

Transition Resources

FOR CHILDREN WHO ARE DEAF/HARD OF HEARING



What's Different?

Transition is moving your child from IDEA Part C (birth—age 3) to IDEA Part B (age 3—21). This is commonly known as the process of your child moving from the Early Intervention System to the Local Education Agency (your local school district).

The link below will help explain in more detail about these programs and the documents used (an IFSP or an IEP).



<https://ectacenter.org/idea.asp>

Timeline

Illinois Early Intervention (EI) Program services end when a child turns age 3. To give families time to plan for this change in services, the law requires that the EI team begin planning for transition six months before their child's third birthday. This allows families time to find out if their child is eligible for early childhood special education services through their local school district.



<https://eiclearinghouse.org/einotes/transition-at3/>

Glossary

The transition process comes with new terms that you may not have heard before. Taking time to read and understand these terms will help help better prepare you for the transition process.

The link below will take you to a workbook which goes into detail about the transition process. Pages 39-43 of this workbook include common terms and their definitions.



https://www.childfind-idea-il.us/Materials/transition_workbook.pdf

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Placement Considerations

Parents understand that the choices in communication, educational placement options, and other decisions about raising their children are not a one size fits all. When families have a better understanding of the types of potential placements and the differences between them they can feel confident and prepared for the upcoming IEP meeting.

When you Visit

One recommendation to help a family prepare for an upcoming IEP is to visit the potential placement options available. This link below provides a checklist to guide families through a classroom visit giving them ideas to consider. Not all suggestions in this document may be appropriate for every family but it provides a great overview and points to consider.

Accommodations

Listening and learning in the classroom can be difficult for children who are deaf/hard of hearing. This resource can help families learn about potential accommodations that can be included on their child's IEP/504 plan. Over the years families may find that needed accommodations may change. Items listed are ideas and will vary by each child's specific needs.



www.handsandvoices.org/needs/placement.htm



https://handsandvoices.org/pdf/parent_checklist.pdf?fbclid=IwAR0RzK9LfXL8bnz25lbRF6DdyCuUFYXR4d09AF93YLc_JMvSv8O_k6qrK94



https://handsandvoices.org/pdf/IEP_Checklist.pdf?fbclid=IwAR04YYtjTS_nLnsYf1DxCfKndZjoqjXoeX0j_1EKJfjoVYH0ioLspyoArRc

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Who's Who?

During the transition a family is introduced to a new team of professionals that will help guide them through the IEP and follow their child's progress. It can feel overwhelming meeting a whole new team and understanding each person's role.

The link below will take you to a workbook which goes into detail about the transition process. Page 24 of this workbook includes those that typically participate in an IEP meeting.



https://www.childfind-idea-il.us/Materials/transition_workbook.pdf

504 Plan?

Only certain classifications of disability are eligible for an IEP, and students who do not meet those classifications but still require some assistance to be able to participate fully in school would be candidates for a 504 plan. A 504 plan spells out the modifications and accommodations that will be needed for these students to have an opportunity to perform at the same level as their peers.



<https://earcommunity.org/helpful-resources/education/iep-and-504/>

See an IEP

An Individualized Education Program (IEP) is a plan that describes the special education instruction, supports, and services that students with disabilities are legally entitled to receive. An IEP is developed by school staff members, the student's parents/guardians and the student (when appropriate). Click on the "IEP forms" area of the page at the link below to learn more about each section on an IEP.



<https://www.isbe.net/Pages/Special-Education-Individualized-Education-Program.aspx>

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What to Say When

Starting something new isn't always easy. How do we know what is appropriate and what laws cover our children's needs? Hands & Voices created the "Pop Up IEP" to address phrases that families might encounter during their IEP which may raise an eyebrow. When you click on the phrase a response will pop up with suggestions and the law that supports the suggested responses.



https://handsandvoices.org/articles/education/popup/pop_index.html?fbclid=IwAR0dvgYU8ksxrOHxOvNnsP9MWEemoERMIMdrAngA0e1IqH7eOAh4BF1CipSU

What is ESY?

ESY stands for Extended School Year. If your child has an IEP, they can get ESY over the summer if the IEP team agrees that being out of school for too long would set your child back too much. ESY includes classes and in-school therapies. This link will share what ESY looks like, things to consider, and how to include ESY for your child.



<https://www.equipforequality.org/wp-content/uploads/2019/12/11-Extended-School-Year-ESY-Services.pdf>

FAQ's

This resource list has touched on key categories for the Part C to Part B transition process. If you still have questions the link below will take you to a video series developed by parents, early intervention, and early childhood personnel to provide information as you approach your child's transition from Early Intervention services to early childhood services.



https://www.youtube.com/playlist?list=PLOfRvjM31u_mDcFFvIhchgQ_dli5AN6BoR