

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 \(ecpcta.org\)](https://www.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



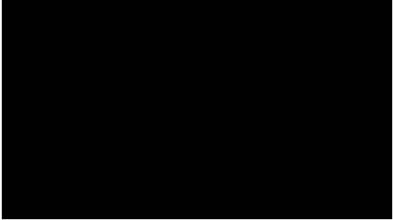


Outline of Session Activities



| Topic | Slides | Activity |
|---|--------|---|
| Introduction/Objectives | 1-4 | |
| Transitions in EI/ECSE Practice | 5-6 | |
| Transitions: 5 Broad Objectives | 7 | |
| Hospital to Part C (Birth to Three) | 8-9 | |
| Transitioning to Part C | 10-11 | Activity (Slide 10) Video (Slide 11) |
| Part C (Birth to Three) to Part B/619 (Pre-K) | 12-15 | Activity (Slide 14) Video (Slide 15) |
| Elements of Transition Planning | 16-20 | Activity (Slide 20) |
| References & Resources | 21-23 | |





Speaker Notes with Slides

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| Slide 1 | <p style="text-align: center;">Collaboration and Teaming</p> <p style="text-align: center;">Initial Practice Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) 3.3</p> <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p> | |
| Slide 2 | <p style="text-align: center;">Standard 3</p> <p>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.</p> <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p> | |
| Slide 3 | <p style="text-align: center;">Component: 3.3</p> <ul style="list-style-type: none">• 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. <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p> | |
| Slide 4 | <p style="text-align: center;">Objectives</p> <ul style="list-style-type: none">• 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 <hr/> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p> | |

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| Slide 5 | <p style="text-align: center;">Transitions in EI/ECSE Practice</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p> | |
| Slide 6 | <p style="text-align: center;">Transitions in EI/ECSE Practice</p> <p><u>Between Systems:</u></p> <ul style="list-style-type: none"> • Hospital to Birth to Three • Birth to Three to Pre-K • Pre-K to K-21 <p><u>Within Systems:</u></p> <ul style="list-style-type: none"> • Change of providers, teacher, caregiver, etc. • ESY <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p> | |
| Slide 7 | <p style="text-align: center;">Transitions: 5 Broad Objectives</p> <ul style="list-style-type: none"> • 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 <p><small>Bruder (2002) Transitions for Children with Disabilities</small></p> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p> | |
| Slide 8 | <p style="text-align: center;">Hospital to Part C (Birth to Three)</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p> | Discuss possible reasons for lower-than-expected rates of referral from hospital settings |

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| <p>Slide 9</p> | <p>Part C (Birth to Three) Service Coordination</p> <ul style="list-style-type: none"> The role of the service coordinator before and during the meeting should be to support the capacity of the parent or caregiver to describe their child's abilities and challenges and identify potential strategies to support their learning  | |
| <p>Slide 10</p> | <p>Transitioning to Part C (Birth to Three)</p> <p>Watch the video on the next slide before discussing the following questions;</p> <ul style="list-style-type: none"> What did you hear from parents about their experiences during this process? 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?  | <p>https://ectacenter.org/decrp/topic-transition.asp → video on next slide</p> <p>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?</p> <p>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?</p> <p>(the unknown, so much fear to begin with) – trying not to overwhelm</p> |
| <p>Slide 11</p> | <p>Video: What Is It Like to Begin Services?</p>   | <p>https://ectacenter.org/decrp/topic-transition.asp</p> <p>https://youtu.be/-w804ZXczj0</p> |
| <p>Slide 12</p> | <p>Part C (Birth to Three) to Part B/619 (Pre-K)</p> <ul style="list-style-type: none"> Families with IFSPs are entitled to a transition plan to facilitate access to other services when the child turns 3 IDEA regulations include transition as one of the areas that must be addressed in the IFSP  | <p>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.).</p> <p>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.</p> |

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| | | <p>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.</p> <p>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</p> <p>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.</p> |
| <p>Slide 13</p> | <p style="text-align: center;">Transition Requirements</p> <ul style="list-style-type: none"> • A transition meeting must occur at least 90 days prior to a child's third birthday • The early childhood agency must initiate the meeting • States must report compliance to OSEP • Families must be informed of their rights and responsibilities during the transition process <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p> | <p>Discussion: What are the Parent's Rights?</p> <p>Locate parent's rights on state EI or 619 websites</p> |
| <p>Slide 14</p> | <p style="text-align: center;">Part C (Birth to Three) to Part B/619 (Pre-K)</p> <ul style="list-style-type: none"> • One family's story <ul style="list-style-type: none"> • On the next slide, listen to this family's story; what strategies do you think would be most important to help with this transition? <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p> | <p>https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest-multimedia-training-library/session-9-transition-age-3</p> <ul style="list-style-type: none"> • 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 |

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| | | <p>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).</p> <ul style="list-style-type: none"> • 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. |
| <p>Slide 15</p> | <p style="text-align: center;">Video: Transition at Age Three</p> <div style="text-align: center;">  </div> <hr style="border: 1px solid blue;"/> <div style="text-align: center;">  </div> | <p>https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest-multimedia-training-library/session-9-transition-age-3</p> |
| <p>Slide 16</p> | <p style="text-align: center;">Elements of Transition Planning</p> <ul style="list-style-type: none"> • 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 <hr style="border: 1px solid blue;"/> <div style="text-align: center;">  </div> | |
| <p>Slide 17</p> | <p style="text-align: center;">Transition Planning</p> <ul style="list-style-type: none"> • 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 <hr style="border: 1px solid blue;"/> <div style="text-align: center;">  </div> | |

**Part B/619 to Kindergarten:
Ensuring a Seamless Transition**

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



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 new classroom and assess environmental needs
- Prepare child through books, stories, classroom visits
- Construct 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)

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| <p>Slide 19</p> | <p style="text-align: center;">Evidence-Based Transition Practices</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;"> Early Childhood Program Center www.ecpcta.org</p> | |
| <p>Slide 20</p> | <p style="text-align: center;">Activity #1: Aiden's Transition</p> <p>Questions:</p> <ul style="list-style-type: none"> • 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? <p style="text-align: center;"> Early Childhood Program Center www.ecpcta.org</p> | <p>Using the content you gained from today's session and the ECTA Handout: Supporting Transition from EI to Preschool, consider Aiden's transition plan: https://ecpcta.org/wp-content/uploads/sites/2810/2021/02/Case-Study-Aiden-Coordination.Collaboration.pdf</p> |
| <p>Slide 21</p> | <p style="text-align: center;">References and Resources</p> <ul style="list-style-type: none"> • Tang, B.G., Feldman, H.M. et al., (2012). Missed Opportunities in the referral of high-risk infants to early intervention. Pediatrics, 129(6) • Chambers, E.P., Leyenaar, J.K. et al., (2019). Early Intervention Referral and Enrollment Among Infants With Neonatal Abstinence Syndrome. Journal of Developmental Behavioral Pediatrics; 40(6): 441-450 <p style="text-align: center;"> Early Childhood Program Center www.ecpcta.org</p> | <p>https://www.sciencedirect.com/science/article/pii/S0010782415001018?via%3Dihub</p> <p>https://journals.lww.com/jrnldb/Fulltext/2019/08000/Early Intervention Referral and Enrollment Among.5.aspx</p> |
| <p>Slide 22</p> | <p style="text-align: center;">References and Resources</p> <ul style="list-style-type: none"> • Birth-to-Three Family Handbook (Guide 3: Transition to Early Childhood Special Education) (2013) • ECTA Practices Improvement Tools: Transitions https://ectacenter.org/decrp/topic-transition.asp <p style="text-align: center;"> Early Childhood Program Center www.ecpcta.org</p> | <p>https://www.birth23.org/files/Families/FamilyHandbookIII.pdf</p> <p>https://ectacenter.org/decrp/topic-transition.asp</p> |

Slide 23

References and Resources

- Dunst, C.J., (2017). [Research Foundations for Early Childhood Intervention Performance Checklists](#), Educational Science; 7(78).
- *DEC recommended practices in early intervention/early childhood special education 2014*. Retrieved from <http://www.dec-sp.org/recommendedpractices>



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

<https://www.dec-sp.org/dec-recommended-practices>