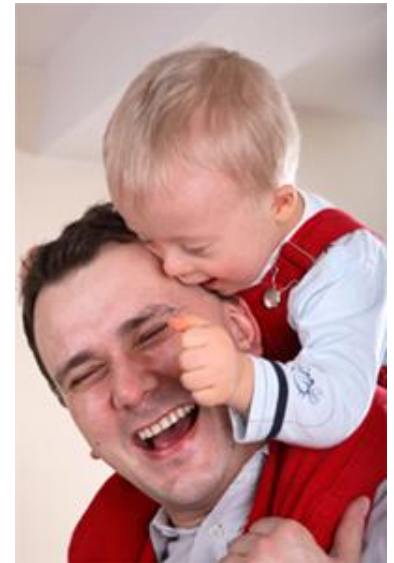




Nebraska Early Development Network

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Part C to Part B Early Childhood Transition Resources



Early Childhood Transition

- EDN services are provided until August 31st of a child's third birthday or until the child has met all IFSP outcomes and there is no longer a need for early intervention services.
- Early childhood transition is the process of change within or between services that involves children, families, other caregivers, and service providers.

Transition Process Goals

- Helps to ensure continuity of services for children and families
- Minimize disruption of the family system
- Promote child functioning at home and in inclusive school and community settings
- Involve planning, preparation, implementation, and evaluation within and between programs and with the family.

Amelia



Amelia

- Diagnosed with Down Syndrome and has received home based EI services since birth.
- Current concerns/priorities include using signs to express her wants/needs, following directions, and becoming more independent with eating and dressing.
- The school district has a preschool program available and there are also 2 community preschool options.
- Amelia's parents are concerned how she will react to a structured routine at preschool. They report that she has never been with adults other than her parents and extended family.

Possible Transition Plan Items for Amelia

- Amelia will remain in early intervention (Part C) until August 31, 2025 and then will transition from an IFSP to an IEP and Part B services.
- Parents will determine what setting they would like Amelia to receive her Part B services in.
- The Services Coordinator will assist the family in coordinating visits to the district's preschool and community preschools.
- The district special education coordinator will contact the family in August 2025 to schedule the IEP meeting and will invite the Services Coordinator at the request of the family.

Regulatory Requirements

- If a toddler with a disability may be eligible for preschool services, with the approval of the family, the services coordinator shall convene a conference among the family, team members, and school district or approved cooperative, not fewer than 90 days, and at the discretion of all parties, not more than 9 months, before the toddler's third birthday to discuss any services the toddler may receive under NDE regulations at 92 NAC 51.

Regulatory Requirements

480 NAC 1-011.03; 3-012.03

- Any transition conference or meeting to develop the transition plan must meet the IFSP meeting requirements referenced in 480 NAC 1-010.
- This includes the services coordinator providing written notice of the IFSP meeting and Transition Conference/Planning to all team members a reasonable time prior to the meeting.

480 NAC 1-011.01

The Annual Transition Notice must be provided to the family at the transition conference

Effective transition conferences are a joint responsibility of the assigned services coordinator and school district.



Part C to Part B Transition Conference

The school district must:

- Explain to parents the Part B eligibility requirements and evaluation procedures
- Provide information about Part B program options as appropriate, to inform parental decision making
- Inform the family that they can request to invite the Part C Services Coordinator to the initial IEP meeting
- Provide the parent with a copy of their Part B procedural safeguards as required under C.F.R. 300.504

Transition Steps and Services

- Must be developed at an IFSP meeting with the family of the child. The IFSP content must include the following:
- Transition Services
 - transition services and other activities that the IFSP team determines are necessary to support the transition of the child.
- Transition Steps:
 - Procedures to prepare the child for a change in service delivery, including steps to help the child adjust to, and function in, a new setting, and to exit from the Early Development Network.



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Transition Steps

- Discussions with, and training of, parents, as appropriate regarding future placements and other matters related to the child's transition.
 - Steps may include the following:
 - Preschool services under IDEA Part B
 - Public Pre-Kindergarten
 - Head Start
 - Childcare program
 - Other appropriate early childhood services
 - Continued early intervention services for children with disabilities from age three until the beginning of the school year following the child's third birthday

Assistive Technology

Assistive Technology must be considered when a toddler is transitioning from early intervention services to preschool, regardless of whether the child currently receives AT services through the IFSP.





INDIVIDUALIZING THE TRANSITION PLAN

Potential Questions

- Would visiting these centers or classrooms be helpful to you?
- How is it for you and your child when you separate, such as when your child is dropped off at child care, grandma's house, etc.?
- What does play and interaction with other children look like for your child?
- What health and medical issues does your child have? Does your child take medications during the day?



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Potential Questions

- Are there diet restrictions, allergies, or preferences that need to be addressed?
- Will your child need extra assistance with feeding? (For children who are utilizing a g-tube, consider if they are allowed to take any food orally, when they have scheduled feeds, will someone at the school/child care/Head Start, etc. need to be trained in assisting the child with a g-tube feeding, etc.)
- Will your child need any extra assistance or time when getting around the classroom, stairs, or playground equipment?

Potential Questions



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- Are there any differences in how your child will participate in classroom activities, including how he or she reacts to sensory materials such as music time, art time, or playground time?
- How does your child respond to activities and routines which require sitting in one spot, following directions, picking up toys, etc.?
- Are there any skills your child will need to learn to participate in group activities, such as waiting his or her turn, sharing toys, etc.?

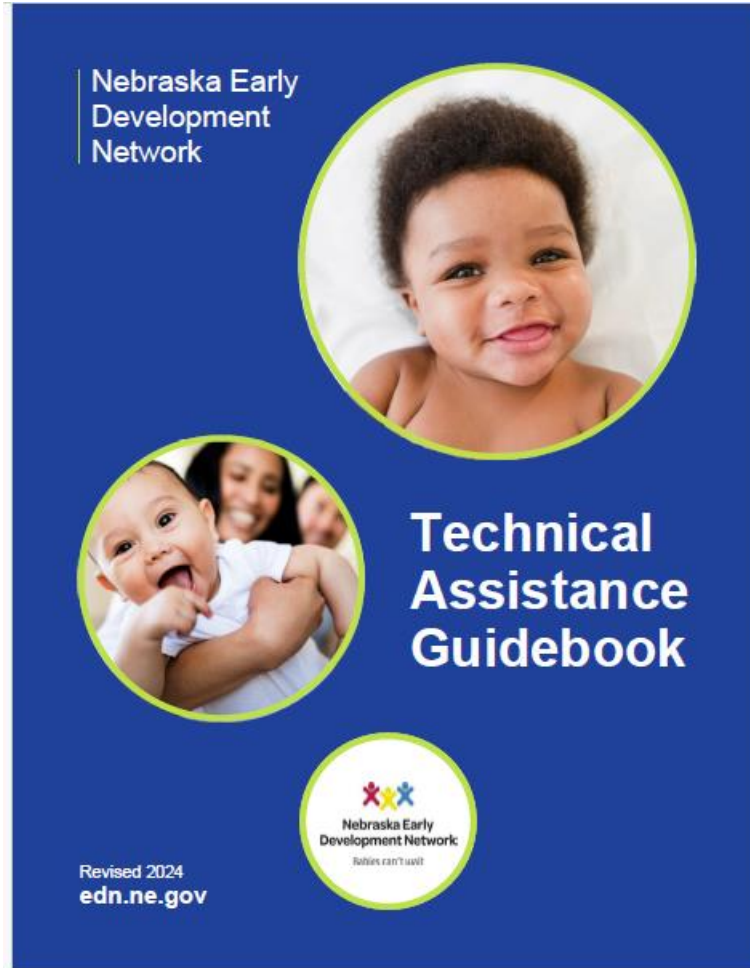
Potential Questions

- How will your child get to preschool? What transportation options are available? If you are unable to provide transportation, what questions or concerns do you have about your child being transported by someone other than you?
- What resources are you interested in exploring to help with your child's transition process? (Contact information for PTI-Nebraska, Parent support groups, disability support groups, etc.)

Amelia



Section 15: Transition Planning and Implementation



Using Your Resources

<https://edn.ne.gov/cms/policies/procedures>



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- TA Guidebook
- OSEP 2023 Early Childhood Transition Questions and Answers
- 480 NAC 1
- Rule 52
- January 2024 Myths and Facts Surrounding Assistive Technology Devices and Services

EDN Contacts

EDN website: <http://edn.ne.gov>



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