

Celebrating Change:

A Guide on How to Transition a Child from Early Intervention to School

Individuals with Disabilities Education Act (IDEA)
Madeline Sutter



Individualized Family Service Plan "IFSP" vs. Individualized Education Program "IEP"

IFSP: a document created for a child and their family to receive *early intervention* services if eligible from the ages of **0–3 years old** to focus on optimizing development in the home or familiar setting.

IEP: a document created for a child between the ages of **3–21 years old**, to receive services and support to meet their *educational needs* if eligible.

What is Transition?

Transition is the process and time of change for the family to prepare for services to move from in the home to in the classroom, ultimately providing the child with unique care in the least restrictive environment possible.

The transition plan is intended to ensure that services are seamlessly continued, meet needs of the child, make changes involved in transition less stressful, and help prepare the child for preschool and peer environment.

Be sure to determine eligibility for services with current early intervention team (see in additional resources)!

More tips:

Make a family commitment to work hard at reinforcing lessons learned in school at home.

Take a look at additional resources for parent advocacy.

Families know their child best and are the most important part of the team, voicing their needs is imperative and encouraged!

Remember: transition is a time to celebrate your child's growth and success!

When and How to Plan for Transition:

Initial planning for transition should begin at least six months to one year before the child turns 3. This will include meeting with and talking to the current IFSP team.

To prepare for the meeting with the team, the family should compile relevant history, define priorities, list concerns, identify school and program options, and mention desired opportunities for their child.

Parents should look at the components of an IEP to familiarize themselves with what to expect. When considering what to include in the IEP, parents can ask themselves several questions:

- does the IEP recognize my child, including strengths and needs?
- does the IEP express my priorities?
- is it measurable?

Additional Resources:

Early Childhood Transition Guidebook:
<https://www.pacer.org/parent/php/PHP-a40.pdf>

PaTTAN Family Information
<https://www.pattan.net/Parent-Information>

Federal Requirements for Transition
<https://ectacenter.org/topics/transition/reglaw.asp>

