



# Transitions: From the Birth to 3 Program and Beyond

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## Goals For This Session:

- Learn about required steps the Birth to 3 Program and Local Educational Agency (LEA) conduct to support families of young children with disabilities during transition.
- Introduce key concepts to support thoughtful planning of transitions.
- Share strategies to increase your capacity and abilities to guide the transition process.
- Learn ways to partner with new programs.



# Key Concepts to Guide Transition

- Parents need a Voice during transition planning.
- Transition takes Time.
  - Time to plan and adjust
  - Steps to complete
- Relationships guide and influence the process.
- Support provided needs to be Individualized.
- Preparing the child so they flourish--the child and their development is the focus, so they can succeed in the next environment.



# What is Transition?

- The process or a period of changing.
- Passage from one form or place to another.
- Movement, passage, or change from one stage, subject, concept to another.



# Transition in the Birth to 3 Program

## Individual Disability Education Act (IDEA), Part C

“The process of **supporting children** exiting the Birth to 3 Program to receive timely transition planning to preschool and other appropriate community services by their third birthday.”



# Transition in the Birth to 3 Program

- Often seen as a major change for families.
- Most families of young children do not experience this change.
- Required to include certain steps by federal IDEA, Part C regulations.



# Transition Process in the Birth to 3 Program

- Transition Steps on the Individualized Family Service Plan (IFSP):
  - ✓ Develop written plan of offered supports and services;
  - ✓ Individualize the steps based on family needs;
  - ✓ Develop steps not less than 90 days before the child turns 3 years and not prior to child's age of 2 years 3 months; and
  - ✓ Update the steps as necessary.



# Parental Rights: Transition Out of Birth to 3 Program

- Participation/Involvement
- Opt Out of LEA Notification
- Written Consent
- Know your rights or expectations required of the program, for example:
  - Birth to 3 Program must use evidence-based practices.
  - LEAs must check equipment every day to assure it works properly.





# Transition Process in the Birth to 3 Program

- LEA Notification:
  - ✓ Send limited contact information to local educational agency (LEA):
    - ✓ To inform the LEA a child is close to turning three



# Transition Process in the Birth to 3 Program

- Referral to local educational agency (LEA):
  - ✓ Completed only for children determined “potentially eligible for LEA services;”
  - ✓ Send limited contact information to LEA;
  - ✓ To inform the LEA this child may need early childhood special education services; and
  - ✓ Request consent to share additional information.



# Transition Process in the Birth to 3 Program

- Transition Planning Conference (TPC):
  - ✓ Offered only to families of children determined “potentially eligible for LEA services;”
  - ✓ Requires permission of parent;
  - ✓ Includes Birth to 3 Program, parent and LEA; and
  - ✓ Occurs after referral is sent to LEA and not less than 90 days prior to child’s 3rd birthday.



# What LEAs do to Support Families in Transition

- Build strong partnerships between families and schools.
- Participate overall in transition process.
- A place to start is at the Transition Planning Conference.
- Ensure family has full understanding of the changes to come for both them and their child.
- Program Options
- Parent Rights



# What LEAs do to Support Families in Transition

- Determine eligibility, development, and implementation of the Individualized Education Program (IEP).
  - Identify any additional information needed for evaluation (review of existing data).
  - Receipt of parent consent for evaluation or send notice of no additional data needed.
  - Determine eligibility for special education and related services.
  - Develop IEP and determine placement.
  - Eligibility and IEP development may occur in more than one meeting.

# Supports Along the Way

- Explanation of each step, including:
  - ✓ Timelines
  - ✓ Contacts
  - ✓ Meeting procedures, including:
    - ✓ Time
    - ✓ Location;
  - ✓ Visiting programs
  - ✓ Teacher(s) meet family
  - ✓ Enrollment information



# Differences between Birth to 3 Program and LEA Services

## Birth to 3 Services

- ✓ IFSP
- ✓ Service Coordination
- ✓ 25% Core Delays
- ✓ Natural Environment
- ✓ Other:
  - Location, inclusive settings, frequency, family participation, communication, home visits

## LEA Services

- ✓ IEP
- ✓ Advocacy
- ✓ Disability Categories
- ✓ Least Restrictive Environment (LRE)
- ✓ Other:
  - Location, inclusive settings, frequency, family participation, communication



# Other Resources LEAs Share

- LEAs can provide families with community resources, if child is not eligible for special education and related services.
- Referral information.





# Working Together to Support Families Through Transition

- Birth to 3 Programs and Local Educational Agencies (LEAs) collaboration:
  - Interagency Agreement meetings
  - Advisory Boards
  - Joint trainings



# Key Concepts: Parents need a Voice

- Start with family (worries, excitement, nervousness, questions, concerns, expectations, priorities).
- Ask parent if they want help sharing concerns they identify with others (e.g., LEA).
- Share family's wishes/concerns with team.
- Help family identify their informal supports.
- Use communication method that works best for each family (e.g., email, phone, handouts, etc.).
- Support and provide advocacy skills--basic to formal.
- Explore with family and connect family to needed resources.
- Promote understanding of the process and rights.



# Key Concepts: Transition takes Time

- One discussion is not enough:
  - As people think about things, new thoughts come to them
- The required steps take time to:
  - Decide which, when, how, etc.
  - Execute
- Never too early to start



# Key Concepts: Transition takes Time

- Importance of documentation:
  - Families write down their questions;
  - Programs document steps to support family or actions to complete; and
  - Document when items are completed.
- Families may be grieving:
  - Getting over a loss takes time.



# Key Concepts: Relationships Guide and Influence the Process

## Relationships between:

- Family and current program to:
  - Discuss transition.
  - Help them leave you/the program (boundaries).
- Current program and family connection other resources.
- Family and other resources they want to pursue.



# Key Concepts: Relationships Guide and Influence the Process

## It is a World Full of Helpers

- How we promote or discourage this concept.
- How we build relationships professionals and families need for smooth transitions.



# Key Concepts: Supports Need to be Individualized

- Although steps are “same” for all families how they are completed can and should differ.
- Each child has different transition needs based upon their development.
- Each family has different transition needs based upon their strengths, concerns, priorities and resources.
- Time can change things (time to think, situations).



# Key Concepts: Supports Need to be Individualized

- Every family benefits from reminders of options and next steps.
- There are various steps needed to support the family and child (new people, settings, processes).
- Resources need to be personalized and differ from community-to-community and from family-to-family.





# Key Concepts: Preparing the Child so they Flourish

- Supports and services--not only for transitioning family and child to new environment.
- Steps to support child in new environment (new people, new location, etc.).
- Focus of Birth to 3 Program and LEA is child development.
- What do children need to “flourish?”



# Summary: Capacity and Abilities

- Patience--remember change takes time.
- Preparation.
- Information in variety of formats.
- Development of an action plan.
- Overlap/Sharing.
- Identification of supports.



# Questions & Contact Information

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