

Transition Guidebook



**FOR FAMILIES SERVED BY THE
INLAND REGIONAL CENTER**

Table of Contents

Table of Contents.....	1
Introduction to Transition	2
Transition Timeline.....	3
Child Profile	4
Family Activities	5
The IPP	6
The IEP	7
Inclusion.....	8
Family Stories	9
Parent Support	10
Transition Resources.....	11
Additional Resources.....	12
Acknowledgement	13

Introduction to Transition

Transitions happen whenever services change to better meet your needs. Transitions can occur at any time, such as when your child transitions from the hospital to go home or when your child no longer needs services.

Early Start Transition is a time when your child moves from the Early Start Program to another program (for example, special education preschool or Headstart). This transition is required because the Early Start Program ends when your child turns three years old.

Transitions are a major change for you and your child.

Transition requires planning.

During transition planning, you will have an opportunity to get answers to questions such as: When will transition planning start? What program changes are necessary? What is needed for my child and how will this be decided? What services are available? What are the options? What will my family's new rights and responsibilities be? How and when will the transition occur? Being prepared will make the transition process go smoothly.

Transition Timeline

Who is doing what?

Timeline	Parent/Guardian	Infant Service Coordinator (ISC)	School Districts
Starting at 27 months	Read transition materials; Contact ISC if you have questions about transition; Decide who will participate in your transition conference	Informs family and district that transition will begin; Schedules Transition Conference; Sends written notice of meeting	
27 months to before 33 months	Attend transition conference; Share information about your child; Provide consent for referral *Note, IRC will automatically send the district a notification at 32 months	Facilitates transition conference; Develops transition plan to include transition steps and services; Sends formal referral to district	Attend transition conference
33-36 months	Signs school district assessment plan; Make child available for assessments; Attend IEP meeting; Submit registration packet to district	Schedules IRC assessments if needed for Lanterman eligibility; Holds exit IFSP; Attends IEP if requested; Coordinator to hold meeting as needed	Send assessment plan; Assess child; Send written notification of IEP; Hold IEP meeting by age three

Child Profile

Your child is the FOCUS.

As a member of the transition team, you have an important role in providing information to the other team members. Your child may behave differently at home, on the playground, at daycare, or around the neighborhood. You know how your child acts in new situations, reacts to adults and other children, and how your child gets what he/she needs or wants. Make some notes or request your child's most current reports (from service providers and/or physicians) so that you can be prepared to answer questions about your child.

Questions to consider:

- Awareness: How well does your child notice and react to things in the environment?
- Communication: How does your child let you know what he/she needs and wants?
- Movement: How well does your child move around in different environments?
- Social Interaction: How does your child interact with other children and adults?
- Daily Routine: How does your child participate during daily activities?

Additionally, think of times of the day when your child is most challenged and times when your child is happiest. What is your child doing during those times? What are the things your child does that bring a smile to your face and what are the areas in which your child requires support?

Family Activities

How can I prepare myself?

You are doing the most important thing, which is educating yourself about the transition process. Getting the most information will help you to be the best advocate for your child.

The following pages will provide you with additional information and include documents to read, videos to watch, and web pages to explore.

"The world needs different kinds of minds to work together." Dr. Temple Grandin

How can I prepare my child?

If your child is home all day, you may want to start taking him/her out into the community. Some family activities you may want to try are:

- Movies: [AMC sensory friendly films](#) provides unique showings for people with special needs.
- Libraries provide children with opportunities to strengthen social skills. Click on the link for information about a library in your county: [Riverside](#) and [San Bernardino](#).
- Community Story Time Events: [Barnes & Noble](#) holds story time in select stores. Look on the [Stores and Events](#) page for information.
- Your city may have programs for infants and toddlers, look on your city's webpage (try the Parks & Recreations section) for resources.

The Individual Program Plan (IPP)

Before your child's third birthday, your Inland Regional Center (IRC) Infant Service Coordinator (ISC) will begin the process of determining whether or not your child will be eligible to receive IRC services after he/she turns three years of age. Many children who graduate from Early Start services are no longer eligible for regional center services.

Independence. Empowerment. Inclusion.

A medical and/or psychological evaluation may be needed to help determine continued regional center eligibility. Children who have a diagnosis of developmental disability (e.g. autism, cerebral palsy, seizures, cognitive delay) may continue to be eligible for regional center services at the age of three. Additionally, children may be eligible under [Provisional Eligibility](#).

If your child will continue to be served by IRC after his/her third birthday, your child will be assigned a Consumer Services Coordinator (CSC) who will meet with you to develop an Individual Program Plan (IPP). [Click here](#) for additional information on the IPP process.

While the IEP focuses on your child's academic or educational goals, the IPP focuses on your child's goals in his/her home and community. Your CSC will help you to discuss goals when you work together to develop your child's IPP.

The [Inland Regional Center website](#) has information about how IRC provides services and the role service coordinators play in your child's service plan. You can also find definitions for frequently used terms, services, and what to do if you disagree with IRC's decisions.

The Individualized Education Plan (IEP)

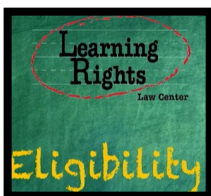
If you and your child's team determine that your child is in need of special education support services after his/her third birthday, an Individualized Education Plan (IEP) will be developed. You and your child's team will develop the IEP together. The IEP will be in writing and will outline:

- Your child's current strengths and abilities, current needs and your concerns and priorities
- Measurable educational goals and short-term objectives the team will focus on meeting during the following year
- The specialized support services your child will receive from school to help him/her achieve those goals
- The projected start date, location, duration and frequency of services, as well as accommodations to be provided

The IEP will be reviewed annually, but if you have questions, concerns, or need to make changes to the IEP, you can request an IEP meeting to be held at any time. An IEP is a written legal agreement between you and the members of your child's planning team so it is important to ask questions, be involved, and fully understand its content.



This [video](#) was created by the Family Resource Network in Alameda County and it provides general information about the IEP process.



This [video](#) has more information about eligibility and how to prepare for the IEP.

Inclusion

Access to inclusive settings:

A state advisory group [recommended](#) that three year old children with disabilities have increased access to developmentally appropriate services and inclusive educational settings to ensure a seamless transition from Early Start services to school district services. [Early childhood inclusion](#) supports the rights of every infant and young child and his/her family, regardless of ability, to participate in a broad range of activities and contexts as members of family, community, and society.

The following videos can provide more information about inclusion:

- [The History of Special Education](#)
- [It's Not About Fitting In](#)
- [Conversations That Matter](#)
- [Inclusion and Education: All Means ALL!](#)
- [Inclusion Benefits Everyone](#)
- [Inclusive Education: Towards the Inclusion of All Learners](#)
- [Be a Mr. Jensen](#)

Family Stories:

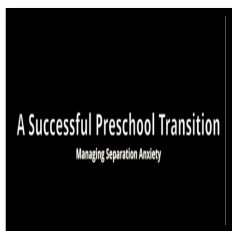
Click on the link to watch family stories



[Mateo Goes to Preschool](#): This video is a fitting summary for the 2020-21 school year. Evelyn Perales-Solis shares the story of supporting her son Matteo while in distance learning and then in-person inclusive preschool during the pandemic. Evelyn and her son's teacher, Sarah Lee, an early child special educator in the Los Angeles School District, describe key practices for achieving positive outcomes, including parent-teacher collaboration, parent coaching, embedded instruction, peer modeling, and the importance of children's friendships and relationships.



Watch this [video](#) from Parents Helping Parents: When a child who is receiving services through Early Start in California turns three, those services, if they are still needed, are served by the school systems. Find out about transition in this short video, and what resources are available in California.



Watch this [video](#) to get an idea of things you can do to help your child manage the transition from home to center based preschool

Parent Support

When children, with or without special needs, transition into a new program, it can be a stressful and intense time for all involved. Fear of the unknown can cause sleepless nights. The Family Resource Network (FRN) staff and Parent Representatives understand the variety of overwhelming emotions that can arise. The FRN encourages you to call or attend an Individualized Education Program (IEP) Workshop to assist you during your child's transition into preschool. The goal of the FRN is to support a smooth transition. Below are some quotes from parents who have been through this process:

"The entire process of transitioning from Regional Center to School was very confusing. I had to learn the process by going through the process."

-Tei~Yana, mother of a child with autism

"I was very scared to send my child to school. After meeting with the ISC and school district. I now know that there's a plan in place for him and I'm not scared anymore."

-Jasmine, mother of a medically fragile child

"I thought I had to do everything by myself, but IRC was very easy to communicate with. They answered my questions really well and helped me out with a lot of the transition process. It was a really good experience and I really enjoyed working with IRC."

-Sharon, parent of a child with autism

Transition Resources

Parent Support



[The Family Resource Network](#) provides a coordinated network of parent-to-parent support throughout Riverside and San Bernardino Counties. This agency assists families with system navigation and links families with appropriate services in their communities. You can click [here](#) to access those resources. FRN also provides free [quarterly IEP training](#) for families.

Early Start Services (Part C)



The Department of Developmental Services has developed a comprehensive resource to help families learn all about the Early Start Program. This [packet](#) contains information about transition (see Pages 27 and 42).

School District Services (Part B)



The California State Department's Office of Special Education Programs includes the [Parents and Families Resource Page](#), which brings together programs and centers funded by the U.S. Department of Education.

Additional Resources

The Early Start Neighborhood:

[This website](#) features resources for both parents and professionals, and highlights the following:

- [Effective Early Childhood Transitions](#): This publication contains a checklist on page 35 that focuses on activities to promote positive relationships, as well as and child and family preparation.
- [Family Support](#): Resources for parents on activities for infants/toddlers, and on obtaining parent support.
- [Regulations on Transition](#): This resource is a compilation of federal and state laws governing Early Start. You can request a hard copy or download a copy.
- [Education Codes](#): This section of law explains eligibility requirements for children ages three to five.
- [Family Stories](#): These videos are a compilation of personal stories from families whose children have received Early Start services.
- [Common Acronyms](#): Page 10 of this Early Childhood Transition Guidebook contains a glossary of terms that may be new to you.

Acknowledgement:

This guidebook was developed by the following group of dedicated staff members who serve families in the Inland Empire:

- Family Resource Network: Alycia Licon, Blanca Loria
- Inland Regional Center: Brandie Gonzales, ISC; Sabrina Williams, ISC; Edyth Gallardo, PM
- Infant Programs: Dolores Olvera, ABC Interventions Inc.
- Local Education Agencies: Jennifer Brooksby, SBCSS East Valley; Stephanie Hedberg, SBCSS Desert Mountain; Kara Unger, RCOE Infant Circle
- Community Agencies: Louise Garnica, Child Care Resources

Contact Your Infant Service Coordinator:

If you have additional questions about your child's transition, reach out to your service coordinator.

Name:

Phone:

Email:

A note from the committee: This guidebook works best when accessed digitally, as it contains videos and hyperlinks that provide an in-depth look at additional resources. If you do not have access to the internet, your service coordinator can help you find resources. You can access information on free smart phones and internet access at <https://california.freegovernmentphone.org>. Reach out to your service coordinator if you require a printed copy.