

## Case Study #1:

Logan was born with a rare genetic disorder that resulted in physical disabilities and multiple surgeries during his early life. Logan's mother, Lanie, works full time so that the family can have basic health insurance because his father, Ron, can only get part time hours at the factory. Lanie's work place has an on-site childcare where Logan has attended since he was very young. Logan receives early intervention services at the child care center. His physical therapist (and sometimes also the family's services coordinator) meets weekly with Lanie and/or the childcare providers to plan for, address and carry out Logan's Individualized Family Service Plan (IFSP). An occupational therapist and an early childhood special educator are also part of Logan's team. Logan's outcomes include: learning to move around the classroom independently, using utensils, and joining his peers to play.

In addition, Logan's development and health is monitored through a developmental clinic located about 2 hours from his home.

Logan will be transitioning from Part C to Part B services at the end of August, having turned 3 years of age in May. A transition conference was held in January as part of his IFSP during which the school district preschool coordinator described options for services but recommended that Logan attend a preschool classroom operated by the school district. It is located at Logan's local elementary school. Logan's transition plan included the following:

- Information about the differences between Part B and early intervention (Part C) services.
- Information about continuous services and extended year services.
- Review of Logan's current IFSP, MDT and discussion of the need for any additional assessment.
- Designation of the preschool coordinator as the case manager for the IEP once Logan transitions to Part B services.
- Review of the program options including Logan's current child care program and also the district preschool.
- Steps the family wishes to take to ensure a smooth transition for Logan.

At the transition conference, the family decided that they would remain in early intervention services until August 31<sup>st</sup>.

Since the meeting, Lanie has told Logan's services coordinator that she is beginning to dread having to explain all of Logan's physical needs to staff at the new program. She doesn't feel good about Logan leaving his friends, the teacher he likes, and all the activities he participates in at the child care center to go to the preschool. The family is also concerned about his health and the risk of exposure to other children and also the travel to the preschool.

As the services coordinator is preparing for the June IFSP meeting, what should happen next? Who should be involved in the June meeting and what should their roles be? How should these activities and steps prior to, during, and after the meeting be documented?

**Possible responses for case study #1:**

The services coordinator and the physical therapist (as the most frequent IFSP team member providing services) could encourage Lanie to make a visit to the school district preschool program and offer to make the visit with her. While at the school, they could visit with the preschool coordinator about the family's concerns and priorities for Logan and discuss the possibility of Logan remaining at the child care setting (to ultimately be determined at the June IFSP). The issue of Logan's health and also transportation to preschool should be discussed so that options can be presented if Logan's family and the IFSP team determine that Logan should attend the school district program. The IFSP team should consider all pros/cons of the learning opportunities and environment in both the district preschool program and the child care setting once Logan's outcomes have been written. All of these activities and preparations should be documented with projected and actual completion dates in the transition plan on the IFSP along with those decisions already made by the parents (e.g. remaining in Part C services until August 31<sup>st</sup>).

In planning for the upcoming IFSP meeting, the SC needs to involve the family, all IFSP team members, the preschool coordinator, and if at all possible, someone from the child care center who knows Logan and his family or can speak on behalf of child care staff who have been involved in his care. The school district's preschool teacher could/should also attend to provide information about the preschool setting, routine and activities.

Once decisions about placement have been made, this should be documented in the IFSP transition plan, and if the child will transition to the preschool setting, there will be a need to determine and include: transportation, how to meet Logan's health needs, possible resources or training needed for staff new to Logan, etc.