

Leadership Conference Feedback Results

Title: Early Intervention and the Transition Process

1. What are some strengths and positive points made in this session?
 - LEAs received valuable information regarding transition from EI
 - Enjoyed hearing about transition from family perspective
 - Resources provided were very informative
 - Follow-up services are in place for most families upon exiting EI
 - Wording in Child Outcomes aligns with the RI Early Learning Standards
 - Part C and Part B are working together more collaboratively and effectively to provide a smoother transition for children
2. What are some challenges, concerns, or questions remaining for you on this session topic?
 - Should all documents given to families related to transition (from EI, to K) be aligned
 - How to continue the dialog with families about early childhood development
 - Connections between EI and school departments are still tenuous
 - There continue to be differences state-wide related to who is responsible (EI or district) for conducting needed evaluations around the time of transition – should the process be standardized?
 - How can I (LEA) make parents feel more comfortable, what tools can the LEA provide?
 - How does EI collaborate with behavioral health efforts (CAASP, PEP etc.) or outpatient psychological counseling and/or support
 - How can this info. be more widely disseminated?
 - Need for collaborations/referrals to outside agencies other than school department; what happens to 1/3 of children ineligible for special education
 - How to get eligible children into EI as early as possible
 - Use of the RI Poverty guidelines
 - Include option for “Walk-in Services” on pg.19 in the Transition booklet to avert anger/disappointment of families who often seem to expect classroom placement
 - How are children initially referred to EI?
 - The list of qualifiers for EI and Part B may need revision
 - Aligning level of service provided by EI and school departments
 - Qualifying children as eligible for special education on social/emotional concerns, as well as current cognitive abilities

- EI needs a clearer understanding of the DD criteria in Part B, so that everyone has the same understanding before the eligibility meeting
 - How to manage late referrals to EI, parental refusals, and children who move to RI from other states and are missed by RI's EI
 - What plans/supports are in place for programs who have lower rates of success implementing timely transitions?
3. Please identify some preliminary steps you will take as a result of this information.
- Will review ways to utilize and implement the Passport and Family's Preparation for the Preschool IEP info.
 - Will make sure that EI knows what services for 3-5 year olds and their families are available in Woonsocket program - for children who are not eligible for Part B
 - Commitment to work collaboratively with EI in future
 - Use information provided to assist in child advocacy efforts as children transition from Part C to Part B
 - Renewed focus on identifying children in infancy
 - Regularly request info. from transition team for classroom planning purposes
 - Provide access to resources provided to families
 - Increased expectation that EI and school departments will collaborate more effectively
 - Help parents feel comfortable and free to communicate
 - Create stronger links between resource agencies' web and newsletter services
 - Reach out to local EI program to become better connected