

## WORKSHOP CO-PRESENTERS



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THELSEA BOUGHTON

PARENT



## OBJECTIVES



- PREPARE FOR CHANGES IN SERVICES AND SUPPORTS FOR YOUR CHILD & FAMILY
- REVIEW BENEFITS OF PARTICIPATING IN A PART C TRANSITION CONFERENCE
- LEARN ABOUT DOE SPECIAL EDUCATION PRESCHOOL
  - EVALUATION & ELIGIBILITY PROCESS
  - SERVICE DELIVERY OPTIONS

## WHAT IS TRANSITION?

- MOVEMENT FROM ONE SITUATION TO ANOTHER
- NATURAL EVENT FOR ALL CHILDREN AND THEIR FAMILIES
- SUCCESSFUL TRANSITIONS BEGIN AS PEOPLE THINK ABOUT TRANSITION, WORK TOGETHER, AND THINK AHEAD









## PREPARING FOR CHANGE

- ✓ BE INFORMED
- DEVELOP POSITIVE RELATIONSHIPS
- SHARE YOUR FEELINGS
- TALK WITH OTHER FAMILIES





- FUTURE SERVICES AND PLACEMENTS
- PREPARE CHILD AND FAMILY FOR CHANGES IN SERVICES TO SUPPORT A SMOOTH TRANSITION FROM ONE PROGRAM TO ANOTHER
- PART C TRANSITION CONFERENCE

## INDIVIDUALIZED FAMILY SUPPORT PLAN (IFSP)

EARLY INTERVENTION SECTION — IDEA PART C

- TRANSITION PLANNING BEGINS AT THE INITIAL IFSP FOR EVERY CHILD
- PLAN IS REVIEWED AT EACH IFSP MEETING
- INCLUDES STEPS TO BE TAKEN TO SUPPORT THE CHILD AND FAMILY THROUGH TRANSITION
- INCLUDES APPROPRIATE SERVICE OPTIONS BASED ON DISCUSSION WITH THE FAMILY



## TRANSITION OPTIONS

- ☐ DEPARTMENT OF EDUCATION SPECIAL EDUCATION SERVICES
- ☐ PRIVATE PRESCHOOL/CHILD CARE CENTERS
- □ PLAYGROUPS/COMMUNITY PROGRAMS
- ☐ TRAVELING PRESCHOOLS
- □ HOME



## PURPOSE OF A PART C TRANSITION CONFERENCE

- BEGIN TO ESTABLISH RELATIONSHIPS WITH PROVIDERS OF THE NEXT ENVIRONMENT FOR YOUR CHILD
- OPPORTUNITY FOR THE FAMILY TO SHARE HOPES, DREAMS, EXPECTATIONS, CONCERNS REGARDING THEIR CHILD'S FUTURE



# WHAT TO EXPECT AT A PART C TRANSITION CONFERENCE

- FAMILY: HAS THE OPPORTUNITY TO GATHER AND SHARE INFORMATION
- CARE COORDINATOR: FACILITATES THE CONFERENCE
- PROGRAM REPRESENTATIVES: SHARES INFORMATION ABOUT THEIR PROGRAM AND SUPPORTS AVAILABLE TO THE CHILD



## SUPPORT FROM YOUR CARE COORDINATOR

- DISCUSS THE SETTING(S) FAMILY WOULD LIKE TO APPLY OR MAKE A REFERRAL TO
- SUPPORT THE FAMILY THROUGH THE REFERRAL OR APPLICATION PROCESS
- PLAN AND ASSIST WITH ANY NEXT STEPS TO HELP PREPARE THE CHILD AND FAMILY
   FOR THE NEXT SETTING



## PART C TRANSITION NOTICE TO DOE

- STARTS THE REFERRAL PROCESS TO DOE
- ALLOWS EI TO SHARE INFORMATION ABOUT THE CHILD
- WITH CONSENT, MAY INCLUDE THE CHILD'S IFSP, EVALUATIONS, ETC.

## OPT OUT/DECLINING DOE

- PARENT SIGNATURE IS REQUIRED TO OPT OUT
- FAMILIES MAY DECLINE A REFERRAL TO DOE
- OPERATION SEARCH IS PROVIDED TO THE FAMILY



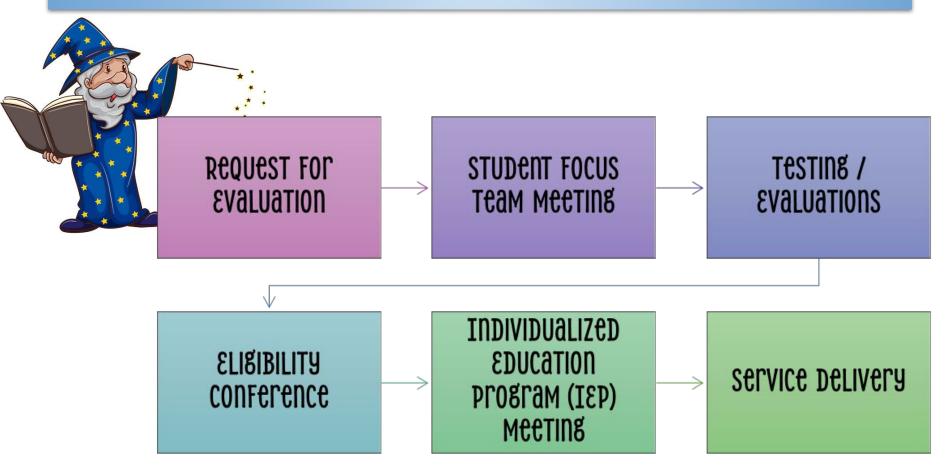
# PARENT STORY & REFLECTIONS







# DEPT. OF EDUCATION SPECIAL EDUCATION SERVICES



# NEEDS AND SERVICES (PROCESS)

MEANINGFUL INVOLVEMENT

("THESE ARE THE
PEOPLE WHO WILL BE
WORKING WITH
YOUR CHILD")

IEP Development

("WE WILL BE
DEVELOPING A PLAN
TO ADDRESS YOUR
CHILD'S NEEDS
BASED ON THE
EVALUATION
INFORMATION")

SPECIALLY
DESIGNED
INSTRUCTION

("WE'VE
IDENTIFIED THE
SKILL AREA, LET'S
TALK ABOUT HOW
AND WHAT NEEDS TO
BE WORKED ON")

DETERMINE SERVICES

("WHAT SERVICES ARE NEEDED?") DETERMINE PLACEMENT

("WHERE?")

DEVELOPMENT OF A PLAN

IDENTIFY TYPE OF NEEDS AND SERVICES TO ADDRESS THE NEEDS

BASED ON RESEARCH, CHILD, FAMILY



## PRIORITY SKILLS



WHAT PRIORITY SKILL(S) DOES THE CHILD NEED TO ACQUIRE TO PARTICIPATE WITH TYPICALLY DEVELOPING PEERS?

WHAT IS DEVELOPMENTALLY APPROPRIATE?

#### **BREADTH OF THE**

#### THREE CHILD OUTCOMES

ecta Dasy

The three child outcomes, measured by early intervention and early childhood special education systems, encompass functional skills and behaviors that are meaningful for a child's participation in everyday routines. They cut across developmental domains to represent the integrated nature of how children develop, learn, and thrive. The breadth of these outcomes provides a framework for describing and consistently measuring children's functional skills and behaviors across settings and situations.

#### Relating with Caregivers Demonstrate regulation and attachment, respond/initiate/sustain interactions.

acknowledge comings and goings...

#### Attending to Other People in a Variety of Settings Express awareness/caution, respond to/offer greetings, respond to own/others' names...

#### Interacting with Peers

Convey awareness, respond/initiate/ sustail interactions, share/sope/resolve conflicts, play near and with peers...

#### Outcome 1: **Positive** Social-Emotional Skills

#### Participating in Social Games & Communicating with Others

Respond to/initiate/sustain games and back-andforth communication, demonstrate joint attention, engage in mutual activity, follow rules of games.

#### Following Social Norms & Adapting to Change in Routines

Transition between activities, respond to new/Yamiliar settings/interactions, behave in ways that allow participation, follow routines and rules.

#### Expressing Own Emotions &

Responding to Emotions of Others Show pride/excitement/frustration, manage own emotions, display affection, and comfort others...

#### Showing Interest in Learning

Persist, show eagerness and awareness.

#### Using Problem Solving

Figure things out, use trial and error. remember steps/actions and execute them with intention, experiment with new/known actions

#### **Engaging in Purposeful Play**

Show early awareness and exploration, use objects according to function, play by building, pretending, organising and expanding play scenarios and roles.



#### Outcome 2: Acquisition and Use of Knowledge

and Skills

#### Understanding Pre-Academics & Literacy

Notice differences or associations among things, demonstrate matching/sorting/labeling by size/color/shape/numbers/function, interact with books and pictures, practice early writing and reading...

#### **Acquiring Language to Communicate**

Learn and use sounds, words, and sentences with increasing complexity including sign language and augmentative and alternative communication (AAC).

#### **Understanding Questions Asked & Directions Given**

Respond to pestures/verbal requests, understand meaning of increasingly complex words/questions/ directions, know and state details about self (e.g.,

#### Moving Around & Manipulating Things to Meet Needs

Move with increasing control and purpose (e.g., reach, roll, crawl, walk, run, climb) to navigate the environment - with accommodations as needed, manipulate objects/tools (e.g., crayons, scissors, switches, fragile items) with increasing control.

#### Eating & Drinking with Increasing Independence

uterails, hold bottle, drink from cup, show prowing independence with amount/type of food eaten, access food and feed self.

#### Dressing & Undressing with Increasing Independence

Assist with dressing, take off/out on shoes and clothes, undo/do fasteners...

#### Outcome 3: Use of Appropriate Behaviors to

Meet Needs

#### Diapering/Toileting & Washing with Increasing Independence

Lift legs for disper change, sit on potty, wash hands, brush teeth, help with bathing...

#### **Communicating Needs**

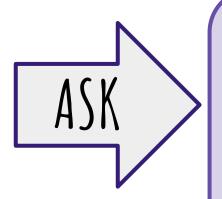
Indicate hunger/need for sleep,/diaper change, express discomfort/hurt, request or reject food, express choice/preferences...



#### Showing Safety Awareness

Asold dangers (e.g., putting things in mouth, touching hot stove), follow safety rules across settings and shutions

## WHERE IS MY CHILD? WHAT DOES MY CHILD NEED?



WHERE DOES THE CHILD USUALLY SPEND TIME DURING THE DAY?

WHERE ARE TYPICALLY DEVELOPING CHILDREN IN THIS AGE IN THIS COMMUNITY?

CAN THE CHILD'S INDIVIDUALIZED EDUCATION PROGRAM BE IMPLEMENTED IN THE CURRENT SETTING AND/OR OTHER SETTINGS WITH SAME AGE PEERS?

"THE DEPARTMENT'S LONGSTANDING POSITION IS THAT PLACEMENT REFERS TO THE PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES RATHER THAN A SPECIFIC PLACE, SUCH AS A SPECIFIC CLASSROOM OR SPECIFIC SCHOOL."

-U.S. DEPARTMENT OF EDUCATION (2006). FEDERAL REGISTER, VOL. 71, No. 156, P. 46588, P. 46687



# ENVIRONMENTS FOR PRESCHOOL AGE CHILDREN



## WHERE IS MY CHILD? WHAT DOES MY CHILD NEED?

### \*EARLY 3

- -WHERE DOES THE CHILD USUALLY
- SPEND TIME DURING THE DAY?
- -WHAT IS APPROPRIATE FOR THE CHILD?
- .-WHAT DOES THE PARENT HAVE TO SAY?

## \*M[D 3

- -WHERE IS THE CHILD NOW?
- -HOW IS THE CHILD DOING DATA
- -WHAT TYPE OF SERVICES ARE NEEDED?
- -ANY CHANGES?

## DEAR COLLEAGUE LETTER

### \*EARLY 4

- -WHERE IS THE CHILD NOW?
- -HOW IS THE CHILD DOING?
- -WHAT DOES THE PROGRESS MONITORING DATA SAY?
- -WHAT TYPE OF SERVICES DOES THE CHILD NEED?

### \*LATE I

- -WHERE IS THE CHILD NOW?
- -HOW IS THE CHILD DOING?
- -WHAT DOES THE PROGRESS MONITORING DATA SAY?
- -WHAT TYPE OF SERVICES DOES THE CHILD NEED?
- -SUPPORT NEEDED FOR TRANSITION TO K?

## PART C VS. PART B COMPARISON

• 3-5 YEARS OLD; SERVICES BASED ON CHILD NEEDS

- 0-3 YEARS OLD; HOME-BASED
- BUILD PARENT'S CAPACITY TO SUPPORT CHILD
- IFSP CAN BE WITH VARYING AGENCIES
- SERVICES DELIVERED THROUGH COACHING
- SERVICES AVAILABLE YEAR ROUND
- FREQUENCY OF SERVICES IS DEPENDENT ON THE CHILD AND FAMILY'S NEEDS AT HOME

- SUPPORT CHILD'S TRANSITION TO EC PROGRAMS
- IEP WITH DOE PROVIDERS
- SERVICES EMBEDDED IN THE SETTING
- SERVICES FOLLOW THE SCHOOL CALENDAR
- FREQUENCY OF SERVICES IS DEPENDENT ON THE CHILD'S NEEDS (DIRECT OR INDIRECT)

## PREPARING YOUR CHILD FOR CHANGE

TALK TO YOUR CHILD ABOUT THE NEXT SETTING

SPEND A LITTLE TIME AT THE SITE WITH YOUR CHILD

TALK ABOUT SOME OF THE FUN THINGS
THAT MIGHT HAPPEN, WHAT HE/SHE
MIGHT SEE AND DO

SMOOTHLY TRANSITION TO A NEW
SETTING, NEW PEOPLE, ETC. AND THEN
INCREASE HIS/HER HOURS THERE

CHECK WITH THE TEACHER IF YOUR CHILD

CAN BRING ITEMS THAT ARE

IMPORTANT TO HIM/HER, SUCH AS A

SPECIAL BLANKET, TOY, AND/OR

PICTURES OF THE FAMILY

ESTABLISH A SPECIAL AND CONSISTENT
ROUTINE FOR SAYING GOODBYE TO
YOUR CHILD. A REGULAR ROUTINE WILL
HELP YOUR CHILD FEEL SAFE AND
REASSURE YOUR RETURN



# PARENT STORY & REFLECTIONS









QUESTIONS?



THOUGHTS?



COMMENTS?

## CONTACT US

## EARLY INTERVENTION REFERRAL LINE:

808-594-0066 FOR OAHU
OR 1-800-235-5477 FOR NEIGHBOR ISLANDS

DEPT. OF EDUCATION-OPERATION SEARCH: 808-305-9806



## RESOURCES

- CHILD & FAMILY SERVICE EARLY HEAD START/HEAD START
- CHILD CARE CONNECTION HAWAII
- COMMUNITY CHILDREN'S COUNCIL
- DEPT. OF HEALTH- CHILDREN WITH SPECIAL HEALTH NEEDS PROGRAM (CSHN)
- DEPT. OF HEALTH- EARLY INTERVENTION SECTION
- DEPT. OF EDUCATION SPECIAL EDUCATION SECTION
- DEPT. OF EDUCATION SCHOOL LOCATOR
- DEVELOPMENTAL DISABILITIES DIVISION (DDD)
- DEPT. OF HUMAN SERVICES



# RESOURCES (CONTINUED)

- EXECUTIVE OFFICE ON EARLY LEARNING (EOEL) PUBLIC PRESCHOOL
- HAWAII CHILDREN'S ACTION NETWORK
- HONOLULU COMMUNITY ACTION PROGRAM (HCAP) EARLY HEAD START/HEAD START
- KEIKI O KA 'AINA FAMILY LEARNING CENTER
- KEIKI CENTRAL
- LEADERSHIP IN DISABILITIES & ACHIEVEMENT IN HAWAII (LDAH)
- PARENTS & CHILDREN TOGETHER (PACT)
- PEOPLE ATTENTIVE TO CHILDREN (PATCH)
- THE CHILDREN'S ADVOCACY PROJECT OF HAWAII

