**Getting the Lay of the Land: Transition from ECI to IDEA Part B**

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**Objectives**

* Identify the differences between ECI and ESCE
* Consider the needs of families/students transitioning into the public school system
* Establish relationship-building strategies
* Implement strategies to support routines and daily schedules
* Consider a variety of options for services

**Early Childhood Special Education**

* Typically, children who qualify for services and are between the ages of 3 and 5receive **ESCE services.**
* Services are usually provided at your local elementary school.
* \*\*In Texas, dual enrollment is an option for students who are 3 and 4 who qualify for special education services

 [SAAH](https://tea.texas.gov/sites/default/files/saah2122-proposed.pdf) 4.9.9.1

**A Shift Begins—Release of Control**

ECI Services:

* Birth-2 years
* Family-centered
* IFSP-Individualized Family Service Plan
* Family guides plans and decisions
* Services provided in home or community
* Direct contact between family and service provider
* Collaboration with family and service providers

ECSE Services:

* 3-5 years
* Student-centered
* IEP- Individualized Education Program
* Family becomes member of IEP team
* Services usually provided in school
* Contact between service provider and family might decrease or be filtered through ECSE teacher
* Collaboration with family, school staff, and service providers

**Prepare for the Process**

1. ECI Team Develops a Transition Plan
	* + Texas – Transition Steps and Transition Services
		+ 3-9 months before child turns 3 years old
2. ECI Coordinator notifies LEA of student transition
* At least 90 days before child turns 3
* Parents can “Opt out” of being referred and transition process stops
1. Transition Conference with LEA or Community Transition Conference
* Family, ECI Coordinator, LEA, or community program meet

90 days - 3 months before child turns 3 years old

1. School district referral process and evaluation
* Evaluation content is received
* Evaluation occurs

**Prepare for the Process**

* + Annual Review Dismissal (ARD) Meeting
		- Discuss Evaluations
		- Develop the IEP
			* Ensure goals are well connected to PLAAFP
	+ Begin ECSE services
		- WELCOME TO SCHOOL ☺
	+ <https://www.parentcompanion.org/article/going-from-eci-to-pcd>

**Big Shift**

* The Early Childhood Teacher (PreK, ECSE, Daycare) becomes the primary point of contact for families.
* What can Early Childhood teachers do to make this shift seamless and successful?

**Start with the relationship**

* Building a positive relationship with families (and the child) needs to start **before** the child comes to school for the first time.
	+ Send a postcard to the child expressing excitement about being their teacher
	+ Call family for a parent interview to learn about their child
	+ Home visit, if family is amenable
	+ Set up a zoom with child’s team and family to introduce each other
	+ Open house before school starts- families and child get to visit the classroom

**Call the family to learn about their child**

Do more listening than talking ☺

-likes/dislikes (food, toys, activities)

-what triggers them, what soothes them?

-favorite characters, songs, sensations

-how does he/she get your attention?

-what are your hopes for your child this year?

-what are your fears about sending them to school?

-tell me about their strengths and challenges

-how do you like to be communicated with?

[**Parent Interview Example**](https://docs.google.com/document/d/1H6enHAwXuSLKX-x1Y_9u_iOIBfgAX7x1/edit?usp=sharing&ouid=104184034388944485584&rtpof=true&sd=true)

**Do a home visit, if the family is amenable**

Again, do more listening than talking ☺

In addition to everything you learn from families via a phone call,

in the home, you might get to…

* + Meet the child
	+ Observe how the child navigates a familiar environment
	+ Observe how the child interacts with people
	+ Observe how the child chooses and interacts with toys

Chat with TVI/COMS as they may have provided services in the home under ECI.

TVI/COMS can also provide a “things to look for!” list

**Open House**

Opportunities to…

* + Meet the child and family
	+ Give family information about the first week of school
	+ Observe how the child navigates the classroom
	+ Observe which toys and materials the child gravitates towards

**Successful Transitions**

In order for transitions to the Early Childhood setting to be successful, the teacher needs to begin building relationships with families/caregivers.

Strong relationships ALSO need to be built between the Early Childhood Teacher, the TVI and the COMS.

**Building New Relationships**

**Team Meeting/Staffing**

* Create team communication guidelines
* Discuss student’s visual impairment and implications
* Sensitivity training
* Provide sighted guide training (as needed)
* Review IEP (service time, setting, etc.)
* Obtain schedules and become familiar with campus
* Discuss material and equipment needs
* The Expanded Core Curriculum

**Using the Language**

Expanded Core Curriculum

What is it?

Why is it?

When should we talk about it?

Where does it happen?

Who needs to know?

**Expanded Core Curriculum: What and Why?**

1. Compensatory or functional skills needed to access the general academic curriculum
2. O&M
3. Sensory efficiency
4. Self determination
5. Social skills
6. Assistive tech
7. Independent living skills
8. Career/Vocational skills
9. Recreation/leisure skills

Graphic/Content from Perkins School for the Blind

The Expanded Core Curriculum: Incorporating the best learning approaches for your child with blindness or vision impairment

https://www.perkins.org/wp-content/uploads/2021/07/ECC\_Brochure\_2021\_digital.pdf

**ECC: When, Who, and Where**

When: Infancy and beyond

Who: Everyone

Where: Everywhere

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https://www.perkins.org/wp-content/uploads/2021/07/ECC\_Brochure\_2021\_digital.pdf

**The Schedule**

Full-Day Schedule

Time: Activity

Child arrival and independent activities

10 min: Opening (for example, pledge, helper chart, calendar (2-3 minutes), songs with movement

15 min: Circle time (for example, introducing center activities, talking about children’s experiences)

60-90 min: Centers/small group instruction time (includes child-directed play in play centers)

15 min: Snack time

15 min: Read aloud time

20 min: Outdoor time (for independent play and teacher-child conversations)

15 min: Circle time (for example, science, math activities)

30 min: Lunch time

15 min: Read aloud time

 Rest time

15 min: Movement/large motor/music

15 min: Circle time

30 min: Centers (for example, child-directed play, science discovery, child-directed reading or writing time)

25 min: Outdoor time (for independent play and teacher-child conversations)

10 min: closing/reflection

**The Setting**

Picture 1: Area 1 of ECSE classroom, long horizontal table with chairs

Picture 2: Area 2 of ECSE classroom, flexible seating

Picture 3: Area 3 of ESCE classroom, independent play center with model kitchen

Picture 4: Area 4 of ESCE classroom, crescent table with chairs, storage bins

**Putting it into Practice**

Compensatory:

* Arrival/Departure
* Opening
* Circle time
* Snack time
* Read aloud
* Outdoor time

Sensory efficiency:

* Centers
* Snack time
* Read aloud
* Outdoor time

Assistive Technology:

* Opening
* Centers
* Circle time

**Putting it into Practice 2**

O&M:

* Arrival/departure
* Centers
* Movement/music
* Outdoor time

Social Interaction:

* Arrival/opening and closing/departure
* Circle time
* Snack
* Outdoor time
* Lunch

Self-determination:

* Centers
* Snack
* Movement/music
* Outdoor time

**Putting it into Practice 3**

Career/Transition

* Centers
* Movement
* Outdoor time
* Closing/departure

Rec and Leisure

* Centers
* Outdoor time
* Movement/music
* Read aloud

Independent Living:

* Arrival/departure
* Toileting/hygiene
* Centers
* Snack
* Lunch

**How to?**

Collaborative consultation

Push-in

Pull-out

**Considerations**

TIME

 -increased time during first week (weeks?)

Adjustment period for student

Behaviors

**Thank You!**

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