



KANSAS ICC POSITION STATEMENT

TRANSITION PLANNING IN EARLY CHILDHOOD/TRANSITION PLANNING AT AGE THREE (TRANSITION PLANNING FOR MOVING BETWEEN PART C EARLY INTERVENTION AND PART B EARLY CHILDHOOD SPECIAL EDUCATION)

Transition is the process of change experienced by children and families as they move between services. One critical transition for children and families is the transition from Part C Early Intervention Services provided by the local tiny-k program to Part B early childhood special education services, as well as other identified appropriate services. Families and service providers share responsibilities for planning to make transitions positive and successful.

The goals of transition planning include the following:

1. Provide families with all the necessary information to effectively participate in the transition process, ensuring a smooth and seamless transition to other services for children and their families.
2. Ensure that transition steps are clearly specified on the child's IFSP and it is recommended that the transition steps are specified on the child's IEP or the written plan for other appropriate community services.
3. Present a range of options for services in order to meet the child's and family's needs and values.
4. Ensure that appropriate services, necessary equipment, and trained staff are available in the new setting.
5. Prepare the receiving staff with information necessary to support the child and family; acquaint the receiving team with outgoing providers for ongoing consultation regarding programming decisions.
6. Orient the child to promote a smooth and seamless move to the new setting(s) and to encourage successful participation.
7. Ensure that family members are welcomed into the new programs(s) and encouraged to share information with program staff.
8. Meet legal requirements for timely transition planning and implementation.

Coordinating Council on Early Childhood Developmental Services

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Four strategies that promote successful transitions:

1. Develop a shared responsibility for transition planning with participation by families and all of the community agencies involved.
 - Define that joint responsibility and timelines in a community plan for transition.
 - Write the plan in the Interagency Transition Agreement and/or Memorandum of Agreement.
 - Document and evaluate each transition and use this information to improve the community's transition process.
2. Involve each family in developing their child's transition plan and making decisions about new services.
 - Honor each family's culture, values, and beliefs.
 - Respect the fact that families may choose to participate in transition planning in various ways, depending upon other priorities, challenges, and issues in their lives.
3. Share information, both before and after the transition (with family permission), among family and responsible agencies.
4. Support the family before and after transition to build confidence and competence.

KANSAS COORDINATING COUNCIL ON EARLY CHILDHOOD DEVELOPMENTAL SERVICES

Adopted 1994, Revised September 2012

Sources: National Early Childhood Transition Initiative, <http://www.nectac.org/topics/transition/ectransitionta.asp>

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