A definition of transition is a change accompanied by loss and/or gain. Preparing for transition is very important and very difficult. A transition, thus alleviating at least some of this accompanying stress, is a planned approach encouraging parent-professional collaboration, special needs (Brotherton et al., 1986; Gwosd, 1992; Ziegler, 1985). A transition is experienced by families of young children whose transition, regardless of whether their child has transition, thus alleviating at least some of this accompanying stress, is a planned approach encouraging parent-professional collaboration, special needs (Brotherton et al., 1986; Gwosd, 1992; Ziegler, 1985). A transition is experienced by families of young children whose
(ind)ividuals with disabilities (Education Act, 1990). Students who have special education needs and require assistance in learning have access to special education and related support services. These services are designed to help students overcome their education challenges and develop the skills needed to succeed in school and in life. The responsibilities of teachers, parents, and other professionals include providing instruction, monitoring progress, and collaborating with other professionals to ensure that students receive the support they need.

THE BENEFITS OF COLLABORATION

- Kansas
- Kansas
- Kansas
- Kansas
- Kansas
- Kansas
- Wisconsin

The benefits of collaboration are numerous and include:

- Improved student outcomes
- Increased teacher effectiveness
- Enhanced communication among stakeholders
- Greater parental involvement
- More effective use of resources
- Improved student motivation

Collaboration between professionals and families is key to achieving these benefits. By working together, educators, parents, and other stakeholders can create a supportive and inclusive learning environment that empowers all students to reach their full potential.

---

[Anonymous parent]

I know many students who have friends, but I don't know if they will be invited to birthday parties. I hope we can continue this tradition and make everyone feel included.

[Anonymous parent]

We need to make new friends and encourage new relationships in our community. I am excited about the possibilities of working together to achieve these goals.

[Anonymous parent]

Collaboration is essential to help our children succeed. We need to work together to ensure that our children receive the support they need to thrive.

[Anonymous parent]

Collaboration is key to helping our children reach their full potential. We need to work together to ensure that our children receive the support they need to succeed.

---

[Anonymous parent]

I know that many students are struggling with the transition to a new school year, but I am confident that we can overcome these challenges together.
The importance of communication and information sharing in developing trust.

**Changes in Service Delivery**

Personal communication is crucial in establishing trust. A strong personal connection can help build rapport and trust. Communication should be clear, open, and honest. It is essential to maintain a positive and professional demeanor. Effective communication skills are key in building trust and establishing rapport. It is important to actively listen and respond appropriately. Regular check-ins and updates help maintain trust and build confidence.

**Transition of Trust**

As roles change or responsibilities shift, maintaining trust is critical. It is important to adapt and adjust communication styles accordingly. Clear expectations and boundaries are necessary to ensure trust is maintained. Regular meetings and updates help keep everyone informed and engaged. It is essential to address concerns and challenges proactively. Open communication helps build trust and fosters a cohesive team.

**Family Concerns Regarding Early Transitions**

Family members may have concerns about early transitions. It is important to communicate openly and honestly with families. Regular updates and check-ins help build trust and maintain open lines of communication. It is essential to address concerns and work together to find solutions. Clear expectations and boundaries are necessary to ensure trust is maintained. Regular meetings and updates help keep everyone informed and engaged.
Table 6.1. Differences between the preschool/school-age (Part B) and infant/toddler (Part H) approaches to services based on the Individuals with Disabilities Education Act (IDEA) and the 1991 Amendments (PL 102-119)

<table>
<thead>
<tr>
<th>Issue</th>
<th>Infant/toddler (Part H)</th>
<th>Preschool (Part B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualized plans</td>
<td>Individualized family service plan (IFSP):</td>
<td>Individualized education program (IEP):</td>
</tr>
<tr>
<td>- Individualized family service plan (IFSP):</td>
<td>- A statement of the child's present level of development</td>
<td>- A statement of the child's present levels of educational development</td>
</tr>
<tr>
<td>- A statement of the child's present level of development</td>
<td>- With the concurrence of the family, a family-directed assessment of their resources, priorities, and concerns</td>
<td>- A statement of annual goals, including those regarding short-term instructional performance</td>
</tr>
<tr>
<td>- A statement of the major outcomes expected to be achieved</td>
<td>- A statement of the major outcomes expected to be achieved for the child and family, and the criteria, procedures, and timelines used to determine:</td>
<td>- A statement of the specific special education and related services to be provided for the child, and the extent to which the child will be able to participate in regular education programs</td>
</tr>
<tr>
<td>- The degree to which progress toward achieving outcomes is being made</td>
<td>1) The degree to which progress toward achieving outcomes is being made</td>
<td>- The projected date for initiation of services and the anticipated duration of those services</td>
</tr>
<tr>
<td>- Whether modifications or revisions of outcomes and services are</td>
<td>2) Whether modifications or revisions of outcomes and services are necessary</td>
<td>- Appropriate objective criteria and evaluation procedures and schedules for determining, at least annually, whether short-term instructional objectives are being achieved</td>
</tr>
<tr>
<td>necessary</td>
<td>3) Other services not required by this act but that are needed by the child, and steps to secure those services from other sources</td>
<td>- Transition services</td>
</tr>
<tr>
<td>- A statement of the specific early intervention services</td>
<td>4) The projected date for initiation of services and the anticipated duration of those services</td>
<td>- At local or state discretion and with the concurrence of the family, 3- to 5-year-olds may have an IFSP instead of an IEP, so long as the IEP requirements are met</td>
</tr>
<tr>
<td>necessary to meet the unique needs of the child and family in achieving the outcomes identified, including:</td>
<td>5) Arrangements regarding payment, if any</td>
<td></td>
</tr>
<tr>
<td>- Frequency, intensity, location, and method of delivering services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Arrangements regarding payment, if any</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Other services not required by this act but that are needed by the</td>
<td></td>
<td></td>
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<tr>
<td>child, and steps to secure those services from other sources</td>
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<tr>
<td>- The projected date for initiation of services and the anticipated</td>
<td></td>
<td></td>
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<tr>
<td>duration of those services</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible children</td>
<td>Birth- through 2-year-olds:</td>
<td>3- through 5-year-olds:</td>
</tr>
<tr>
<td></td>
<td>- Showing developmental delays (as defined by state)</td>
<td>- With disabilities: mental retardation, hearing impairment, speech or language impairment, visual impairment, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, specific learning disabilities; or at state discretion, eligibility may include children experiencing developmental delays, as defined by state in one or more of the following areas:</td>
</tr>
<tr>
<td></td>
<td>- Having a diagnosed physical or mental condition which has a high probability of resulting in developmental delays in one or more of the following areas:</td>
<td>1) Physical</td>
</tr>
<tr>
<td></td>
<td>1) Cognitive</td>
<td>2) Cognitive</td>
</tr>
<tr>
<td></td>
<td>2) Physical</td>
<td>3) Communication</td>
</tr>
<tr>
<td></td>
<td>3) Communication</td>
<td>4) Social or emotional</td>
</tr>
<tr>
<td></td>
<td>4) Social or emotional</td>
<td>5) Adaptive</td>
</tr>
<tr>
<td></td>
<td>5) Adaptive</td>
<td></td>
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<tr>
<td></td>
<td>- At-risk for developmental delay at state's discretion</td>
<td>- Who need special education and related services.</td>
</tr>
<tr>
<td></td>
<td>- Who are in need of early intervention</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Issue</td>
<td>Infant/toddler (Part H)</td>
<td>Preschool (Part B)</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Services</td>
<td>Early intervention services documented on individualized family service plan (IFSP) include but are not limited to:</td>
<td>Special education and related services documented in individualized education program (IEP) include but are not limited to:</td>
</tr>
<tr>
<td></td>
<td>• Audiology</td>
<td>• Audiology</td>
</tr>
<tr>
<td></td>
<td>• Service coordination</td>
<td>• Counseling services (provided by qualified social workers, or other(s))</td>
</tr>
<tr>
<td></td>
<td>• Family training and counseling as well as home visits</td>
<td>• Early intervention</td>
</tr>
<tr>
<td></td>
<td>• Health services</td>
<td>• Medical services (for diagnostic purposes)</td>
</tr>
<tr>
<td></td>
<td>• Medical services (for diagnostic purposes)</td>
<td>• Occupational therapy</td>
</tr>
<tr>
<td></td>
<td>• Nursing services</td>
<td>• Parent counseling and training</td>
</tr>
<tr>
<td></td>
<td>• Nutrition services</td>
<td>• Physical therapy</td>
</tr>
<tr>
<td></td>
<td>• Occupational therapy</td>
<td>• Psychological services</td>
</tr>
<tr>
<td></td>
<td>• Physical therapy</td>
<td>• Recreation</td>
</tr>
<tr>
<td></td>
<td>• Psychological services</td>
<td>• School health services (provided by a school nurse or other qualified person)</td>
</tr>
<tr>
<td></td>
<td>• Social work services</td>
<td>• Speech pathology</td>
</tr>
<tr>
<td></td>
<td>• Special instruction</td>
<td>• Social work services in the schools (social or developmental history; group and individual counseling with the child and family; working with problems in a child's home, school, and community that affect the child's adjustment in school; mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program)</td>
</tr>
<tr>
<td></td>
<td>• Speech-language pathology</td>
<td>• Transportation</td>
</tr>
<tr>
<td></td>
<td>• Early identification, screening, and assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vision services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assistive technology devices and services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Transportation and related costs</td>
<td></td>
</tr>
</tbody>
</table>

**Costs to parents**

- State must establish a sliding fee scale if state law permits; however, families may not be denied services because of inability to pay
  - Certain services must be provided at no cost:
    1) Child Find
    2) Evaluation and assessment
    3) Service coordination
    4) Development and review of IFSP
    5) Procedural safeguards
  - If a state provides "a free appropriate public education" (FAPE) from birth, all services are at no charge

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"Least restrictive environment":

- "To the maximum extent appropriate, children with disabilities ... are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

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Adapted from Smith, Rose, Ballard, & Walsh (1991).
When children move to a new environment with professionals or other disciplines, it is essential to maintain clear communication and collaboration. For example, in a home-based intervention program, early in the child's life, the team needs to ensure that all professionals involved understand the child's needs and the intervention strategies. This requires regular meetings and updates to ensure everyone is aligned and working towards the same goals.

**Differences in Service Provision**

The introduction of new professionals, families, and service providers can challenge the initial assessment and treatment plans. It is crucial to communicate effectively to avoid confusion and ensure continuity of care. Regular meetings with all stakeholders help to align expectations and strategies.

**Referral Process and Transition**

A smooth referral process is essential to facilitate a seamless transition. Clear guidelines and protocols ensure that the child receives appropriate care without disrupting their routine.

**Conclusion**

In summary, effective communication and collaboration are key to successful interventions. Regular check-ins, open communication, and a shared understanding of the child's needs are essential for a positive outcome.

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Family-Professional Collaboration

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Bridging Early Services

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77
the second issue. If parents have never heard professionals use the
language of "learning disabilities," they may not understand the concept
described in this section. Therefore, it is important to provide clear and
accurate information to parents about the nature and implications of
learning disabilities.


gaps in children's skills

Social acceptance

(From "Social Skills Strategists, 1993")

Social acceptance is a major concern to teachers, especially when working
classroom groups. It is important to recognize that children with learning
disabilities may experience difficulties in social situations. It is essential
to provide appropriate social skills training to help these children
build positive self-concept and interact effectively with their peers.

Discussions on special education

The purpose of this discussion is to provide an overview of special education
services and the role of professionals in the identification and placement of
students with disabilities. It is important to understand that special education
services are designed to meet the unique needs of individuals with disabilities
and to promote their educational and personal growth. Professionals who
work in this field must have knowledge of the legal requirements and
standards that govern special education services. By doing so, they can help
ensure that students with disabilities receive the services they need to
reach their full potential.

In conclusion, the issue of identifying and serving students with special
needs is complex and multifaceted. It requires the collaboration of
professionals, parents, and students to effectively address the challenges
faced by those with disabilities. By working together, we can create
opportunities for all children to succeed and reach their full potential.

References

Implications

For preschool.

For school.

Teacher notes:

These issues and many others must be addressed during transition

Parent notes:

Other Concerns

During the summer...

Why is the contact person(s) with whom I discuss a question?

What are the people in the new setting?

Where important changes are made in the setting?

When special education is available in both settings?

What equipment are needed in the new setting?

When should I begin?

What are my other practical concerns such as: