EI/ECSE Standard 3
Component 3.3
Overview & Speaker Notes

Intended Audience:

Overview for Facilitators:
ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals’ ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: Curriculum Module | The Early Childhood Personnel Center (ecpcta.org)

Speaker Notes
The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:

- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face
1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual
1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck
8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Objectives for Standard 3, Component 3.3:
After participating in this professional learning opportunity, participants will be able to:
• Identify the legal requirements for transition planning in EI/ECSE
• Identify evidence-based and promising practices for developing transition plans into and from EI and into and from ECSE
• Describe strategies to partner with families to develop transition plans
### Outline of Session Activities

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Slide 1

**Collaboration and Teaming**

Initial Practice Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

3.3

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Slide 2

**Standard 3**

Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.

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Slide 3

**Component: 3.3**

- Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through 8 age span.

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Slide 4

**Objectives**

- Identify the legal requirements for transition planning in EI/ECSE
- Identify evidence-based and promising practices for developing transition plans into and from EI and into and from ECSE
- Describe strategies to partner with families to develop transition plans
Transitions in EI/ECSE Practice

- DEC: Transition refers to the events, activities, and processes associated with key changes between environments or programs during the early childhood years and the practices that support the adjustment of the child and family to the new setting
- A dynamic process

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Slide 6

Transitions in EI/ECSE Practice

Between Systems:
- Hospital to Birth to Three
- Birth to Three to Pre-K
- Pre-K to K-21

Within Systems:
- Change of providers, teacher, caregiver, etc.
- ESY

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Slide 7

Transitions: 5 Broad Objectives

- Continuity of services
- Minimal disruptions to the family system
- Ability of children to function in their new program
- Compliance with legal requirements
- Facilitate child and family competence along a continuum of skills that are both developmentally and individually appropriate

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Slide 8

Hospital to Part C (Birth to Three)

- Children with conditions identified at birth more likely to be referred and engage with services
- NICU graduates: Lower rate of referral and receipt of services than expected for eligible infants
- Infants with NAS/NOWS even lower
- Hearing screens – thousands of infants lost to follow up

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Discuss possible reasons for lower-than-expected rates of referral from hospital settings
What did you hear from parents about their experiences during this experience?
What would you as a practitioner want to hold in mind as you supported them through their entry into services?

These were families that successfully engaged with services. What barriers can you imagine might come up for families that result in a lack of engagement with Part C services?

(unknown, so much fear to begin with) – trying not to overwhelm

The IDEA Part C law has regulations about transition and what the process needs to include (such as holding a transition meeting, referral information to lead education agencies, etc.).

Your agency may also have written documentation regarding the transition process, or checklists to follow as you work with families. Remember, this is a big step for them and it is our job to support their needs and build on their strengths.
Also, it is important for you to be aware of the variety of options for 3-year old children in the state. There are several preschool program options such as Head Start, School Readiness, Smart Start, District Preschool Special Education, etc. Make sure you are up to date on program information and options that you can share with families to help support them in their choice of where to send their child after they turn 3-years old.

The Connecticut State Department of Education website should provide the most current information: https://portal.ct.gov/SDE, https://portal.ct.gov/SDE/Special-Education/Early-Childhood-Special-Education

In Connecticut, the statewide IFSP form includes a section to record a transition plan. This section explores the many possible outcomes that could be important for a family.

Discussion: What are the Parent’s Rights?

Locate parent’s rights on state EI or 619 websites

Part C (Birth to Three) to Part B/619 (Pre-K)

• One family’s story
• On the next slide, listen to this family’s story; what strategies do you think would be most important to help with this transition?


• Families need information, resources, and support to make informed decisions about services for their child when the child turns 3.
• While infant/toddler and preschool programs recognize the child must be viewed in the context of his/her family, preschool special education (Part B) services typically are more child focused, while early intervention (Part C) services have a stronger focus on the family.
• For families whose children qualify for preschool special education, changes in
services at age 3 will occur as a result of the differences in philosophy and legislative intent of early intervention (Part C) and preschool special education (Part B).

- Differences in focus of services from Part C to Part B (families, settings)
- Families need to prepare for transition and incorporate their priorities and preferences for their child into the planning process.

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**Slide 15**

**Video: Transition at Age Three**


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**Slide 16**

**Elements of Transition Planning**

- Relationship-building across community partners
- Service providers help families understand differences between systems
- Provide families about their rights/responsibilities to make informed choices
- Families choose who they want to invite to IEP
- Transition IFSP meetings must take place no later than 90 days before— and with parent’s consent as early as nine months before— the child’s third birthday
- Include explicit steps to exit the program

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**Slide 17**

**Transition Planning**

- Unique strengths, learning styles, special needs, and family context are always considered
- Changes in services: different eligibility and system requirements
- Supports child development without loss of or interruptions in needed services
- Opportunities developed for children to become familiar and comfortable with new services and settings
Form a transition team: family, teachers, administrators, EI/ECSE providers choosing a lead to develop and implement transition plan

- Obtain permission and share key records to coordinate team collaboration to design a fully-loaded IEP plan to ensure success
- Ensure that all staff on both ends are fully informed about respective policies and procedures so that families receive accurate information
- Provide opportunities for families and providers to visit a new classroom and assess environmental/adaptive needs to optimize full participation
- Prepare child through books, stories, classroom visits
- Create an ongoing plan for communication

Collaborate with the transition team, including families, to coordinate child health care resources and community-based services (e.g., suggest outdoor spaces for safe and independent free play)

Prepare the family and child for changes in roles and routines (e.g., child taking on the student role, caregiver participation differences in school versus early intervention)

Educate the family and school staff on diverse needs of the child in the new setting (e.g., educating a family about how a child’s disability will impact school participation and how this will be addressed)

Evaluate ways to support school participation (e.g., observe how the student gets along with others)

Facilitate skills needed for school participation (e.g., create opportunities for student to play with others at recess)

Enhance play and social skills for the school environment (e.g., provide opportunities for supported cooperative play)
Evidence-Based Transition Practices

- Family-centered approach/involvement in planning that promotes continuity of experiences
- Providing clear, understandable, and accurate information
- Fostering relationships
- Interagency agreements and communication
- Ongoing family support over time

Activity #1: Aiden’s Transition

Questions:
- What child and family strengths should be considered in Aiden’s transition?
- What child and family characteristics should be considered in Aiden’s transition?
- Imagine you are the service coordinator (Miss Sara): what did you do before, during and after the meeting to support competence in this mother’s (Gwen) ability to participate in Aiden’s transition actively?

Using the content you gained from today’s session and the ECTA Handout: Supporting Transition from EI to Preschool, consider Aiden’s transition plan:

References and Resources


References and Resources


https://journals.lww.com/jrnldbp/Fulltext/2019/08000/Early_Intervention_Referral_and_Enrollment_Among.5.aspx


https://ectacenter.org/decrp/topic-transition.asp
References and Resources


https://www.mdpi.com/2227-7102/7/4/78/htm

https://www.dec-sped.org/dec-recommended-practices