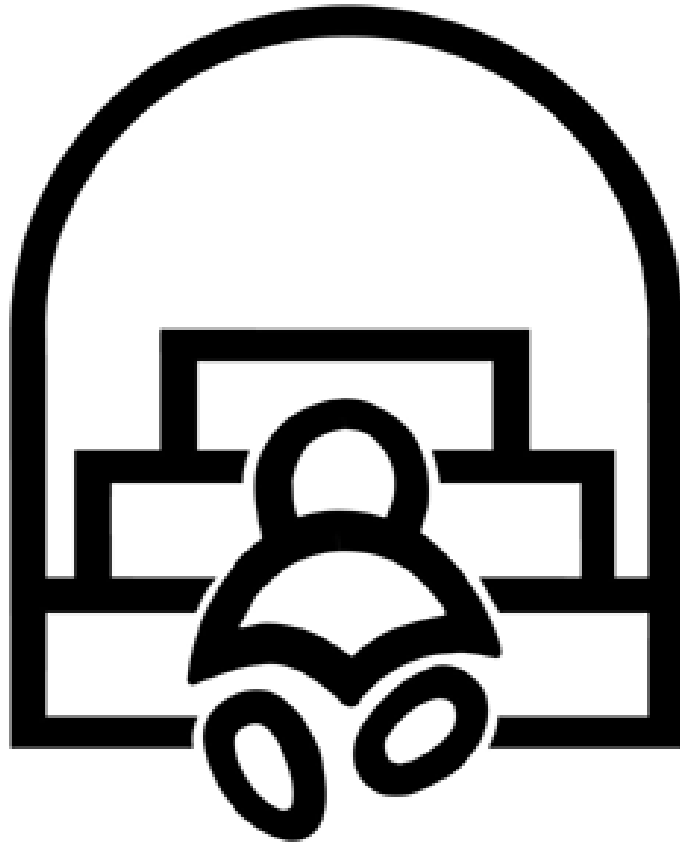


# **Indiana's Early Intervention System**



# **First Steps**

**Service Coordination Orientation Training  
Module 7 –  
*Transition***

**Participant Materials**

Training course for Indiana First Steps Early Intervention System 1/2008

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## Introduction

Module Six focused on the responsibilities of the ongoing service coordinators as they work with the families to coordinate the activities of the IFSP team members while services are being provided.

Module Seven, the last module of the Service Coordination Orientation Training (SC101), focuses on transition in the First Steps System. The following topics about transition are discussed:

- The three types of transition
- The proper procedures for handling each type of transition
- The roles and responsibilities of the service coordinator and other team members to ensure smooth transitions

The procedures that follow are written in general terms since this is a statewide training. Service Coordinators are encouraged to contact their supervisors about specific SPOE procedures.

This module provides an overview of transition. Service coordinators are encouraged to obtain additional training on transition to fully understand the differences between Part B (special education services) and Part C (early intervention services). Following are two links for agencies that service coordinators can visit to find trainings:

[www.indianatransition.org](http://www.indianatransition.org)

<http://earlychildhoodmeetingplace.indiana.edu>

## Training Materials Needed

To complete Service Coordination Module 7, you need a computer with Internet access and the following:

- Participant Materials for Module 7
- PowerPoint slides for Module 7
- 3-ring binder – the same binder assembled in Module 1
- Folder(s) to keep downloaded material
- First Steps Forms – indicated throughout the participant material

## Training Objectives

- Understand the role and responsibilities of the service coordinator in the transition process.
- Know the documentation that is required to be completed during each category of transition.

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- Know the timelines associated with the transition process for which the service coordinators are held accountable.
  - Know the strategies for successful transition.

## What is Transition?

Transition involves a process of movement from one environment to another – change into, within, and from programs or services that bring new opportunities and challenges for children and families.

The First Steps System recognizes three categories of transition for children and families:

- Transition **into** the First Steps Early Intervention System - examples include from the hospital to home, from no early intervention to First Steps, or from another early intervention program to First Steps
- Transition **within** the First Steps Early Intervention System – examples include impending medical needs of the child, medical needs of another family member, moving from one county to another, a change in service providers, implementation of assistive technology, or a change in child care provider
- Transition **from** the First Steps Early Intervention System –the child is no longer eligible for services and is moving into early childhood special education, into a community-based program, and/or into a home-based program. Transitioning out of First Steps has its own set of challenging opportunities for children and families.

Since opportunities for transition can occur at any time during a child's tenure with First Steps, the topic should be explained at the initial IFSP meeting as well as all subsequent IFSP meetings, regardless of the child's age. Even if the child is under a year old, the topic of transition should be part of the conversation with the family and the other team members.

## Transition into First Steps

### Role of Service Coordinator

Module 3 of this orientation training focused in detail on the roles of the service coordinator during the referral and intake process – when the family transitions into the First Steps System. During this transition process,

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intake coordinators guide families through the intake and planning phase to prepare for the developmental evaluation of their children to determine eligibility. Once eligibility is determined, the intake coordinators worked closely with the families to determine their needs, priorities, and concerns so that an IFSP with meaningful outcomes is written. Also building trust for the First Steps System with the families takes place during this transition process.



Take a few moments to revisit the referral and intake/planning sections of Module 3 to remind yourself of the roles and responsibilities of the service coordinator when families transition into First Steps.

## Transition within First Steps

### Role of Service Coordinator

Transition within First Steps requires virtually the same efforts of the service coordinator as helping families transition into First Steps. Transition is a fluid, ongoing process. Therefore, an understanding of the families' concerns for their children needs to be ongoing because those concerns and priorities change over time. The service coordinator should continually reflect whether those concerns and priorities are accurately reflected in the outcomes of the IFSP.

The ongoing service coordinator should continue to facilitate good communication with the team and be alert to any potential changes that may arise. The entire IFSP team should be not only informed but also involved in the decision-making processes as a result of potential changes. Examples include team involvement with increasing, adding, or terminating services, assistive technology, and progress the child is making toward outcomes. This not only makes the transitions within First Steps go smoothly, but also sets the proper framework for transitioning out of First Steps.

The ongoing service coordinator needs to talk with the family and provide them with instructions and information regarding:

- Due process rights – families need to understand their due process rights throughout the entire process, not just when an IFSP is being written. Are they comfortable with the providers on their team, and do they know what to do if they are not?

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- Future service options – do they understand future service options and applicable timelines?
  - Procedures to help the child adjust to and function in the new setting – is everything being done to ensure that the child and family are able to achieve the outcomes stated in the IFSP?

Keeping up with resources is vital to successful transitions. As families' concerns and priorities change, so will their needs for resources. It is also important to note that resources in a community change as well. What was available a year ago may not be available now, or a new resource may have become available. Suggested ways to keep up with available resources include the First Steps web site, Local Planning and Coordinating Council meetings, and Family to Family, the state initiative to connect families with other families.

### **Role of Direct Service Providers**

As discussed in Module 5, the IFSP team includes the family, the service coordinator, and the service providers. Therefore, the direct service providers also play a role in transition. In addition to building trust with the families, their role is to include the family in all aspects of the First Steps services that they provide. Direct service providers should develop therapies that the families can implement once the provider is gone. Providers should also write "family friendly" progress notes that summarize their findings and provide the families with these notes. Finally, direct service providers should respect the role of each member of the team, be open to their suggestions, and be prompt with appointments and reports.

### **Documents Supporting Transitions within First Steps**

When transitions within the First Steps System require a change to the IFSP, the ongoing service coordinator must ensure that all necessary documents are completed and First Steps procedural safeguards are followed. Module 6, Section entitled "Changes to the IFSP," focuses on the steps that ongoing service coordinators must follow when instituting changes to the IFSP.



Take a few moments to revisit Module 6, Changes to the IFSP to remind yourself of the roles and responsibilities of the ongoing service coordinator during this transition process.

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## Transitioning from First Steps

### Planning for Transition from First Steps

Transition planning is a required component of each IFSP review or evaluation activity and is conducted to ensure that services continue without unnecessary disruption. Transition planning also helps to ensure that the child and/or family will experience success and benefit from the planned services by preparing them appropriately for the changes that will occur.

For some children, their next step will be Part B of IDEA - special education and related services to children with disabilities from ages 3 to 5 through public schools. Other children will leave Part C (First Steps) and move into programs within their communities that do not involve the school systems, such as Head Start, private preschools, child care, library programs, Parks Department programs, church programs, etc. Some children may participate in both Part B services and other community services. Ultimately, families choose the next environment for their children. Therefore, ongoing service coordinators must be familiar with the many resources available and the mandated timelines and must plan accordingly so that families have a seamless transition from First Steps.

### 18-month Notice

Planning for transition is so important that IDEA has mandated timelines for certain transition activities – activities that specifically relate to the child exiting the First Steps System. The first transition timeline to be met occurs near 18 months of age. By law, the SPOEs are required to send an electronic 18-month notice to the appropriate public school system for each child in the First Steps System before the child reaches 18 months of age. This notice is considered a child-find referral to the local educational agency (LEA) and allows these agencies to plan for potential staffing and program needs. The notice is sent electronically twice a year (April and October) through the database system between the SPOEs and the state.

The ongoing service coordinator needs to discuss with the family what the 18-month referral notice is and how it impacts the child and family. Key points to share with the family are listed below:

- The referral is sent to Part B school personnel only. It is not sent to Head Start, private preschools, library programs, or other community programs.

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- Identifiable information such as the child/parent name, child's date of birth, address, and medical diagnosis and services being received in First Steps will be included in the referral.
  - The referral assists public schools in meeting their child find responsibility (birth to twenty one) under the Individuals with Disabilities Education Act (IDEA) by identifying staffing and future program needs. It is not considered to be part of the transition process and is not used as a means to contact the family to discuss their programs.
  - The referral is not optional; by law, it must be sent to the appropriate school system.

### **Planning for the Transition Meeting**

While transition planning is an ongoing process as children and their families transition into, within, and from the First Steps System, special consideration should be given to planning the transitions for children as they approach their 3<sup>rd</sup> birthday. A mandated transition meeting must be held between 270-90 days before the child's 3<sup>rd</sup> birthday. This timeframe allows for any necessary evaluations to be completed before the child turns 3 and for the family to choose the appropriate program for the child without disrupting services. These meetings are held to discuss transition issues and to make plans to assist the child and family as they transition out of First Steps and into the next environment for development. The ongoing service coordinator is responsible for arranging and facilitating this meeting.

### **Part C and Part B Services**

Before the transition planning meeting is discussed, it is important to briefly mention the similarities and differences of Part C and Part B. Part C and Part B of IDEA are similar in that they are both federal programs that provide funding for the development and education of eligible children with special needs. However, because the two serve different purposes within IDEA, they have different guidelines. The service coordinator explains the components of Part B services during the transition planning meeting. On the next page is a chart outlining some of the differences between the two programs.

Part C Services	Part B Services
<ul style="list-style-type: none"> <li>• Eligibility based on developmental need for infants and toddlers with disabilities, birth through two</li> </ul>	<ul style="list-style-type: none"> <li>• Eligibility based on educational need for children with disabilities, ages three through five</li> </ul>
<ul style="list-style-type: none"> <li>• 45 calendar days to determine eligibility</li> </ul>	<ul style="list-style-type: none"> <li>• 50 instructional days to determine eligibility</li> </ul>
<ul style="list-style-type: none"> <li>• IFSP (Individualized Family Service Plan)</li> </ul>	<ul style="list-style-type: none"> <li>• IEP (Individualized Educational Program)</li> </ul>
<ul style="list-style-type: none"> <li>• Focus is on the family</li> </ul>	<ul style="list-style-type: none"> <li>• Focus is on the child's educational needs</li> </ul>
<ul style="list-style-type: none"> <li>• Year-round services</li> </ul>	<ul style="list-style-type: none"> <li>• School calendar for services</li> </ul>
<ul style="list-style-type: none"> <li>• Services provided in child's natural environment</li> </ul>	<ul style="list-style-type: none"> <li>• Services provided in the child's least restrictive environment</li> </ul>



For detailed information about IDEA, please go to <http://idea.ed.gov>.

To prepare for the transition meeting, the ongoing service coordinator schedules a time to talk with the family or meet with the family to plan for the transition meeting. During the planning meeting, the service coordinator discusses the following:

- **The transition process** – the service coordinator explains in detail what happens during the transition process.
- **Future options** for formal and informal environments for continued child development. If the child is potentially eligible for Part B services, the service coordinator explains the services to the family and the process for obtaining the services. Children who are eligible for First Steps may not be eligible for services under Part B. Therefore, the service coordinator should encourage families to visit community programs other than preschool special education through the school system to determine which program best meets the needs of their children. The more information families have about available programs, the better transition decisions they can make for their children. Service coordinators must gather

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information from potential community programs and provide this information to the family.

- **Guest list for the transition meeting** - families can invite whomever they want to the transition meeting, including an appropriate direct service provider. Families can have more than one agency represented at the meeting. If the family is considering Part B services, the Part B coordinator must be invited to the transition meeting.
- **Release of records** – Parents can choose to have the 30 Month Notice sent to the local educational agency. If they do, the service coordinator obtains the family’s signature on the General Reciprocal Consent to Release and Share Information (State Form 51675) so that copies of the children’s most current IFSP, quarterly reports, and other information pertinent to the receiving program can be sent. The following documents are sent with a copy of the First Steps 30 Month Notice to Local Educational Agency (LEA) form (the original First Steps 30 Month Notice to LEA will be submitted in the Transition Packet after the transition meeting has been held):
  - Most recent IFSP
  - Social history
  - Eligibility form
  - Reciprocal release
  - Recent assessments and progress summaries
  - Physician’s health summary
  - Other documents as needed
- **Family Rights** – Review Families Always Have Rights
- **The date for the transition meeting** – the service coordinator asks the family where and when to hold the transition meeting. Some families hold the meeting at their homes; others hold the meeting outside of their home. When the parents are considering referring the child for services from the public school, the school representative is expected to participate. Since the schedules of several participants have to be coordinated, the service coordinator should have the family propose 3-4 dates and time frames for the transition meeting. The service coordinator then contacts the other parties to finalize the date, time, and place of the transition meeting. Once this is determined, the service coordinator sends out a written notice to all parties (see next section).



Download a copy of the First Steps 30 Month Notice to Local Educational Agency (LEA) form from the following website:

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[www.firststeps.in.gov](http://www.firststeps.in.gov). Click on Forms link below the First Steps icon, then click on 30-month notice.

### **10-Day Prior, Written Notice for Transition Meeting**

Families and invited participants must receive a 10-day prior, written notice before the transition meeting can be held. Once the service coordinator and family select the meeting date, time, and place, the service coordinator completes the Transition Meeting Notification (State Form 51671) and mails it to the family. The service coordinator also makes copies of the notice and sends it to all individuals who have been invited to the meeting. A copy of the 10-day prior, written notice must be maintained in the child's early intervention record.

### **30-month Notice to Local Educational Agency**

The second mandated timeline for transition is the 30-month notice to the local educational agency. As children in the First Steps System approach 30 months of age, the First Steps System must, with parental consent, notify the appropriate local educational agency (LEA) and provide a copy of the child's IFSP, evaluation reports, and other information as needed to begin the transition process.

This timeline coincides with the timeframe to prepare for and hold a mandatory transition meeting **before** a child ages out of the Early Intervention System at the age of 3. As mentioned above, the service coordinator will meet with the family to prepare for the transition meeting. During this time, the service coordinator will ask the family for permission to send a 30-day notice to the local educational agency or any other community programs like Head Start, parks department programs, private preschool programs, or any other available options. If the parents choose to pursue Part B services, the service coordinator obtains their written consent to send the First Steps 30 Month Notice to Local Educational Agency (LEA), (State Form 51673).

If the parents choose not to have a 30-day notice sent to the local educational agency, the mandated timelines are not required to be followed and there could be an interruption of services. The service coordinators will mark the box on the First Steps 30 Month Notice to Local Educational Agency (LEA) form, (State Form 51673) "No parental consent is given at this time", date the form, sign it, and file the original document in the child's EI record.

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**In either case, the consent forms for the 30-month notice must be signed by the child's 30-month birthdate.**

### **Preparing for the Transition Meeting**

Once the meeting time, date, and place have been established and the 10-day, prior written notice has been sent to everyone who is invited, the ongoing service coordinator prepares for the meeting. To ensure success at the transition meeting, the ongoing service coordinator should:

- Make copies of the most current IFSP, quarterly reports, and other information to share with each meeting participant.
- Gather any information that the family has requested and bring it to the meeting.
- Obtain new consents if needed. If families invite agencies other than the public school system, the service coordinator needs to have parents sign the General Consent to Release and Share Information (State Form 51675) for each potential agency.
- Ensure that all parties are aware of the meeting date, time, and place.
- Provide phone numbers – if some participants call in, the ongoing service coordinator should provide the necessary contact information for those participants.

### **Transition Meeting**

The day has arrived for the transition meeting to take place. When all parties are assembled, the ongoing service coordinator, who is the facilitator, begins the meeting by introducing everyone by name and area of specialty and explains the purpose and objectives of the meeting. During the meeting, the following will happen.

- **Share information** - The IFSP team, which includes the parents, shares the progress on the IFSP outcomes, the transition process, and any concerns the team may have. The family shares their vision and priorities for the child and their family with other team members.
- **Ask questions** - The parents are given the opportunity to ask questions from each of the participants present. It is during these discussions that the families gather information from each program representative to make their final decision for their children's next developmental environment.
- **Discuss the eligibility process for Part B services** - All children exiting Part C should be considered for Part B. The Part B

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coordinator explains the eligibility requirements and process to the family.

- **Discuss the need for evaluations for Part B services** - The IFSP team and the Part B representative(s) reviews the information that has been provided to determine if the child should be evaluated for Part B services. Valuable information for Part B eligibility can be found in the evaluations that were conducted to determine Part C eligibility, even though the eligibility requirements for both programs are different.
- **Obtain parental consent for Part B evaluation** - If the participants determine a Part B evaluation is needed, the parents are asked to sign the school's consent to evaluate form. The Part B evaluation must be held within 50 instructional days of the parents signing the school system's consent to conduct the evaluation. Note: If a parent declines a Part B evaluation, the ongoing service coordinator needs to document the decision in the meeting minutes of the transition packet.
- **Discuss the Individualized Educational Program (IEP)** –The Part B coordinator discusses the IEP if Part B services are pursued. The IEP is a legal document that identifies the specific education needs and services the child will receive, as well as the frequency and duration for services per month. If the family chooses to pursue Part B services, they need to know about the case conference committee meeting and their option to include the ongoing service coordinator or other IFSP team members in this meeting to ensure a smooth transition. The provider's payment for a case conference committee meeting is in lieu of therapy services for the week. The case conference committee must be held before the child turns 3 in order for the direct service provider to be paid for attending the meeting.
- **Discuss all program options** - Parents can choose to go with other community programs in addition to Part B services. Parents can discuss other placement options at this time.
- **Develop a written transition plan** - The transition meeting participants develop a written transition plan and document this plan on the Individual Family Transition Plan (State Form 51672). This plan should include the following:
  - Desired outcomes
  - Identified service providers
  - An outline regarding transfer information

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- Timelines with dates of anticipated conclusion of early intervention services and commencement of subsequent activities
  - With concurrence of the parents, a state of the family's priorities, concerns, and resources related to transition expectations.
  - **Discuss parent/child support** – The families and their children are leaving a comfort zone and entering into a new developmental environment. Therefore, the IFSP team should discuss ways to support the families and children as they transition.
  - **Record meeting minutes** - The ongoing service coordinator records the minutes of the meeting on the First Steps Transition Meeting Minutes (State Form 51674). Each person present must sign the meeting minutes.

### **Completion of the Transition Packet**

To assist service coordinators and service coordinator supervisors in their planning for the timelines for transitioning from First Steps to new developmental environments, the state has developed two tools:

1. a Transition Packet
2. Guidelines on First Steps and LEA roles (Lead Educational Agency) and responsibilities at the Transition Meeting – a memo from the Bureau of Child Development Services and the Indiana Department of Education dated March 15, 2005

The timelines do focus on the child transitioning from Part C to Part B of IDEA because, by law, each child exiting the First Steps System at the child's 3<sup>rd</sup> birthday is entitled to an evaluation within a designated time frame to determine if he/she is eligible for Part B services. However, the timelines are also appropriate for transitioning to programs other than with the public school systems.

Immediately after the transition meeting, the ongoing service coordinator completes the Request for Authorization for Transition Meeting/Transition Checklist (State Form 51670). The service coordinator

- signs and dates the checklist.
- attaches original copies of all required documents that are listed on the checklist.
- sends everything to the SPOE for filing in the child's EI record.
- generates transition meeting billing authorizations.
- sends copies of all transition paperwork to every member of the transition team.



Please print the Transition Packet and the Guidelines dated March 15, 2005. Take a few moments to review both of them and then store them in your folder with your other downloaded items from previous modules.

### **After the Transition Meeting**

Once the transition meeting has been held and all the necessary documents have been sent, ongoing service coordinators still have responsibilities. If the parents have submitted written consent to school personnel to have an evaluation for Part B services, the ongoing service coordinator must check with the families to see if the local educational agency completes the evaluation and convenes the case conference committee meeting within 50 instructional days of receiving the school's consent to evaluate. The local educational agency must convene a case conference committee (CCC) for the child and family to discuss the results of the child's evaluation, the child's eligibility for Part B services and, if appropriate, develop the IEP prior to the child's 3<sup>rd</sup> birthday.

If the parents have chosen an agency to provide services other than the local school system, the ongoing service coordinator must continually check with the families to ensure that evaluations are scheduled and completed so that children can have a seamless transition from First Steps to the next developmental environment.

### **Late Referrals to First Steps**

If a child is referred to the First Steps System when he/she is between 32 and 36 months of age with less than 50 instructional days before the child's 3<sup>rd</sup> birthday, the family has two options:

1. Proceed with a First Steps evaluation, and if eligible, convene an eligibility/initial IFSP/Transition Meeting or
2. Due to limited time, a parent may choose a direct referral to the school rather than pursuing a First Steps evaluation. The service coordinator documents that the family chose not to participate in First Steps. (The documentation is SPOE specific). There is no requirement for a transition meeting and the school will identify the parent as the referral source in the CODA data rather than a First Steps referral.

If the parent selects Option 1, the intake coordinator initiates an eligibility/initial IFSP/Transition meeting. With parental consent, the school

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representative is invited to this meeting. If the parent wishes to pursue special education services, the parent makes a written request for an educational evaluation and submits the request to the public school representative. The school must make reasonable efforts to serve the child by the 3<sup>rd</sup> birthday; however, there may not be sufficient time to have the IEP implemented by the 3<sup>rd</sup> birthday.

### **Summer Birthdays**

For children with summer birthdays, the transition meeting needs to be conducted while school personnel are still available. The service coordinator needs to contact the local school system to determine how the school system handles transition meetings for summer birthdays. If the transition meeting needs to be conducted when school personnel are available before summer vacation, the ongoing service coordinator should begin the transition process closer to the 270 day transition start date.

For complete details on the transition from Part C to Part B, please refer to the agreement between the Bureau of Child Development Services and Indiana Department of Education dated March 15, 2005 located on your CD. This document provides the guidelines agreed upon between the two agencies as well as details for five situations that occur during transition. All intake and ongoing service coordinators are encouraged to read this document before going to their first transition meeting.

### **Timeline Resource**

Two planning resources for service coordinators were mentioned in Module 6. One was a timeline for Baby Jane Smith and the other was the FSSA Tracking Tool.



Please take a few moments to revisit these helpful planning resources for service coordinators.

### **Transition Resources**

Indiana has several resources and advocacy programs that assist service coordinators and families with transition issues. One resource is the Family to Family Initiative. The Family to Family Initiative is a project devoted to linking Indiana families to people, information, and resources within their own communities. They bring together parents of children with disabilities, developmental delays or special health care needs so that they can share their knowledge, concerns, and experiences with each other. Their website is <http://www.inf2f.org>.

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A second resource for transitions is the Indiana State Transition Initiative for Young Children and Families whose vision is to assist in creating a comprehensive community-wide system ensuring positive and effective transition experiences for all children (birth to third grade) and their families. Additional information can be found at [www.indianatransition.org](http://www.indianatransition.org).

A third resource for families with all types of special needs and issues is About Special Kids (formerly the Indiana Parent Information Network). They are the place for families and professionals in Indiana to go to "ASK" questions about children with special needs and to access information and resources about a variety of topics such as health insurance, special education, community resources and medical homes. ASK is a great connection to family support in Indiana. Additional information can be found at [www.aboutspecialkids.org](http://www.aboutspecialkids.org).

A fourth resource for families is a transition guidebook and transition DVD. Ongoing service coordinators may provide families with a copy of "Transition to Early Childhood Special Education: A Guide for Parents of Children with Disabilities Who Are Turning Three." This resource was jointly developed by First Steps and the Division of Exceptional Learners. Limited quantities are available from the Indiana Educational Resource Center 317-232-0587 or it can be downloaded at: <http://www.indianatransition.org/> by clicking on transition- various ages button. Also, each SPOE has a copy of a DVD called "Steps to Success-Transition at Age 3" that may be lent to families.

## Exit Interview

The exit interview provides data information for the System indicating how early intervention services affected the child and family. It is an assessment of how effective First Steps has been, **NOT** an assessment of child or family progress. The form used for this interview is called Indiana First Steps Early Intervention System Exit Summary.

The families can agree or disagree to participate in the exit interview. If they do agree to participate, the ongoing service coordinator can conduct the interview during the transition meeting and complete the form at that time. The Exit Summary document, if completed, must be signed by the parents. It is then sent to the SPOE to be filed in the child's EI record.

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## Ongoing Record Termination

When a child leaves the First Steps System, an Ongoing Record Termination form (State Form 52001) must be completed, sent to the SPOE, and filed in the child's EI record. The service coordinator completing the form checks the appropriate box that describes the reason for the child leaving and signs and dates the form.

## Strategies for Successful Transition

Now that the mechanics of transition have been discussed, it is important to explore strategies for successful transition. As observed by Hains, Rosenkoetter, & Fowler, 1991, all children experience transitions in early years; however, children with special needs and their families may experience more frequent and more intense transitions because of the services their children need. These transitions can be stressful for families because they may experience changes in friendships and service delivery systems. Exiting the First Steps System is especially stressful for families as they move from home-based and family-focused services to center-based and child-based services (Hains, Rosenkoetter, & Fowler, 1991). Therefore, ongoing service coordinators can ease the families' tensions and anxieties and create a successful transition from the First Steps System to the next phase of the children's lives with the use of effective transition strategies, with the use of strong communication skills, and with careful planning. The following strategies focus on the transition from the First Steps System at the 3<sup>rd</sup> birthday; however, the techniques and strategies presented can be used during any transition period for the children and their families.

### Transition Strategies that Work

In 2006, The National Early Childhood Early Transition Center (NECTC) completed a series of focus groups across the country with families, practitioners, and administrators to identify successful strategies being used to support transition from early intervention systems to preschool. Participants from 18 states responded (Rous & Myers, 2006). The groups identified the following transition strategies that work:

- A **supportive infrastructure** that includes written materials for both staff and family members, forms to support transition activities, transition plans, interagency agreements, specific transition policies that address parental choice and program options, dedicated personnel for transition planning, and support from administration for staff participation in transition planning and activities.

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- **Attention to relationships and communication** between agencies to help create a seamless system of transition by attending and participating in interagency meetings, staff meetings, and IFSP and IEP meetings.
  - **Continuity** between sending and receiving programs that include coherence across programs in terms of curriculum and expectations.
  - **Preparation of families and children for transition** that include family participation in meetings, sharing of information with families as part of transition planning, and specific workshops designed for parents as a way of helping them better understand the transition process.
  - **Program visits** that include family visits to potential programs for their children's placements and child visits to a receiving program.
  - **Community resources** that strengthen the relationship with families and children to schools and help families understand their rights under IDEA and support groups that help families meet other families who have children with special needs and can provide additional support during the transition.



For more information about successful transitions, visit the following website:

<http://www.ihdi.uky.edu/NECTC/Documents/researchBriefs/focusGroup.pdf> - for information about transition from the National Early Childhood Transition Center

### **Communication for Successful Transitions**

Service coordinators must have continual communication with their families on their caseload and with the other IFSP members in order to be aware of current, upcoming, or ongoing changes the child and family may experience. By law, all service coordinators and providers are required to assist and obtain information requested by families about program options within and around their communities. Best practice indicates that the team should be continually addressing, discussing, and working with the family on developing a plan to the next environment, whether it is a change in services, the arrival of a new baby in the home, or exiting the First Steps System. It is the ongoing service coordinators' responsibilities to assist the child and family make successful transitions. Service coordinators can ask

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themselves the following questions while they are working with families to ensure they are prepared to meet the transitional needs of their families:

- How can I assist the family in becoming more comfortable with transition?
- How can I assist the family with changing from one type of service to another?
- How can I assist the family in resuming a “normal” life after the change occurs?
- How can I assist the family in planning and preparing for the transition?
- How can I assist the family in learning about their options after First Steps?

## Summary

Module 7 focused on the three types of transition and the service coordinators' roles and responsibilities to ensure a smooth transition for families from First Steps to their next developmental environment. This is the last training module for the Service Coordination Orientation Training (SC101). Please complete the application station exercises for this module, which begin on page 21.

Then, complete the SC101 Competency Assessment, which can be found on the UTS website. Once you have successfully completed these modules and passed the final competency assessment with an 80% or higher, you will be eligible to register for the next level of orientation, SC102, which will be held in a face to face setting. Please register for this training within 30 days of completing the seven orientation training modules. You can register through UTS by emailing [registration@utsprokids.org](mailto:registration@utsprokids.org).

## Reference List

Cohen, D. (2002). *Transition Module 4*. Early Childhood Center,

Indiana Institute on Disability and Community, Indiana University-  
Bloomington.

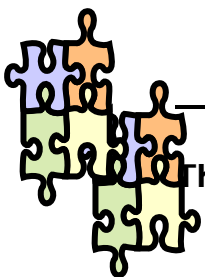
Hains, A.H., Rosenkoetter, S. E., & Fowler, S. A. (1991). *Transition*

*planning with families in early intervention programs*. Infants and

Young Children, 3(4), 38-47.

Rous, B. and Myers, C. *Strategies to support transition for children with special needs*. NECTAC.

<http://www.ihdi.uky.edu/NECTC/Documents/researchBriefs/focusGroup.p.pdf>.



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## The Application Station... Connecting all the puzzle pieces Service Coordination Module 7 Assignments

SC Name: \_\_\_\_\_

Cluster: \_\_\_\_\_

Email: \_\_\_\_\_

Number pages faxed including cover page: \_\_\_\_ (Submit all documents at once.)

Complete the exercises below. Once you have completed all of the assignments for Module 7, fax **all** of your completed assignments for **Modules 1-7** as well as supporting documents to UTS/ProKids: **317-644-8099**. Please put **Attention: UTS** on your fax cover sheet.

A checklist that lists each item that should be submitted for each module is located on the CD. Please print the checklist and use it to make sure that you have included all exercises and supporting documents that are required for each module.

A Certificate of Completion will be faxed and mailed to you once you have successfully completed all seven modules and achieved an 80% or higher on the online assessment.

1. Interview two service coordinators about the 30-month referral meeting (also known as the transition planning meeting). Complete the two interview forms located at the end of this module. They are titled 30 Month Referral Meeting.
  2. Observe a 270-90 day meeting (transition meeting)  
Complete the appropriate summary found at the end of this module (Service Coordination Module 7: 270-90 Day Transition Meeting). **Submit** a copy of your completed summary.
- \*Optional: If appropriate, you are highly encouraged to attend a Case Conference Committee meeting (CCC meeting). This is not a required assignment, but it will give you an opportunity to observe how Part B Coordinators conduct their IEP meetings.
3. Meet the Part B Coordinators within the school systems that you will be working. Discuss and document the transition process and ask them what information is helpful for their evaluations. Complete the Service

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Coordination Module 7: Part B Coordinator summary document found at the end of this module. **Submit** a copy of your completed summary.

4. Tour one non-Part B service within your community. Discuss with the representative from the agency its eligibility requirements, services they provide, and enrollment dates. Collect any brochures about their services. Complete the Service Coordination Module 7: Non-Part B Resources Tour summary sheet. **Submit** a copy of your completed summary. Possible programs to visit:

- Head Start
- Community or Private Preschool
- Parks Department Programs
- Library Programs

5. View the video, Steps to Success at Age 3, developed by the Indiana Department of Education, 2006. Each SPOE has copies of this video. Contact your supervisor to obtain a copy. Once you have viewed the video, answer the questions on the Service Coordination Module 7: Steps to Success: Transition at Age 3 summary that follows. **Submit** a copy of your completed summary.

6. **Submit** a copy of the Self-Assessment Results Log. The log must have the results of each module's self assessment scores.

7. **Submit Application Station exercise documents for all 7 training modules.** Please see the Application Station Checklist. You do not have to submit the checklist; it is available to help you gather all of the required documents for each module before you submit them.

**Service Coordinator Supervisor Signature:** \_\_\_\_\_

**Date** \_\_\_\_\_

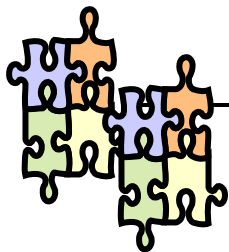
UTS/ProKids Office Only: Date received \_\_\_\_\_ Initials \_\_\_\_\_











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## Service Coordinator Module 7 270-90 Day Transition Meeting

SC Name: \_\_\_\_\_

Cluster Letter: \_\_\_\_\_

Work Email Address: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Print the name of the Service Coordinator's 30 Month Referral Meeting that you observed:

\_\_\_\_\_

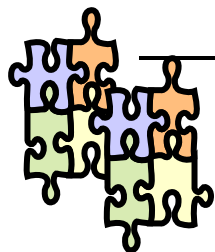
Service Coordinator's signature (the SC who was observed):

\_\_\_\_\_

1. Was the meeting scheduled during the appropriate timelines? If no, why not?
  
2. List all the participants at the meeting. (Do not give names, just titles or agencies, i.e. Mom, Dad, Head Start representative, First Steps Social Worker).
  
3. What are your impressions of the meeting?
  
4. Discuss questions or concerns with your supervisor.

Service Coordinator Supervisor initials: \_\_\_\_\_

Date \_\_\_\_\_



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## Service Coordination Module 7 Part B Coordinator Contact

SC Name: \_\_\_\_\_

Cluster Letter: \_\_\_\_\_

Name of Part B Coordinator: \_\_\_\_\_

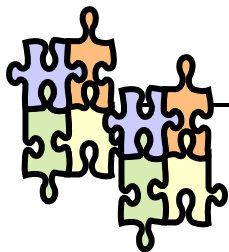
School System: \_\_\_\_\_

1. What did you learn when you spoke with the Part B Coordinator?

2. Does this school system do evaluations during the summer?

Service Coordinator Supervisor initials: \_\_\_\_\_

Date \_\_\_\_\_



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**Service Coordination Module 7**  
**Non-Part B Resource Tour**

SC Name: \_\_\_\_\_

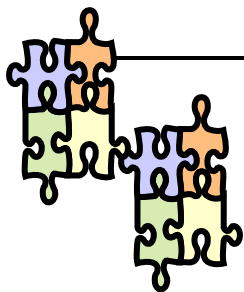
Cluster Letter: \_\_\_\_\_

Name of Non-Part B Resource: \_\_\_\_\_

1. What did you learn about their services, evaluation process, and enrollment dates?

**Service Coordinator Supervisor initials:** \_\_\_\_\_

**Date** \_\_\_\_\_



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**Service Coordination Module 7:  
Steps to Success: Transition at Age 3**

SC Name: \_\_\_\_\_

Cluster Letter: \_\_\_\_\_

1. What did you learn about transition meetings?

2. What are your impressions about transition meetings now that you have viewed the video?

**Service Coordinator Supervisor initials:** \_\_\_\_\_

**Date** \_\_\_\_\_