

Part C to B Transition Planning Conference Agenda

The documentation of transition steps and services is **required for all children served under Part C regardless of whether the team believes the child is potentially eligible for services under Part B.*

Child Name: _____

Parent/Guardian Name(s): _____

Date of Birth:		Transition conference window*:		Date of Transition Conference:	
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A transition plan must be developed in the IFSP between **2 years 3 months and **2 years 9 months**.*

Is this child potentially eligible for Part B? (Before the transition meeting, review data and discuss with the family to determine if the child is potentially eligible for Part B services.)

☐ Yes

☐ No

List the child's current strengths and needs:

Strengths

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Needs

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List all program options available to the child that will meet their current needs:

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Steps to be takes to support the transition: (Options included on the following page)

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Discussions with and training of, parents regarding future placements and other matters related to transition:

- ☐ Family members will get a copy of the classroom daily schedule.
- ☐ Family members will be invited to visit the school or attend an open house.
- ☐ The service coordinator will review with the family a list of community programs options.
- ☐ The service coordinator will review the Part B Parent Rights document with family members.
- ☐ Family members will be given a copy of the program handbook and introduction brochure.
- ☐ Family members will be given a "school clipboard" containing all important school contact information.
- ☐ Family members will have an opportunity to meet with the school principal to discuss any concerns related to transition.
- ☐ Family members will get the program "flow chart" that shows the steps of transition from Part C to Part B. The service coordinator will explain this chart to the family.
- ☐ Other:

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Procedures to prepare the child for changes in service delivery, including steps to help child adjust to and function in a new setting:

- ☐ The child may ride the bus to school with a family member.
- ☐ Team will prepare a "good-bye" social story that includes pictures of the child from the first visit and highlights important things that the child can now do in celebration of success.
- ☐ The child may attend school for shorter periods of time to start with a gradual increase.
- ☐ The child and family will be given pictures of important places at school including the bus, play areas within the classroom, the coat hooks, the bathroom, the lunch area and playground.
- ☐ The teacher and family will create a social story to familiarize the child with the new routines of a school day.
- ☐ Scheduled visits with the child and family will be held at school as a step to familiarize the child with the classroom setting.
- ☐ A recording of the classroom cleanup song will be provided to the family and used at clean-up time at home.
- ☐ A video of classroom routines will be made and given to the family to show to the child often.
- ☐ Other:

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Identification of transitions, services, and other activities that the IFSP team determines are necessary to support the transition of the child:

- ☐ The child will participate in an initial evaluation for eligibility under Part B prior to age three.
- ☐ Family members will complete forms necessary for the child to participate in a classroom program.
- ☐ An assistive technology assessment will be completed to determine what, if any, support may be needed to allow the child to fully and successfully participate in the preschool setting.
- ☐ Arrangements will be made for the child and family to participate in needed components of Early Childhood Screening such as height, weight, vision, hearing after the child turns three.
- ☐ The service coordinator will review the child's immunizations and provide support as needed to ensure the child's immunizations are current before the first day of school.
- ☐ The service coordinator will make certain an interpreter and cultural liaison are available as needed.
- ☐ Program paraprofessionals will receive instruction from the service coordinator so they fully understand the child's IEP goals and how best to support this child's engagement and independence at school.
- ☐ The service coordinator will contact the Head Start or School Readiness program on behalf of the family and schedule a transition meeting that includes program representatives as requested by the family.
- ☐ Other:

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