

Transition from Birth to Three to Public School (IDEA Part C to IDEA Part B)

Connecticut Birth to Three

Connecticut State Department of Education

Connecticut Parent Advocacy Center





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Presentation Overview

- Connecticut's Birth to Three System and Supports
- IDEA Part C to Part B Transition Processes and Procedures
 - Birth to Three Role and Responsibilities
 - School District Responsibilities
- Frequently Asked Questions





"Oh My Word" (AKA Acronyms)



RESC – Regional Educational Service Center

IDEA – Individuals with Disabilities Education Act

SDE – State Department of Education

OEC – Office of Early Childhood

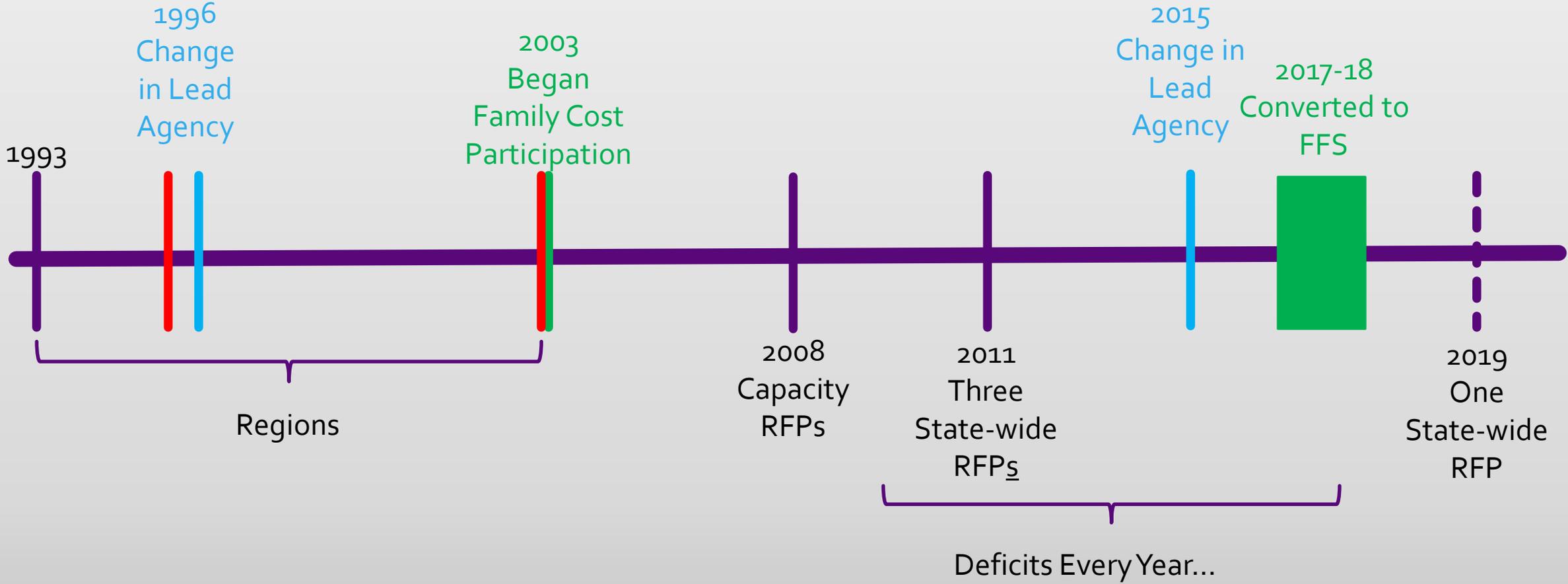
DDS – Department of Developmental Services

IFSP – Individualized Family Service Plan

IEP – Individualized Education Program

CPAC – Connecticut Parent Advocacy Center

CT B23 System Timeline



Birth23.org



Children have a lot to learn in the first three years

Birth to Three supports families when they have concerns about their children's development



I have questions about Birth to Three
1.800.505.7000
I'm in Birth to Three
1.866.888.4188



Find Information

Search Birth to Three

Get Info



Connecticut's Birth to Three Mission Statement

since 1993

To strengthen the capacity of Connecticut's families to meet the developmental and health-related needs of their infants and toddlers who have delays or disabilities.



Connecticut's Birth to Three Uniform Message

Important
Message

Important
Message

*Birth to Three:
Supporting families
to enhance the development of their child
and
connect to their communities.*

What is “Birth to Three”?

A System? or A Program?

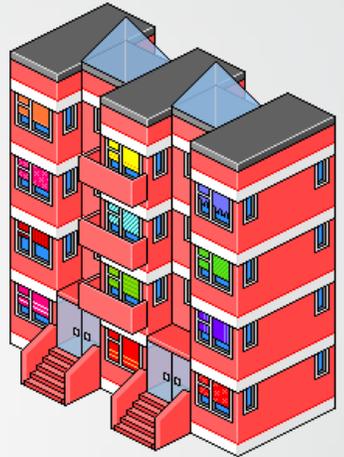
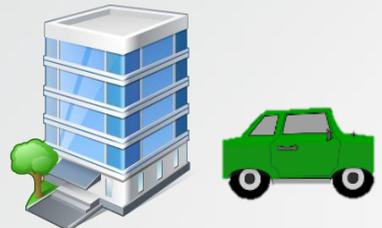
What are Early Intervention Service (EIS) Programs?

Who are the programs that support families in your town?

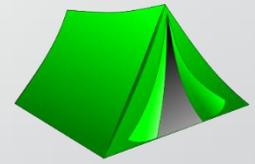
It’s all “**Birth to Three**” to most families.

Birth to Three

A View From 10,000 Feet



32 Programs



How do families get referred?

- Anyone can refer a child (family, pediatrician, childcare, DCF)
- Family must agree to the evaluation and must be present at the evaluation.
- Single Point of Entry is **Child Development Infoline**
 - ✓ By voice 800-505-7000
 - ✓ Online: <http://www.birth23.org/referral/forms/referral-form/>
 - ✓ Fax in the form downloaded above 800-571-6853
 - ✓ 211

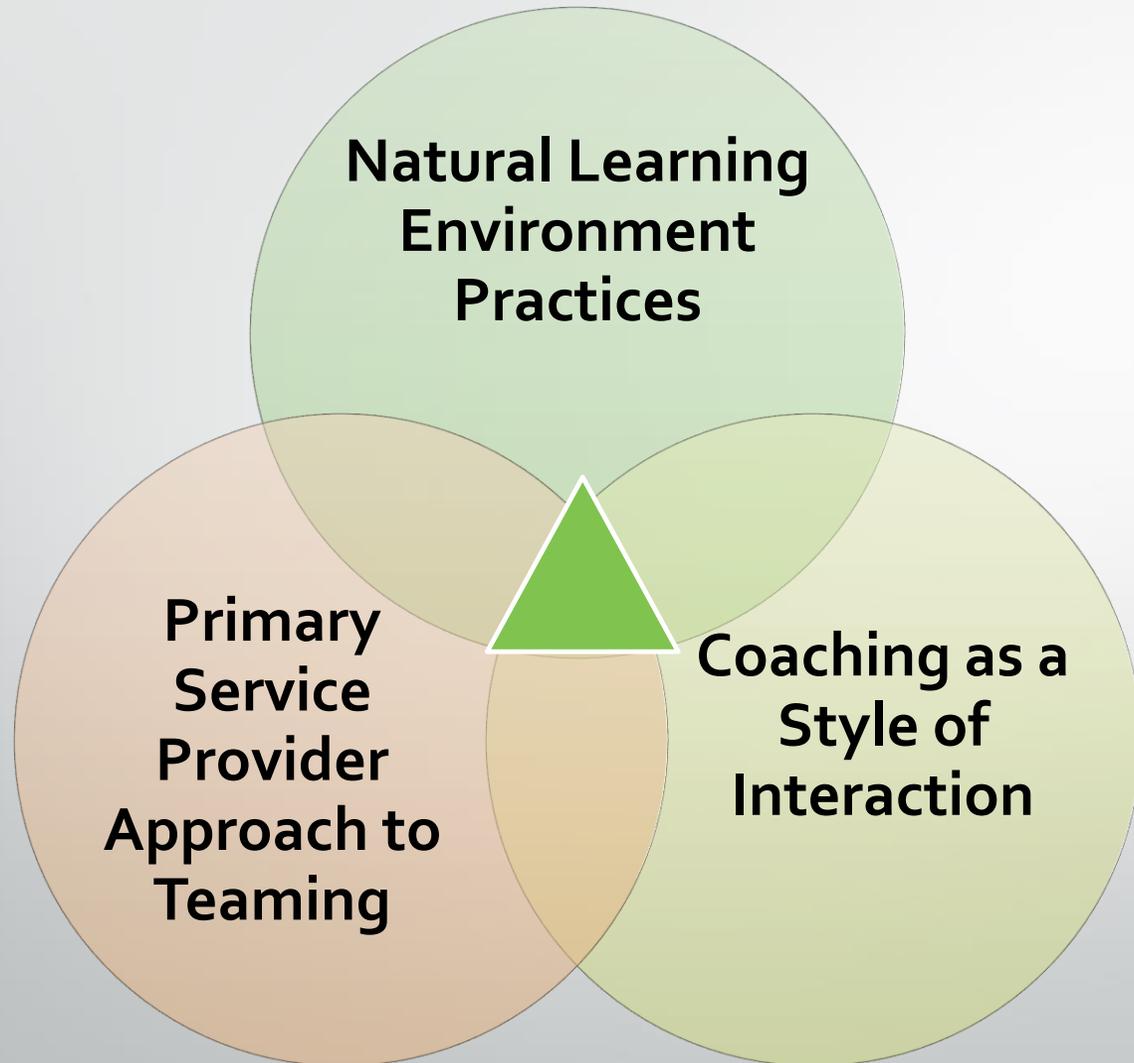
Most calls are made by families based on their PHCP's recommendation.

B23 Evaluation

- Two Early Intervention Professionals (OT, PT, Teacher, SLP)
- Activity based discussions and a standardized norm-reference using a tool
 - Self help skills
 - Personal social skills
 - Motor skills (fine and gross motor)
 - Communication skills (receptive and expressive)
 - Cognitive skills
- Health history, nutrition, vision, and hearing
- Additional testing as necessary (MCHAT)



Best Practice in Birth to Three



Increased Participation,
Confidence and
Competence:

- Parent
- Child

Natural Learning Environments Are:



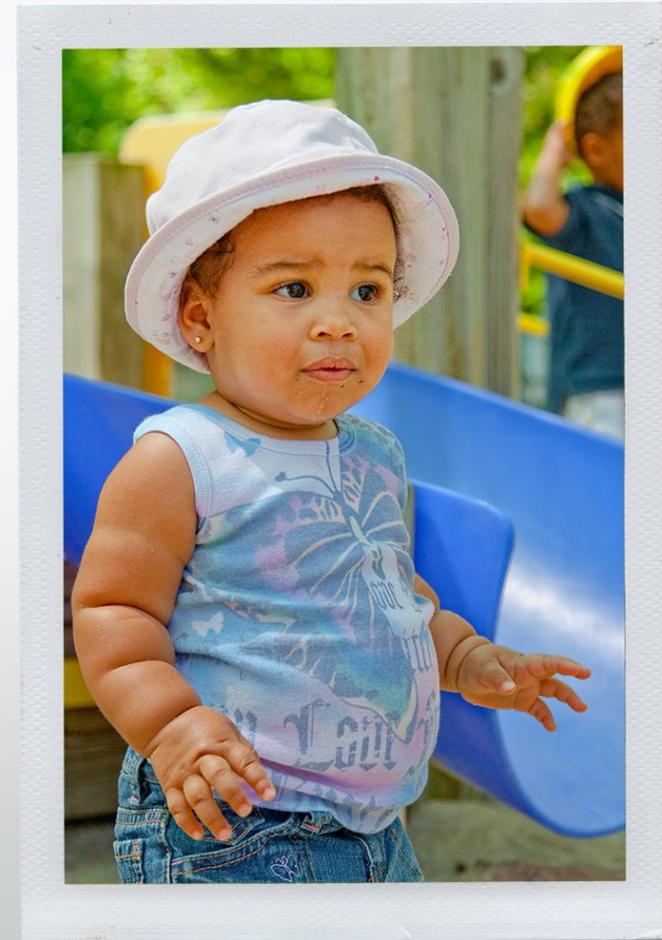
Natural
learning
opportunities
in everyday
family life



Children Learn through Incredible Amounts of Practice!

- The amount of a toddler's experience with walking is the **only predictor of improved proficiency**
- Toddlers practice walking for more than 6 hours daily
- Average 500 – 1500 steps per hour
- 9000 steps per day (length of 29 football fields!)

Adolph, K. E., Vereijken, B., & Shrout, P. E. (2003). What Changes in Infant Walking and Why. *Child Development*, 74(2), 475-97.



COACHING



- Style of interaction, builds family's confidence
- Supports parents during their every day activities
- Parent is using strategies with their child during visit
- Builds on parents ideas: Sharing information/modeling

Foundations of Coaching in Early Childhood

Partnering with Parents & Professionals



www.FoundationsofCoaching.com

Primary service provider approach to teaming

Every child, every family has a full team

One interventionist functions as the primary support for the family

Primary provider and family receive support from other team members on joint visits as needed

Strengthens parents confidence and competence in promoting child learning and development

What Happens When a Child is About to Turn Three?



Notification: sent to LEA at age 2.5 through SEDAC



Service coordinators include LEA in transition planning (with parent consent)



Free Appropriate Public Education (FAPE) at three is required

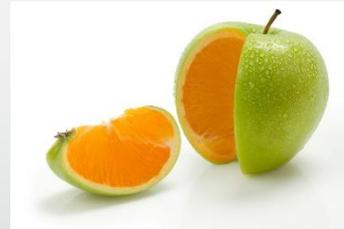
Transition

Birth to
Three

IDEA Part C



It's Different



Special
Education

IDEA Part B



How's do families feel?



Referrals to Special Education



Yes, anyone!!!

Note: parent must give permission for the evaluation

Who does what???

	B23	LEA
General Release of Information (3-3)	X	
Notification (SEDAC)	X	
Approval to Include LEA in Transition Planning (3-8)	X	
Standard Referral Form (ED621)		X
Notice to Parent (ED622)		X
Transition Conference	X	
Notice of PPT		X
Consent for Evaluation		X
Consent for Placement		X

LEA Referral, Evaluation, Eligibility, IEP



Referral

- Made by Birth to Three and/or the parent
- Transition meeting convened by Birth to Three (*District MUST participate*)
- District completes appropriate forms, sends notice, procedural safeguards
- District sends PPT Invite

Convene PPT 1

- PPT discusses referral
- PPT reviews available information and parent concerns
- PPT determines evaluation is needed – identifies “existing data”
- PPT designs “initial evaluation”
- PPT proceeds to evaluation - obtain parent written consent to conduct initial evaluation



Convene PPT 2

- Review evaluation results
- PPT determines this is a child with a disability under the IDEA
- PPT identifies the IDEA Disability Category
- PPT develops IEP based upon evaluation = **FAPE by age three**

ELIGIBILITY DETERMINATION

SEDAC

- Accessed by Directors and Data Managers
- Reports should be shared district EC Transition Coordinator regularly



DATA



KNOWLEDGE



ACTION

SEDAC Choices

Report:

- Choose -

Children with Signed B23 Approval to Include LEA

Notification of Children Over Age 2 ½ with No Release Or Approval To Include LEA

Children With Release Of Information To LEA

Children Under Age 2 ½ with No Release or Approval To Include LEA

Reports and “Child Find”

- Children with Signed B23 Approval to Include LEA. **Official Referral; start referral process immediately!**
- Notification of Children Over Age 2 ½ with No Release Or Approval To Include LEA. **LEA has immediate Child Find responsibility for these children.**
- Children With Release Of Information To LEA. **Not a referral, however Child Find responsibility applies.**
- Children Under Age 2 ½ with No Release or Approval To Include LEA. **Not a referral, and no Child Find responsibility. Use data for planning purposes.**



Guidance from CSDE



- A child under the age of two and a half with no release (form 3-3) or approval to include (form 3-8) is NOT a referral, **NOT** a Child Find responsibility – just receipt of notification for future planning.
- If a family revokes the invitation to include the LEA – LEA still has Child Find responsibility-reach out to the family.



Guidance from CSDE



- Child Find responsibilities can include any kind of general child find information mailed out to parents with young children.
- Best practice - reach out to families individually to let them know the LEA is available to accept a referral.

Transition Meeting

Birth to Three >> Special Education



Purpose

- Determine steps to support successful transition out of Birth to Three
- Start relationship between family and school

Birth to Three Role

- Hold meeting at least 90 days or, with agreement, up to 9 months before 3rd birthday
- Invite school - with parental permission
- Schedule at convenient time and place*
- Facilitate meeting



Public School Role

- Receive invitation and documents from Birth to Three
- Participate in meeting even if school not in session - summer
- Family chooses location of transition meeting



Outcome - Transition Meeting

- Family shares their priorities for child, child's strengths, challenges
- Review Birth to Three outcomes and supports**
- Decide next steps including evaluation: who, when, where

PPT

- PPT 1 may be held as a separate meeting differentiated from and immediately following the transition meeting
- PPT 1 is the responsibility of the school district



* Family is the priority. Meeting is ideally held in the home if this is the family's preference.

** Current IFSP including outcome progress may be reviewed as part of the meeting

Joint Publication:

CT. Birth to Three System, State Department of Education Bureau of Special Education January 2019

Transition Conference

It's all about relationships!!!



Part C SSIP / SiMR?

- State Systemic Improvement Plan
- State-identified Measureable Result

As a result of Early Intervention families will be better able to talk about their child's abilities and challenges.

B23 and PPTs

- PPTs are LEA meetings and separate from the transition conference
- B23 should always be invited to the PPT (with parent permission)
- B23 is there to **support the family** to describe their child's abilities and challenges
- B23 is NOT there as an advocate for the family/child

How can you use this process as an opportunity to build positive relationships?





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