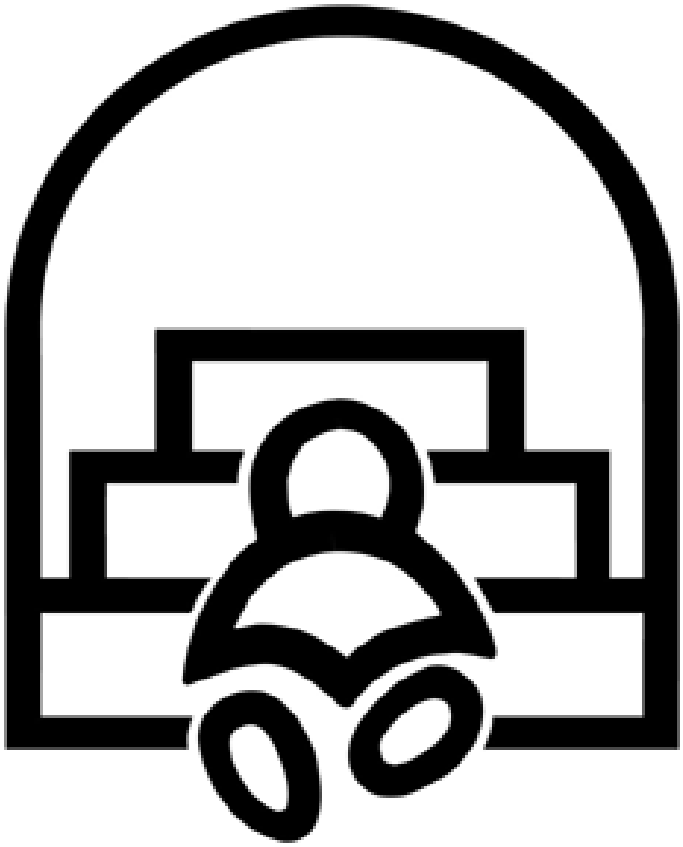
Indiana's Early Intervention System



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 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 from the First Steps System and 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://earlychildhoodmeetingplace.org

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

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.

Transition into the First Steps System was discussed in Module 3, and transition within First Steps was discussed in Module 5. Transition **from** the First Steps Early Intervention System occurs when 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.

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 the child's 18-month birthday. By law, the SPOEs are required to send an identifiable, electronic 18-month notice to the Department of Education for each child in the First Steps System. This notice alerts the local educational agency (LEA) to potential children who may enter Part B. LEAs can then 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. Therefore, the notice will be sent sometime near the child's 18-month birthday. The local school system should not contact the family once it receives the referral. However, if the school system does contact the family after receiving the 18-month notice, the family is under no obligation to share any additional information.

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, <u>with parental consent</u>, 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.

At this notice, parents have the option of sending or not sending information to the Local Educational Agency (LEA). However, families need to understand that if they choose not to send their child's information, their child will not be evaluated by the LEA. Service coordinators will still meet with the family and other entities to conduct the First Steps transition meeting. If at a later date the family decides to make a referral to Part B, the family must understand that there might be a lapse in services from when the child leaves First Steps and enters Part B for services.

If the parents choose not to have a 30-month notice sent to the local educational agency, 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.

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

STOP Download a copy of the First Steps 30 Month Notice to Local Educational Agency (LEA) form from the following website: www.firststeps.in.gov. Click on Forms link below the First Steps icon, then click on 30-month notice.

Transitioning from First Steps

Planning for Transition from First Steps

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 3rd birthday. A mandated transition meeting must be held between 270-90 days before the child's 3rd 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 continued development of skills. The service coordinator is responsible for arranging and facilitating this meeting.

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, 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.

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. The chart on the next page outlines some of the differences between the two programs.

Part C Services	Part B Services
• Eligibility based on developmental need for infants and toddlers with disabilities, birth through age two	• Eligibility based on educational need for children with disabilities, ages three through five
• 45 calendar days to determine eligibility	• 50 instructional days to determine eligibility
• IFSP (Individualized Family Service Plan)	• IEP (Individualized Educational Program)
• Focus is on the family	• Focus is on the child's educational needs
• Year-round services	• School calendar for services
• Services provided in child's natural environment	• Services provided in the child's least restrictive environment

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

Planning for the Transition Meeting

To prepare for the transition meeting, the 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. The service coordinator will explain Part B services and the process for obtaining Part B 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 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. Service coordinators must gather 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 direct service providers. 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, IFSP progress 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 will work with the family and team members to determine the date for the transition meeting. Some families hold the meeting at their homes; others hold the meeting outside of their home. When the parents are considering services through 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).

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), mails it to the family, and sends a copy 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.

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 service coordinator prepares for the meeting. To ensure success at the transition meeting, the 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 – participation by phone is permitted, but not encouraged, if some participants call in to the meeting, the

service coordinator should provide the necessary contact information to those participants.

Transition Meeting

The day has arrived for the transition meeting to take place. When all parties are assembled, the 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.
- **Encourage 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** - The Part B 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, which will be used to help evaluate the child 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 family is going through with Part B evaluation , 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 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. 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 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 pursue 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 of information
    - Timelines with dates of anticipated conclusion of early intervention services and commencement of subsequent activities
    - With concurrence of the parents, a statement of the family's concerns, priorities, and resources related to transition expectations.
- **Discuss parent/child support** – The families and their children are leaving a comfort zone (First Steps) 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 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 3rd 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 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 completed Transition Packet to the SPOE for data entry and filing in the child's EI record.
- 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, service coordinators still have responsibilities. If the parents have submitted written consent to school personnel to have an evaluation for Part B services, the service coordinator must check with the families to ensure 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) 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 3rd birthday.

If the parents have chosen an agency to provide services other than the local school system, the service coordinator must continually check with the families to ensure that any necessary enrollment paperwork and/or 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

Referrals received for children 30 months of age or older:

- For initial referrals where a child is 30 months of age or older, it should be explained to families that there may not be time for meaningful ongoing services in Part C. Immediate notice and coordination with Part B is required on the part of the service coordinator. Proceed with a First Steps evaluation, and if eligible, convene an Eligibility/Initial IFSP/Transition Meeting.
- For children referred at 33 months of age or older, the service coordinator should explain the Part C timeline to parents and that an evaluation is an option but sufficient time is not available for the delivery of ongoing services to have a substantial impact on the child's progress. The 30 month LEA referral is completed and if family is interested in the assessment, the results are immediately forwarded to the LEA for follow-up.
- Children referred 45 days or less from their 3rd birthday: the service coordinator should explain to the family that the Part C timeline does not allow for the completion of the evaluation and discuss immediate referral to Part B.

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 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 in the Documents to Print folder. This document provides the guidelines agreed upon between the two agencies as well as details for five situations that occur during transition. Service coordinators are encouraged to read this document before going to their first transition meeting.

Transition Resources

1. A resource for families leaving First Steps is a transition guidebook and transition DVD. 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.

2. A transition timeline indicating the transition activities that should take place at designated times throughout the child's tenure in First Steps and the service coordinator's responsibilities for these activities is available in the View the Attachments Section and is titled Transition Timeline.

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 service delivery systems and/or changes at a personal level. 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, 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, strong communication skills, and careful planning.

Transition Strategies that Work

In 2006, The National Early Childhood 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 following strategies focus on the transition from the First Steps System at the 3rd birthday; however, the techniques and strategies presented can be used during any transition period for the children and their families.

- 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.
- **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.

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 service coordinators' responsibility to assist the child and family with successful transitions. Service coordinators can ask 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?

Exit Interview

During the eligibility/IFSP meeting, the service coordinator and family completed the Family Interview to document the child's present level of development, where in the family's daily routine the family saw the need for assistance, and what resources and needs the family identified.

The exit interview also provides data information for the First Steps 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 (State Form 51310).

The families can agree or decline to participate in the exit interview. If they do agree to participate, the service coordinator can conduct the interview and complete the form during the transition meeting. 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.

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 for data entry, 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.

Summary

Module 7 focused on transitioning from the First Steps System and the service coordinators' roles and responsibilities to ensure a smooth transition for families 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 18.

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.

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.pdf.

The Application Station… Connecting all the puzzle pieces

Service Coordination Module 7 Assignments

SC Name: _____
Cluster: _____

For this module, you will complete activities based on your category of service coordination. The activities are grouped into three categories, and you are to complete **one group of activities**. Please choose the group of activities based on the following criteria:

- Intake Coordinator Application Station Exercises – complete the activities in this list if you are responsible for service coordination activities only through intake.
- Ongoing Service Coordinator Application Station Exercises – complete the activities in this list if you are responsible for service coordination activities after the intake process is completed.
- Blended Service Coordinator Application Station Exercises – complete the activities in this list if you are responsible for both intake and ongoing service coordination activities.

A. Intake Service Coordinator Application Station Exercises

1. Interview one service coordinator about the 30-month referral meeting (also known as the transition planning meeting). Complete the interview form located at the end of this module, which is titled 30 Month Referral Meeting.

2. Interview a Service Coordinator about the transition meeting while you are driving to the meeting (see #3 below) or when you are returning from the meeting. Complete the summary found at the end of this module, which is titled Transition Meeting, Interview with Service Coordinator. Submit a copy of your completed summary.

3. Observe a 270-90 day meeting (transition meeting) - Complete the appropriate summary found at the end of this module, which is titled 270-90 Day Transition Meeting. **Submit** a copy of your completed summary.

4. Meet the Part B Coordinators within the school systems that you will be working.
    a. If you are completing this orientation while schools are still in session, discuss and document the transition process and ask them what information is helpful for their evaluations. Complete the Part B Coordinator Contact form found at the end of this module. **Submit** a copy of your completed summary.
    b. If you are completing this orientation while schools are not in session (i.e. summer break), meet with your supervisor or training coordinator to discuss this process. Record your notes from the meeting on the form provided, titled Meeting with Supervisor/Training Coordinator – Part B

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 signed copy** of the Attestation Statement (page 25).

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

8. Once you have completed **all** of the assignments in your category, please sign and date the forms and have your supervisor initial the forms.

9. **Submit all documents for Modules 1-7**. 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 UTS website View the Attachments under Module 1. Please choose the checklist that corresponds with your position (Intake Coordinator, Ongoing Service Coordinator, or Blended Service Coordinator). Print the appropriate checklist and use it to make sure that you have included all exercises and supporting documents that are required for all seven modules.

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 competency assessment.

B. Ongoing Service Coordinator Application Station Exercises

1. Interview one service coordinator about the 30-month referral meeting (also known as the transition planning meeting). Complete the interview form located at the end of this module, which is titled 30 Month Referral Meeting.

2. Interview a Service Coordinator about the transition meeting while you are driving to the meeting (see #3 below) or when you are returning from the meeting. Complete the summary found at the end of this module, which is titled Transition Meeting, Interview with Service Coordinator. Submit a copy of your completed summary.

3. Observe a 270-90 day meeting (transition meeting) - Complete the appropriate summary found at the end of this module, which is titled 270-90 Day Transition Meeting. **Submit** a copy of your completed summary.

4. Meet the Part B Coordinators within the school systems that you will be working.
   a. If you are completing this orientation while schools are still in session, discuss and document the transition process and ask them what information is helpful for their evaluations. Complete the Part B Coordinator Contact form found at the end of this module. **Submit** a copy of your completed summary.
   b. If you are completing this orientation while schools are not in session (i.e. summer break), meet with your supervisor or training coordinator to discuss this process. Record your notes from the meeting on the form provided, titled Meeting with Supervisor/Training Coordinator – Part B. **Submit** a copy of your completed summary.

5. Research non-Part B services within your community and create a transition resource file. Keep your resource information either

electronically or in hard copies. Resources can include but not be limited to the internet, your supervisor, and veteran service coordinators. Also, if you know someone who is associated with a non-Part B service in the area in which you will provide services, you can interview them. During your research, learn about eligibility requirements, services provided, enrollment dates, fee schedules, quality of teachers, criteria children must meet to enter, etc. Print any brochures about their services. Complete the Service Coordination Module 7: Non-Part B Resources Summary Sheet, which is near the end of this module. **Submit** a copy of your completed summary. (DO NOT SUBMIT COPIES OF RESOURCE INFORMATION). Possible programs to learn more about:

a. Head Start
b. Community or Private Preschool
c. Parks Department Programs – what types of programs are available for children over age 3? What delays would benefit from these programs?
d. Library Programs - what types of programs are available for children over age 3? What delays would benefit from these programs?

6. 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 Steps to Success: Transition at Age 3 summary that follows. **Submit** a copy of your completed summary.

7. **Submit a signed copy** of the Attestation Statement (page 25).

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

9. Once you have completed **all** of the assignments in your category, please sign and date the forms and have your supervisor initial the forms.

10. **Submit all documents for Modules 1-7**. 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 UTS website View the Attachments under Module 1. Please choose the checklist that corresponds with your position (Intake Coordinator, Ongoing Service Coordinator, or Blended Service Coordinator). Print the appropriate checklist and use it to make sure that you have included all exercises and supporting documents that are required for all seven modules.

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 competency assessment.

C. Blended Service Coordinator Application Station Exercises

1. Interview one service coordinator about the 30-month referral meeting (also known as the transition planning meeting). Complete the interview form located at the end of this module, which is titled 30 Month Referral Meeting.

2. Interview a Service Coordinator about the transition meeting while you are driving to the meeting (see #3 below) or when you are returning from the meeting. Complete the summary found at the end of this module, which is titled Transition Meeting, Interview with Service Coordinator. Submit a copy of your completed summary.

3. Observe a 270-90 day meeting (transition meeting) - Complete the appropriate summary found at the end of this module, which is titled 270-90 Day Transition Meeting. **Submit** a copy of your completed summary.

4. Meet the Part B Coordinators within the school systems that you will be working.
   a. If you are completing this orientation while schools are still in session, discuss and document the transition process and ask them what information is helpful for their evaluations. Complete the Part B Coordinator Contact form found at the end of this module. **Submit** a copy of your completed summary.

b. If you are completing this orientation while schools are not in session (i.e. summer break), meet with your supervisor or training coordinator to discuss this process. Record your notes from the meeting on the form provided, titled Meeting with Supervisor/Training Coordinator – Part B. **Submit** a copy of your completed summary.

5. Research non-Part B services within your community and create a transition resource file. Keep your resource information either electronically or in hard copies. Resources can include but not be limited to the internet, your supervisor, and veteran service coordinators. Also, if you know someone who is associated with a non-Part B service in the area in which you will provide services, you can interview them. During your research, learn about eligibility requirements, services provided, enrollment dates, fee schedules, quality of teachers, criteria children must meet to enter, etc. Print any brochures about their services. Complete the Service Coordination Module 7: Non-Part B Resources Summary Sheet, which is near the end of this module. **Submit** a copy of your completed summary. (DO NOT SUBMIT COPIES OF RESOURCE INFORMATION). Possible programs to learn more about:
   a. Head Start
   b. Community or Private Preschool
   c. Parks Department Programs – what types of programs are available for children over age 3? What delays would benefit from these programs?
   d. Library Programs - what types of programs are available for children over age 3? What delays would benefit from these programs?

6. 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 Steps to Success: Transition at Age 3 summary that follows. **Submit** a copy of your completed summary.

7. **Submit a signed copy** of the Attestation Statement (page 24).

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

9. Once you have completed **all** of the assignments in your category, please sign and date the forms and have your supervisor initial the forms.

10. **Submit all documents for Modules 1-7**. 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 UTS website View the Attachments under Module 1. Please choose the checklist that corresponds with your position (Intake Coordinator, Ongoing Service Coordinator, or Blended Service Coordinator). Print the appropriate checklist and use it to make sure that you have included all exercises and supporting documents that are required for all seven modules.

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Service Coordination Orientation
Attestation Statement

By signing this form, I, _____, attest that I personally completed all of the learning activities and self-assessment quizzes and the final assessment and that no one completed them on my behalf. Should it be proven that someone else completed the components of this training for me, I understand that my enrollment in Indiana's First Steps System could be in jeopardy.

Service Coordinator signature: _____

Service Coordinator Supervisor signature: _____

Date _____

UTS/ProKids Office Only: Date received_____ Initials_____
SC101 Module 7

Cluster Supervisor Comments

Service Coordination Module 7
Interview with Service Coordinator30 Month Referral Meeting

SC Name:_____
Cluster Letter: _____
Date of Interview: _____

Print the name of the Service Coordinator who was interviewed.
_____

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

1. How does the service coordinator conduct the meeting, i.e. what agenda items are discussed?

2. When do they meet with the families?

3. What resources does the service coordinator bring to the meeting?

Service Coordination Module 7
Interview with Service Coordinator30 Month Referral Meeting
(Page 2)

SC Name:_____
Cluster Letter: _____

4. What does the service document with the family?

5. What forms are brought to the meeting? What forms are signed?

6. How are the forms processed after the meeting? Who processes them

Service Coordinator Module 7
Transition Meeting – Interview with Service Coordinator

Newly Hired Service Coordinator Name_____

Name of Service Coordinator Interviewed_____

1. How did the Service Coordinator prepare the family for the meeting?

2. When did the Service Coordinator first talk with the family about this meeting?

3. What questions did the family have about transition?

4. When did the family determine whom they wanted to invite?

5. How and when did the Service Coordinator notify these entities about the transition meeting?

Service Coordinator Module 7
Transition Meeting – Interview with Service Coordinator (continued)

7. In your overall observation of the transition meeting, do you feel the family was well-prepared and informed of their options?

8. What would you do differently?

Service Coordinator Module 7
270-90 Day Transition Meeting

SC Name:_____
Cluster Letter: _____
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.

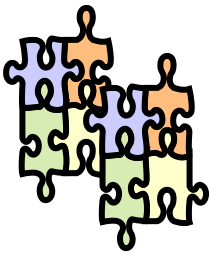
Service Coordination Module 7
Part B Coordinator Contact

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 Coordination Module 7
Meeting with Supervisor/Training Coordinator – Part B

SC Name:_____
Cluster Letter: _____

Name of Part B Coordinator: _____
School System: _____

1. What did you learn when you spoke with your supervisor?

Service Coordination Module 7
Non-Part B Resource Summary

SC Name: _____
Cluster Letter: _____

Name of Non-Part B
Resources:_____
_____
_____

1. Write a summary of what you learned during your research about non-Part B resources within your community.

DO NOT FAX COPIES OF RESOURCE INFORMATION

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?