Celebrating change

Change can bring excitement and anxiety, but your family support specialist will help guide you and your child through the transition planning process. Your child can learn to adjust to new people, programs, or settings, and professionals can gain insight into your child and the materials, equipment, and techniques that will help your child succeed.

You and your Part C team understand your child's needs and progress to date. Effectively sharing that knowledge with the school-based team and developing shared understanding and goals for your child are benefits of the shared transition process. Relationship building during the transition conference, evaluation process and potential IEP development helps set up your child and family for success and is beneficial for everyone involved.

Part B services

From age 3 until a child enters kindergarten, a child may be eligible for Part B preschool special education services provided by the local school district. The school district determines a child's eligibility for their program based on an initial assessment.

If a child is determined to be eligible and a parent would like the Part B services for their child, an Individual Education Plan (IEP) is developed. An IEP contains goals and services to address your child's unique needs as he or she learns the skills needed to prepare for kindergarten.

For additional resources, scan the QR code below with your smartphone's camera to visit mtempowermentcenter.org

MONTANA DPHHS

Preparing for your child's Part C transition

Your child's third birthday marks their transition from the Part C early intervention program to Part B preschool special education services. Part C is nurturing, while Part B focuses on a child's educational needs.

Montana MILESTONES

Questions you may want to ask at a transition meeting

- What are the differences between early intervention and Part B preschool special education services?
- How will our child's eligibility be determined?
- What are the different ways services can be provided?
- How can we help professionals understand the unique strengths and needs of our child?
- Whom do we contact if we want to visit a program or classroom?
- What is the student to adult ratio, length of the day, and family engagement?

- Is there transportation to and from school?
- What is the timeframe between evaluation consent, the eligibility determination meeting and the IEP, how are special circumstances addressed if it takes additional time?
- Will the eligibility determination meeting and IEP meeting, if eligible, be together or separate?
- When will we meet next?
- Who is the contact person at the school for any questions or clarification?

Preparing for an IEP meeting

You are a valuable participant in the IEP meeting. As you prepare, you may consider the following questions:

- What are your child's strengths and what does he/she like to do?
- How is your child progressing?
- What do you want your child to learn or be able to do?
- How does your child learn best (e.g., in small groups, needs to move a lot, likes to explore)?
- How does your child communicate (words, signs, gestures)?
- What services and supports are needed to help your child learn?