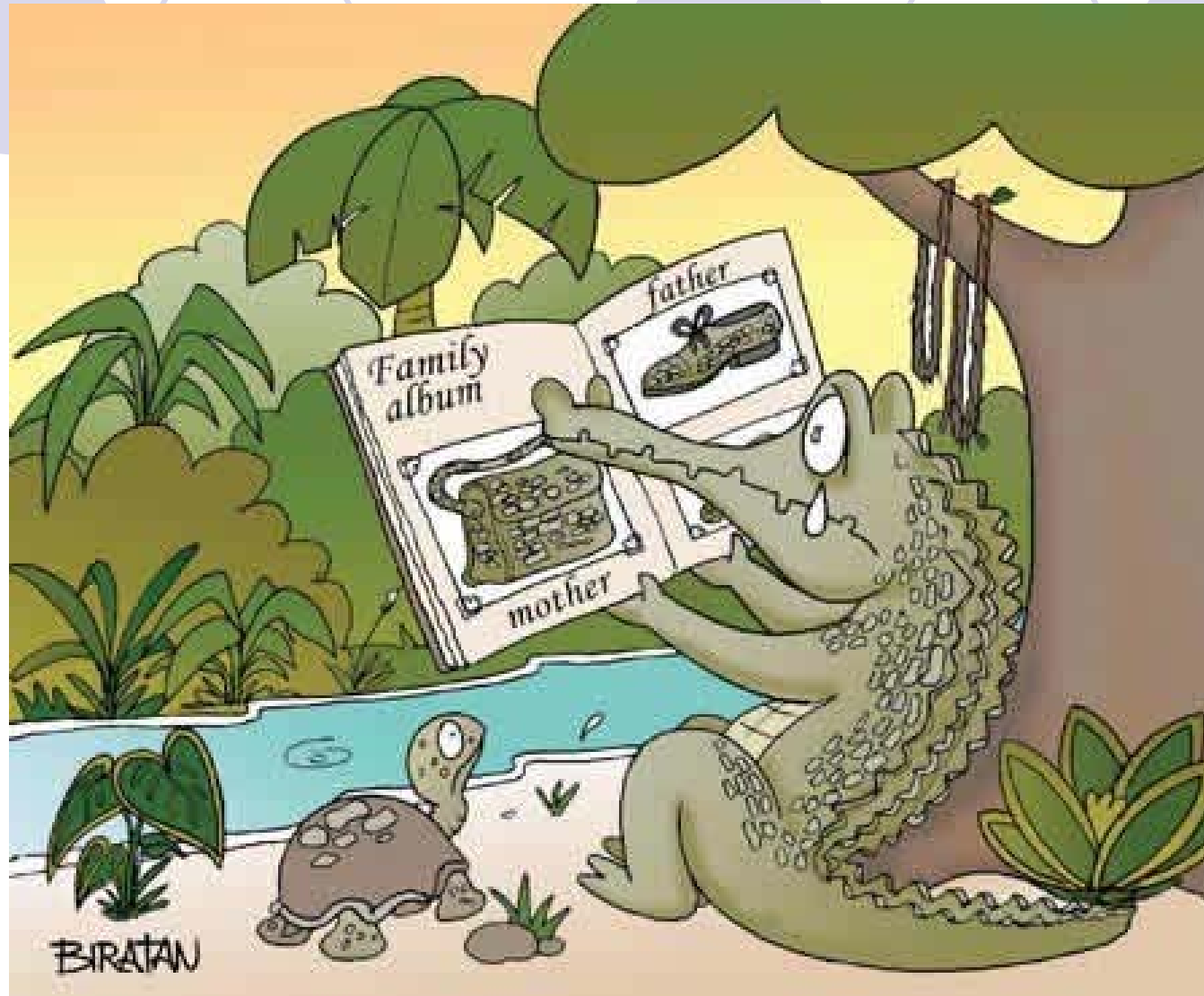




The title is centered and surrounded by six light purple circles. Three circles are positioned above the text: one on the left, one in the middle, and one on the right. Three circles are positioned below the text: one on the left, one in the middle, and one on the right. The top-left circle is an outline, while the other five are solid.

The Transition Portfolio

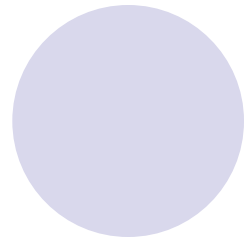
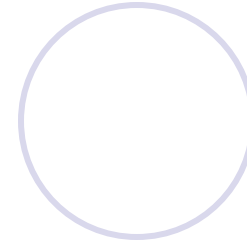
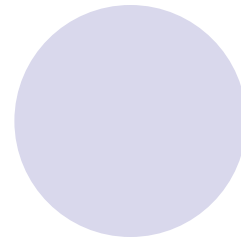
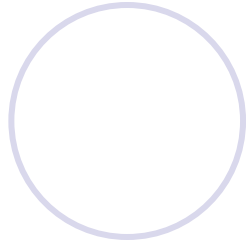
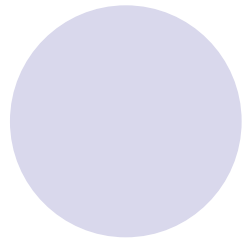
PAGE 23 - 28





The Transition Portfolio

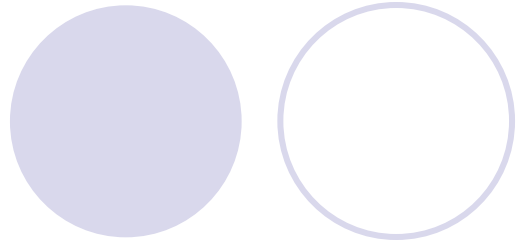
- **How to develop a relationship with your future preschool staff (portfolio)**
 - Introduction
 - Cover page
 - Biopoem
 - Important people and pets
 - Communication Methods
 - Parent/Caregiver Information



“In the end, it’s not just about the choices we made for our children, but how we fostered their ability to make the right choices for themselves, and then honored their choices.”



L. Seaver, Hands & Voices National



Hands & Voices

Janet DesGeorges

303-492-6283

janet@handsandvoices.org

www.handsandvoices.org

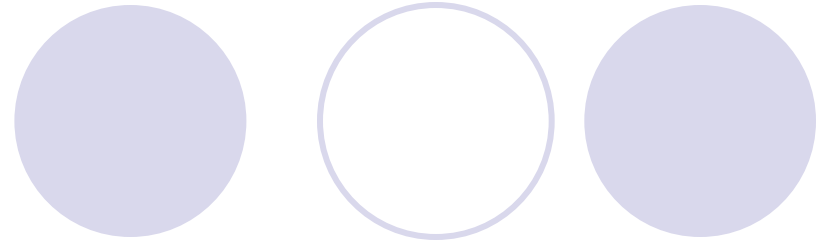
Colorado Home Intervention Program

***Colorado School for the Deaf
and the Blind***

Dinah Beams

dbeams@comcast.net

303-735-5405



**HANDS &
VOICES**



For Families who have Children who are Deaf or Hard of Hearing