

UConn Early Childhood Leadership Capstone Project

Transition 101

7/22/2024

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Pre-Transition Conference

- Why?

- There is no standard of practice that supports parents/caregivers going into transition out of birth to three.

- When?

- This will be held at a date determined by the service coordinator and parents/caregivers 1 month **prior** to the transition conference.

- How?

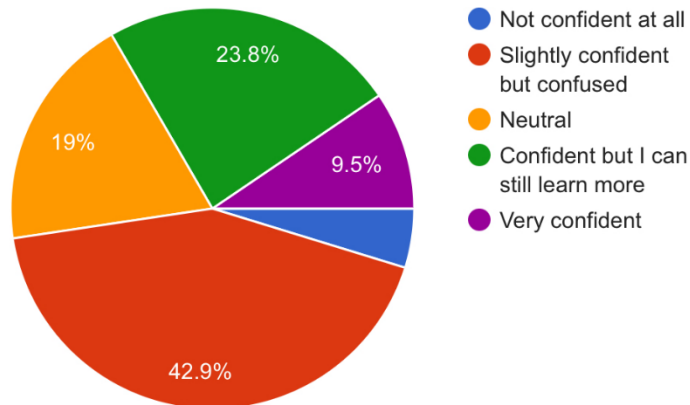
- Service providers will hold a meeting and go through a transition packet to provide parents with information and prepare them for the transition conference.

Data: Family's Confidence in Transition

How confident do you feel in understanding what the transition process is?



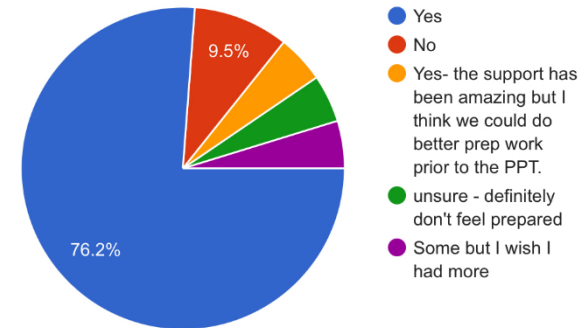
21 responses



Do you feel as though your birth to three program has provided adequate resources and support?



21 responses



A [survey](#) was sent out to service coordinators and directors in the CT birth to three network. 21 families responded.

Transition 101 Program

- A family guide for transitioning out of birth to three.
- With considerations for children who are Deaf/Hard of Hearing.
- The first step will be engaging in a pre-transition conference 1 month prior to a transition conference.

Transition 101 Continued...

Pre Transition Conference

I _____,

(parent name)

agree to participate in a pre-transition conference with my
birth to three service coordinator prior to my child's transition
conference.

Pre Transition Conference:

Location: _____

Date: _____

Who will be involved? _____

Signature

Date

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1. 3-8 Approval to Include Local School District*

APPROVAL TO INCLUDE MY LOCAL SCHOOL DISTRICT IN TRANSITION*



I approve of including my school district listed below in planning for my child's transition out of Birth to Three at age 3. I also consent to the specific records listed below being sent to my school district in order to assist with transition planning.

Parent/Guardian Signature _____ Date _____

I do NOT approve of including my school district listed below in planning for my child's transition out of Birth to Three at age 3. I understand that after age 2 ½ years, notification about my child's name and how to reach me will be shared but my school district will not be invited to my transition conference. I also understand that delaying this approval and invitation to the transition conference may delay my school district's ability to determine eligibility for special education and to develop an IEP on or before my child's 3rd birthday.

Parent/Guardian Signature _____ Date _____

I revoke the previous approval and invitation. I no longer approve of including my school district in transition planning for my child at age 3. I understand that this revocation is not retroactive.

Parent/Guardian Signature _____ Date _____

TO: _____ DATE SENT: _____
Responsible School District Contact Person

_____ Responsible School District

FROM THE PARENT(S) OR GUARDIAN OF: _____ CHECK IF CHILD IS IN
FOSTER CARE

Child's Name _____ Date of Birth _____

Parent(s) or Guardian's Name(s) _____

Address _____ Phone: (circle) Home / Work / Cell _____
 If no phone, other contact _____

I authorize release of each of the following document(s) to my school district:

Document (IFSP, Evaluation, Progress report): _____ Date of Document: _____

Document: _____ Date of Document: _____

Document: _____ Date of Document: _____

NOTE: Release of any additional documents after this requires parent consent on Form 3-3.

Service Coordinator _____	Birth to Three Program Name _____
Address _____	Birth to Three Program Telephone Number _____

Proposed Transition conference Date _____ Time _____

Location _____

Transition conference is responsibility of Birth to Three. All PPTs are school district's responsibility.

FOR SCHOOL DISTRICT USE

Date Received _____	Proposed Date/Time of PPT Meeting _____
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2. Considerations for Deaf/HH children Audiology Representative Form (for D/HH children)*

- Some items to consider when transitioning a child with hearing loss to school...
- Request an educational audiologist be present at the meeting to support the team in understanding how the child's hearing loss impacts their access to curriculum and education.
- Complete the language and communication plan before moving on to the IEP and or IFSP so that it may inform the rest of those documents.

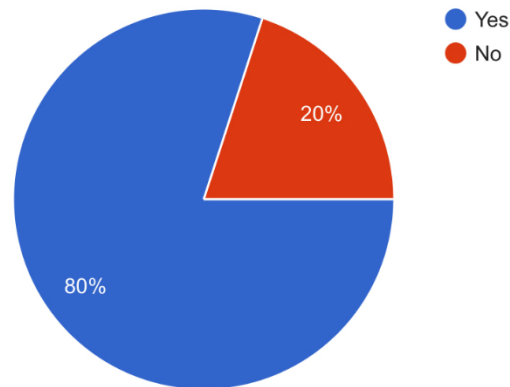
Data: Audiology Support for Transition Conference with District

- Not all families who participated in this survey had Deaf/HoH children

For parents of children who are Deaf/Hard of Hearing, would you like an audiologist to be present at the meeting to explain your child's hearing loss?

 Copy

20 responses



Audiology Representative Form (for D/HH children)*

Parent Request for an Educational Audiologist
to be Included in Transition Meetings/PPTs

Child Name

DOB

- We would like to request an educational audiologist to attend my child's meetings with the public school district.
- We would NOT like to request an educational audiologist to attend my child's meetings with the public school district.

Parent Name

Parent Signature

Date

3. Language and Communication Plan

Language & Communication Plan

For Children in the Connecticut Birth to Three System

This tool is designed to assist the IFSP team in identifying the ongoing unique communication considerations of children who are deaf or hard of hearing that should be reflected in the IFSP.

Child's Name: _____ Date: _____

Service Coordinator's Name: _____ Program: _____

The service coordinator and the IFSP team have considered and discussed:

1. Issues related to making a decision about a communication approach
 - How does the child's family communicate?

 - What communication approaches has the family been informed about for their child?

 - What are the family's wishes with regards to child's communication mode at this time?

2. Opportunities for direct communication with children and, or adults who are deaf or hard of hearing and who are using the chosen communication approach:

3. The child and family will be supported by the following professionals who are knowledgeable and experienced in working with children with hearing loss and the chosen communication approach:

4. Assistive technology devices that will be used with the child while enrolled in the Birth to Three System:

5. Additional comments or concerns:

For more information, please see the CT Birth to Three Service Guideline #5 Young Children Who are Hard of Hearing or Deaf.

Connecticut Birth to Three System Form 3-19 (7/1/13)

Name of Student

Date

Language and Communication Plan

A tool designed to assist both the 504 team and planning and placement team (PPT) in meeting federal and state requirements to address the special language and communication considerations for students who are deaf or hard of hearing.

Regardless of the amount of the student's residual hearing, the ability of the parent(s) to communicate or the student's experience with other communication modes, the PPT or 504 team has provided educational opportunity and considered the following:

- 1) a. The language and communication needs of the student through:
 - Assessment Discussion Observation
- b. The student's primary language/communication mode is one or more of the following:
 - Spoken Language American Sign Language English-Based Manual or Sign System
 - Other _____
- 2) The availability of deaf/hard of hearing adult role models and a peer group of the student's communication mode or language.

Determination/Action plan

- 3) All educational options available for the student, the explanation of which has been provided by the PPT or 504 team.

Options Discussed

- 4) The required certification and qualifications of teachers, *interpreters and other personnel to deliver the LCP, as well as the proficiency in, and the ability to, accommodate for the student's primary communication mode or language.

*Includes American Sign Language interpreter; English transliteration, oral interpreting, cued language transliteration and deaf-blind interpreting.

1 | ED 638 Language and Communication Plan – August 2019

[Click here for Language and Communication Plan \(Birth to Three and 504/IEP\)](#)

4. Guidance Document for Language and communication plan

- Fill this form out first in order to guide the rest of the IEP/IFSP with input from parents and team members
- Consider the child's PRIMARY LANGUAGE not just what the parents use to communicate
- List the specific members of the team by name that will be able to support the child in their communication method
- Will the child have access to peers and adults who use the same communication/are Deaf and Hard of hearing? (yes or no not sure is not an appropriate answer)
- If no, how will the district provide this?

4. Guidance Document for Language and communication plan

Next steps include:

- Providing this document so parents may advocate for their child as the district may not have much knowledge on these procedures and forms.
- Propose the creation of an official regulation/guidance document (video tutorial/in-service) to the Connecticut Early Hearing Detection and Intervention task force (EHDI).
- Propose the creation of an official regulation/guidance (video tutorial/in-service) document to Office of Early Childhood and Department of Education.

5. Transition Road Map

Next steps include Transition can be a bit confusing so a “road map” has been included in order to provide parents an idea of the order events will happen in those short



[Click here to view](#)

6. Who is your Child worksheet

- Complete this form with parents/caregivers to help them prepare for their transition and ppt meeting. This gives them a chance to practice what they would like to say about their child including what they do well and where they may need support.

Transition Conference/PPT Worksheet For Families

CHILD NAME:
PARENT NAME(S):
WORDS TO DESCRIBE MY CHILD:

MY CHILD IS GOOD AT... HAS MADE PROGRESS IN:

MY CHILD STRUGGLES WITH:

WHAT I DO TO HELP MY CHILD:

MY CHILD'S INTERESTS ARE:

I WOULD LIKE TO SEE MY CHILD MAKE PROGRESS
IN:

WHEN IT COMES TO MY CHILD'S EDUCATION, I AM
CONCERNED ABOUT:

I HAVE SOME QUESTIONS ABOUT MY CHILD'S TRANSITION, EVALUATION, AND/OR EDUCATION:

I HAVE SOME QUESTIONS ABOUT MY CHILD'S DEVELOPMENT THAT I WOULD LIKE TO HAVE ANSWERED
THROUGH THE ASSESSMENT PROCESS:

WHAT TO BRING WITH ME TO THE MEETING:

- A PHOTO OF MY CHILD TO SHARE WITH THE TEAM
- A PERSON TO SUPPORT ME DURING THE MEETING
- PAPER AND PEN
- ASSESSMENTS OR MEDICAL REPORTS THAT I WISH TO SHARE AND HAVEN'T ALREADY
- THIS AND/OR OTHER DOCUMENTS WHERE I HAVE WRITTEN DOWN MY THOUGHTS AND QUESTIONS
- OTHER:

This can also be found on <https://www.birth23.org/families/transition-2/>

Letter to School District

- This provides parents/caregivers the opportunity to organize their thoughts and introduce themselves to the local school district.
- Per parent/caregiver decision, letter may be kept by the parent and service coordinator as a reference at the Transition Conference OR sent to the district.

Letter to the District

To:

District _____

From:

Parent(s) Name(s) _____

To whom it may concern:

(write on back if needed)

Cheat Guide to Transition and PPT Meetings

Cheat Guide to Transition and PPT Meetings

- **504 plan**- Accommodations and modifications that allow a child to access the general education.
- **Assistive technology**- Any technology that supports learning and/or communication.
- **FAPE**- Free and Appropriate Public Education- All children with disabilities have a right to a fair educational experience as those without disabilities.
- **FM/DM system** - Microphone system used by teachers in a classroom to allow direct access to communication/education for Deaf and Hard of Hearing students.
- **IEP**- Individualized Education Program - a plan for special education students that sets up goals and objectives to fit their individual needs/abilities.
- **LRE**- Least Restrictive Environment - Children who get special education should be in the same classroom as typical peers as much as possible.
- **Language and Communication Plan** - a plan that outlines special communication and language needs of Deaf and Hard of Hearing students. (This is required by law for any Deaf or Hard of Hearing student).
- **PPT**- Planning and placement team - A team that meets including the parents, teachers, and special services to discuss programming and planning for a child with an iep or 504.
- **Prior Written Notice (PWN)**- A document sent to the parents to explain why or why not a change will happen in the child's education plan before the change happens.
- **Procedural Safeguards**- A way for parents to advocate and make sure their children is getting what they need. This includes participating in all meetings, access all educational records, and to obtain independent educational evaluation (IEE) of the child.
- **Transition Conference/Meeting** -a meeting set up by the birth to three service coordinator to introduce the family to the public school district.

Additional Resources (included in packet)

- CT Birth to Three Website (Transition):
<https://www.birth23.org/families/transition-2/>
- CT Birth to Three Youtube:
<https://www.youtube.com/user/CTBirth23>
- CT Parent Advocacy Center (CPAC):
 - <https://cpacinc.org>
- PathCT:
 - <https://pathct.org>
- CT Gov- Parent's Guide to Special Education: https://portal.ct.gov/-/media/sde/special-education/parents_guide_se.pdf

Pre-Transition Program Packet
can be found [here](#).

[Download Full PDF here.](#)