

PRESCHOOL IS TOTALLY COOL:
TRANSITIONING FROM
EARLY INTERVENTION TO PRESCHOOL

WORKSHOP CO-PRESENTERS



***, DEPT. OF EDUCATION

WINDWARD DISTRICT 619 COORDINATOR



***, DEPT. OF EDUCATION

OFFICE OF STUDENT SUPPORT SERVICES EXCEPTIONAL SUPPORT BRANCH



DANA PEREIRA, DEPT. OF HEALTH-EARLY INTERVENTION SECTION

CARE COORDINATION/SOCIAL WORK SERVICES UNIT TEAM LEADER



NICK & CHELSEA 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

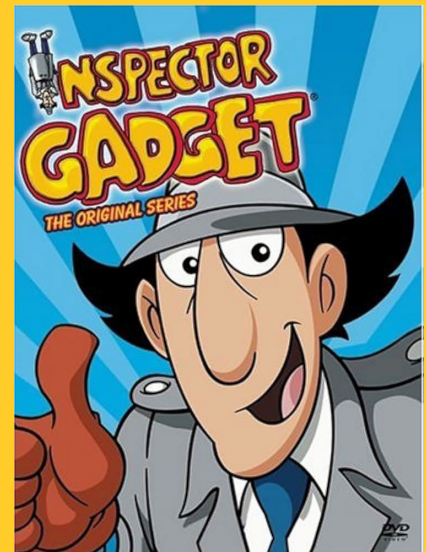
- ✓ BE INFORMED
- ✓ DEVELOP POSITIVE RELATIONSHIPS
- ✓ SHARE YOUR FEELINGS
- ✓ TALK WITH OTHER FAMILIES



TRANSITION PLANNING



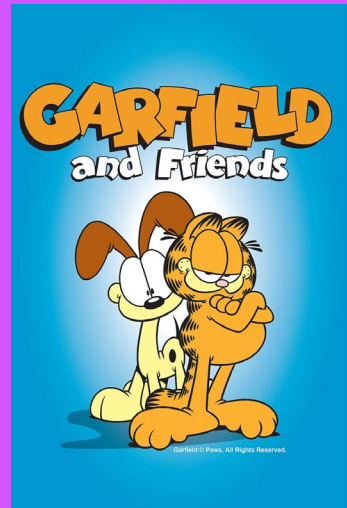
- FUTURE SERVICES AND PLACEMENTS
- PREPARE CHILD AND FAMILY FOR CHANGES IN SERVICES TO SUPPORT A SMOOTH TRANSITION FROM ONE PROGRAM TO ANOTHER
- PART C TRANSITION CONFERENCE



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
- OPPORTUNITY TO CONSIDER RANGE OF OPTIONS AVAILABLE IN THE COMMUNITY



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

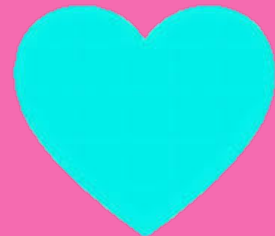
- STARTS THE REFERRAL PROCESS TO DOE
- ALLOWS EI TO SHARE INFORMATION ABOUT THE CHILD
- WITH CONSENT, MAY INCLUDE THE CHILD'S IFSP, EVALUATIONS, ETC.

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



REQUEST FOR
EVALUATION

STUDENT FOCUS
TEAM MEETING



TESTING /
EVALUATIONS

ELIGIBILITY
CONFERENCE

INDIVIDUALIZED
EDUCATION
PROGRAM (IEP)
MEETING

SERVICE DELIVERY



NEEDS AND SERVICES (PROCESS)

MEANINGFUL
INVOLVEMENT

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

I EP
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

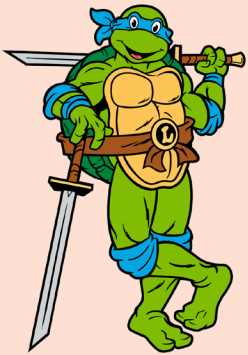
("WHAT
SERVICES
ARE NEEDED?")

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?

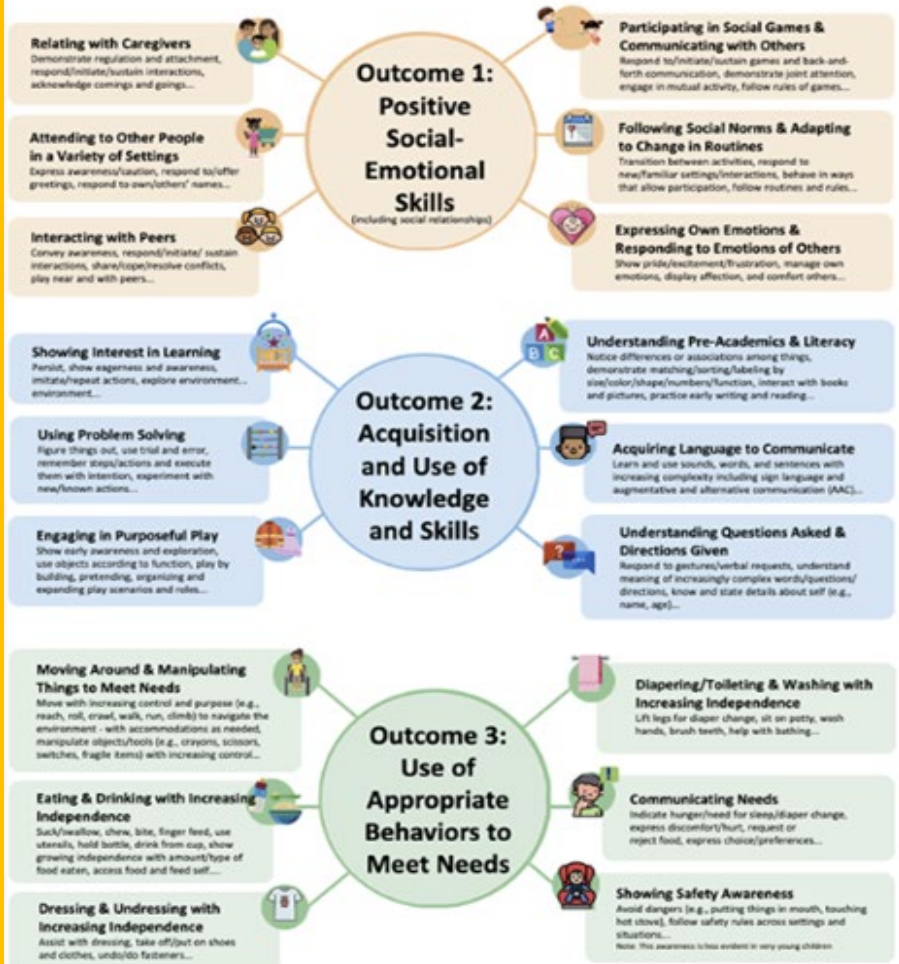
WHAT IS DEVELOPMENTALLY APPROPRIATE?



BREADTH OF THE THREE CHILD OUTCOMES

ecta DaSy
August 2023

An accessible version of the content is available at <https://ictascenter.org/en/pages/child-outcomes.asp>
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.



WHERE IS MY CHILD? WHAT DOES MY CHILD NEED?

ASK

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?



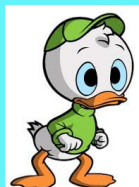
*EARLY 3

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



*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?



*MID 3

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



*LATE 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?
- SUPPORT NEEDED FOR TRANSITION TO K?

DEAR COLLEAGUE LETTER

PART C VS. PART B COMPARISON

PART C (EI)

- 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



PART B (DOE)

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



THANK YOU!

HAVE A RADICAL DAY!

