

Collaboration and Teaming

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

3.3



Early Childhood Personnel Center

www.ecpcta.org

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.

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.



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



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



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

Bruder (2010): Transitions for Children with Disabilities

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



Part C (Birth to Three) Service Coordination

- 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



Transitioning to Part C (Birth to Three)

Watch the video on the next slide before discussing the following questions;

- 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?



Early Childhood Personnel Center

www.ecpcta.org

Video: What Is It Like to Begin Services?



<https://youtu.be/-w804ZXczj0>



Early Childhood Personnel Center

www.ecpcta.org

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

- 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

Transition Requirements

- 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



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?



Video: Transition at Age Three

Session 9: Transition at Age Three



<https://view.vzaar.com/5599111/player?apiOn=true&GAOn=true>



Early Childhood Personnel Center

www.ecpcta.org

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

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



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



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?



Early Childhood Personnel Center

www.ecpcta.org

References and Resources

- 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



References and Resources

- [*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>

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-sped.org/recommendedpractices>



Disclaimer

This is a product of the Early Childhood Personnel Center (ECPC) and was made possible by Cooperative Agreement #H325B170008 which is funded by the U.S. Department of Education, Office of Special Education Programs. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



Early Childhood Personnel Center

www.ecpcta.org