

# Collaborative Transitions in Early Childhood Special Education

March 15, 2025  
8:30-10:00am  
MSHA Conference



# Hello!

## **Elaine Meyer**

Compliance Consultant - Early Childhood

Oakland Schools

248-209-2318

[elaine.meyer@oakland.k12.mi.us](mailto:elaine.meyer@oakland.k12.mi.us)

# TODAY'S AGENDA

- Getting Started
- Rules & Regulations
- Evidence-Based Principles
- Time to Reflect
- Wrap Up





1.

# Getting Started

Let's get to know each other!

# Access to Google folder

<https://tinyurl.com/CollabTransMSHA>



# Getting to know the group...

How many of you work with Birth to 3 Early Intervention?

How many work in preschool-level service provision?

How many work with both?





2.

# Rules and Regulations

Federal and State Requirements

# Part C of IDEA Regulations

- Children participating in Part C, and who are potentially eligible for preschool programs under Part B, **MUST** experience a smooth and effective transition to preschool programs 34 CFR §303.124.
- For a child exiting Part C, the transition conference must be held, with family approval, **at least 90 days** and **not more than 9 months** prior to the toddler's third birthday for children potentially eligible for Part B services §303.209(c)

# State Performance Indicator B-12

States must have policies and procedures to ensure children and families who are leaving Part C services are ensured a seamless transition from one program or system to the next. The transition from an IFSP to an initial IEP must take place and be implemented by the child's 3rd birthday.

What percentage  
of accuracy is  
required?



# Part C of IDEA Regulations

- The role of the Part C Service Coordinator by law consists of seven activities, one of which is the development of a transition plan to preschool services (Part B) if appropriate [CFR 34 303.302(d)]



# Rules and Regs



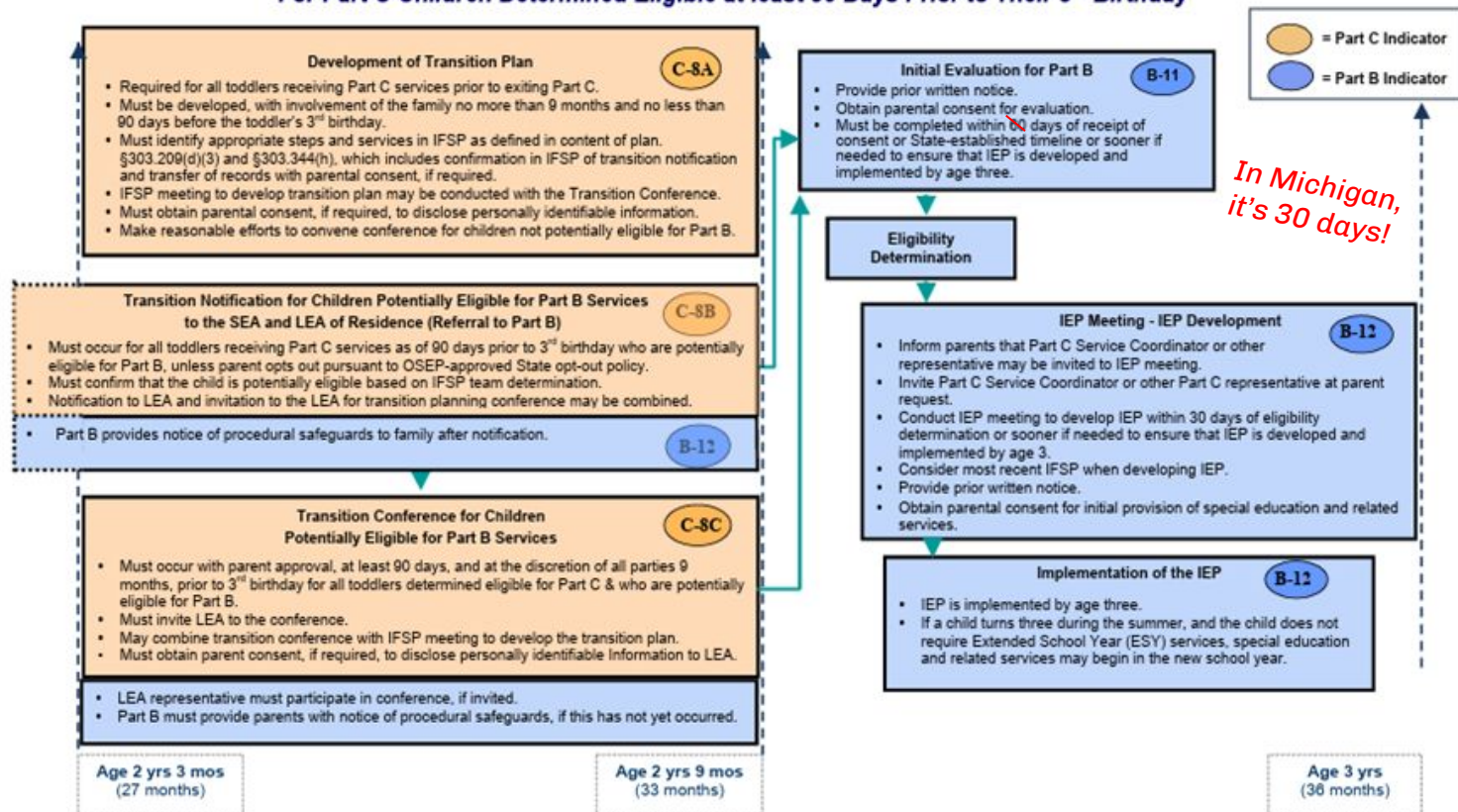
- The transition notification to the LEA must be treated as an initial referral
- Staff must make reasonable effort to contact the parent to obtain consent 34 C.F.R. § [300.300](#)(a)(1)(iii)
- A copy of the procedural safeguards must be provided to the parent upon referral or parent request for an evaluation 34 C.F.R. § [300.504](#)(a)(1).

# Part C of IDEA Regs

- An LEA must take certain specific steps upon receipt of Part C's referral as described below.
  - (1) must be evaluated and their eligibility determined under Part B; and
  - (2) if determined eligible, must have an IEP developed and implemented **by their third birthdays**. 34 C.F.R. §§ [300.101](#)(b), [300.124](#)(b), and [303.209](#).
- With the parent's consent, the LEA must conduct the initial evaluation of a child suspected of having a disability under IDEA in accordance with the specified procedures and within State-established timeline and consistent with 34 C.F.R. § [300.301](#), *with the exception of the Michigan MARSE Rule that requires a 30-day timeline instead of the IDEA 60-day timeline.*

## Part C to Part B Early Childhood Transition Timeline for SPP/APR Indicators C-8A, 8B, 8C, B-11 and B-12

### For Part C Children Determined Eligible at least 90 Days Prior to Their 3<sup>rd</sup> Birthday



# Initial IEPs: Team Up!

IDEA requires more than one person to attend and determine initial eligibility

Must have a district designee who is authorized to make decisions on behalf of the district/LEA

Individuals who have direct knowledge of the child

The child's parent(s)/guardian(s)

At least one individual from each early childhood program being considered for placement who has knowledge of program requirements

Appropriate special education administrator, when needed

# 3. Evidence-Based Principles

...Related to Transitions from Early  
Intervention to Preschool and More

# Transition:



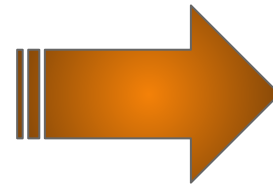
The events, activities and processes associated with key changes between environments or programs during early childhood years, and the practices that support the adjustments of the child and family to the new setting.

*~Division for Early Childhood*



# Transition Includes:

- **Vertical Transitions** - from one level to the next (i.e. Part C to Part B, preschool to Kindergarten, etc.)
- **Horizontal Transitions** - changes between services, providers, classrooms, and programs



# Transition



It occurs over time, beginning at the initial visit with the family. The process involves preparing both **children** and **families** for their subsequent **adjustment** to **new** settings, services, or environments and includes the **continuum** of options from no services, to other programs.

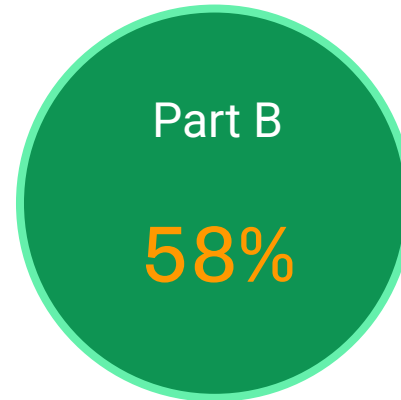
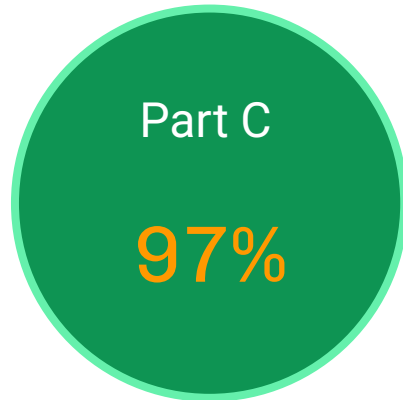
# Successful Transitions Address Four Objectives:

1. Continuity of services
2. Minimal disruptions to the family system
3. Ability of children to function in new placements
4. Compliance with legal requirements



# Family Centered Care

- In a national study of Part C and Part B Coordinators, what was the percent of staff that reported family-centered care as a core value?



# Successful Transitions Require

- Supportive infrastructure
- Alignment between sending and receiving programs
- Effective communication and coordination between sending and receiving team members
- Child and family preparation/adjustment
- Positive relationships, especially between service providers and families



# DEC Recommended Practices

- Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to...
- Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to...

*...support successful  
adjustment and  
positive outcomes  
for both the child and  
the family.*

# As children and families transition **OUT OF** your setting



- Opportunities for families to learn about the new program
- Information about the registration process and documents they will need
- How the new environment will be similar to and different from your program
- Information and resources about transition

# As children and families transition **INTO** your setting



- The daily schedule
- The best ways for families to communicate with staff and get timely answers to questions
- How the child will be cared for and comforted when needed
- How the family can be engaged in the child's learning
- A list of resources within your program

# Benefits of Effective Transition Practices for **Children**



- Continuity with earlier experiences
- Increased motivation and openness to new things
- Enhanced confidence
- Improved relationships with others
- Greater sense of trust

# Benefits of Effective Transition Practices for Families

- Increased confidence in children's ability to achieve in a new setting
- Improved self-confidence in ability to communicate and effectively influence others
- A sense of pride and commitment to their ongoing involvement in their child's development
- Greater knowledge and appreciation of early programs and staff



# Benefits of Effective Transition Practices for **Staff**



- Increased knowledge of the children
- Enhanced ability to meet individual needs
- Increased parental and community support
- More resources and awareness
- Larger network of professional support
- Sense of pride

# Common Debates between Early Intervention and Preschool Special Ed Teams



Who should have primary responsibility for coordinating the transition from early intervention to Part B services?

Who should have primary responsibility for making placement (and other) IEP decisions?

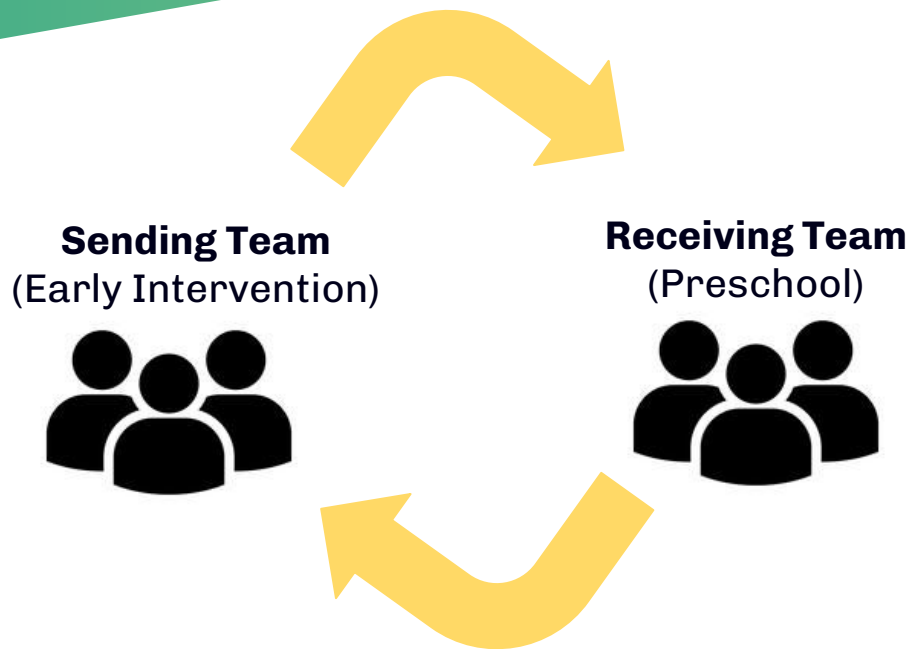
**Sending Team**  
(Early Intervention)



**Receiving Team**  
(Preschool)



# Communication and Collaboration



# Practices validated by the National Early Childhood Transition Center (NECTC)

[CLICK HERE](#) to view a one-page summary

## Practices Validated by the National Early Childhood Transition Center (NECTC)

These recommended practices were developed in collaboration with the Division for Early Childhood of the Council for Exceptional Children and the National Association for the Education of Young Children. The National Early Childhood Transition Center was funded through the U.S. Department of Education, Office of Special Education Programs.

### Interagency Service System

- A primary contact person for transition is identified within each program or agency.
- Community- and program-wide transition activities and timelines are identified.
- Referral processes and timelines are clearly specified.
- Enrollment processes and timelines are clearly specified.
- Program eligibility processes and timelines are clearly delineated.
- Agencies develop formal mechanisms to minimize disruptions in services before, during, and after the transition of the child and family.
- Staff and family members are actively involved in the design of transition processes and systems.
- Staff roles and responsibilities for transition activities are clearly delineated.
- Conscious and transparent connections are made between the curriculum and expectations for the child across programs and environments.
- Methods are in place to support staff-to-staff communication within and across programs.
- Families meaningfully participate as partners with staff in program- and community-wide transition efforts.

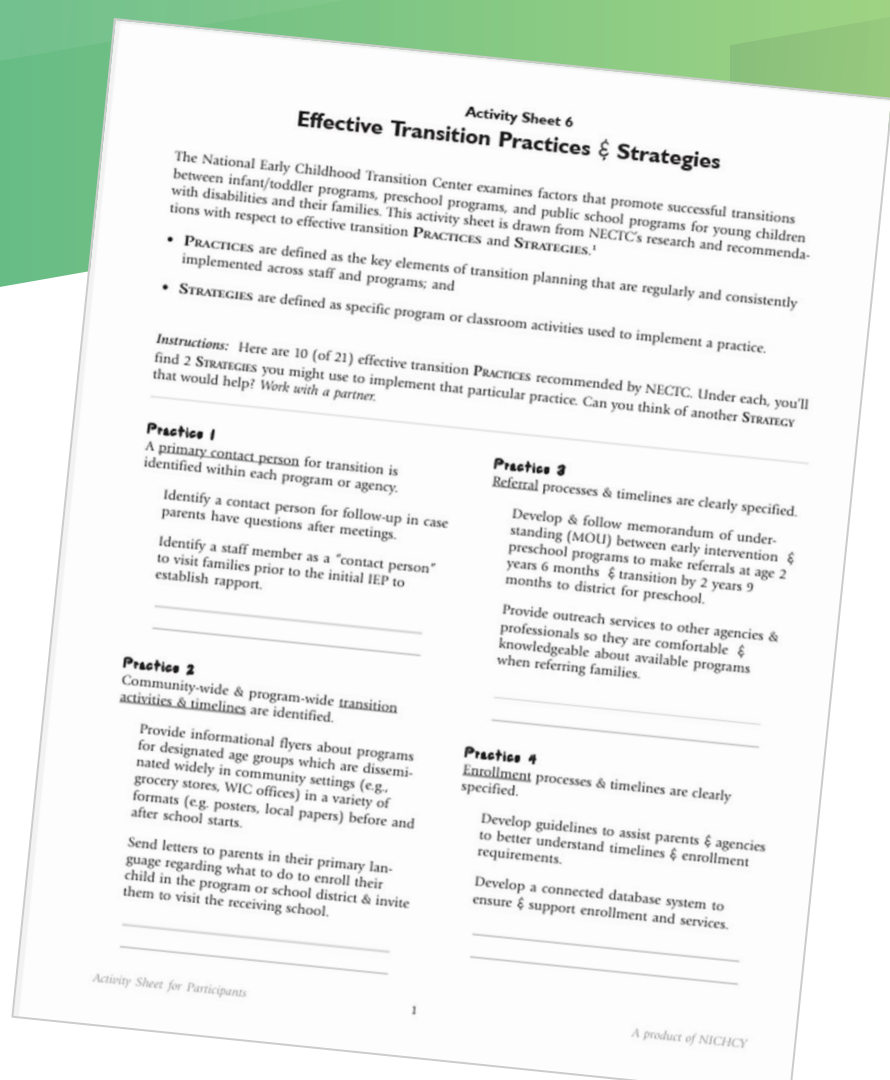
### Child and Family Preparation and Adjustment

- Individual child and family transition meetings are conducted.
- Staff follow up on children after the transition to support their adjustment.
- Transition team members share appropriate information about each child who is making a transition.
- Transition plans are developed that include individual activities for each child and family.
- Staff know key information about a broad array of agencies and services available within the community.
- Children have opportunities to develop and practice skills that they need to be successful in the next environment.
- Families are aware of the importance of transition planning and have the information they need to actively participate in transition planning.
- Families' needs related to transition are assessed and addressed.
- Families have information about and are linked with resources and services to help them meet their specific child and family needs.
- Families actively participate in gathering information about their child's growth and development.

This table can also be found in Kagen, S.L. and Tarrant, K. (2010) *Transitions for Young Children*. Baltimore: Brookes Publishing, p. 72.

# NECTC Worksheet

View the  
worksheet  
[HERE](#)



# Another resource

[CLICK HERE](#) to  
view this resource

*Have a designated contact  
person to support effective  
transition planning*



# Early On Training & Technical Assistance (EOT&TA) Resources

[CLICK HERE](https://eotta.ccrea.org/index.php)

<https://eotta.ccrea.org/index.php>



[Skip to Main Content](#) [Home](#) [Job Postings](#) [Order Materials](#) [Contact Us](#)

**FILTER BY PROJECT** [All Projects](#) [EOT&TA](#) [Early On Center](#) [Early On Data](#) [PreK Special Ed.](#) [Inclusion](#) [Strong Beginnings](#)

[Home](#) [News](#) [Professional Development](#) [Resources](#) [Contacts](#) [About Us](#)

[Print](#) | Font Size : [A](#) [A](#)

## Clinton County RESA Innovative Projects

Through **strong partnerships and quality system supports**, Clinton County RESA Office of Innovative Projects (CCRESA OIP) administers statewide and regional initiatives for early childhood providers, teachers, administrators, faculty, and families. Funded through grants and contracts from the Michigan Department of Lifelong Education, Advancement, and Potential (MILEAP), the Michigan Department of Education, and intermediate school districts, we work to support the implementation of *Early On*, preschool special education, early childhood systems, and more. Our professional development projects include *Early On Training and Technical Assistance*, the *Early On Center for Higher Education*, and *Preschool Special Education Training and Technical Assistance*. Child find and outreach projects include *Early On Public Awareness*, *Build Up Michigan*, *Michigan Preschool*, and *Help Me Grow*. Eligibility and enrollment projects are powered by [MIEarlyChildhood.org](http://MIEarlyChildhood.org). CCRESA OIP administers *Strong Beginnings*, a pilot preschool program for 3-year-old children. We are pleased to serve the needs of educators, service providers, faculty, and families throughout Michigan.

# ECTA Website

<https://ectacenter.org/topics/transition/transition.asp>

The screenshot displays the ECTA (Early Childhood Technical Assistance Center) website. The header features the ECTA logo and the text 'Early Childhood Technical Assistance Center' and 'Improving Systems, Practices, and Outcomes'. A search bar is located in the top right corner. Below the header is a navigation menu with links: Home, About, IDEA, Systems, Practices, Outcomes, Events, Resources, and For Families. The main content area is titled 'Transition from Part C to Preschool' and includes a breadcrumb trail: Home > Resources > Topics > Transition > Overview. A sidebar on the left lists various topics under the heading 'Topics', including 'Transition from Part C to Preschool', 'Federal Requirements', 'OSEP Resources', 'National Centers', 'State Examples', 'Monitoring Transition from Part C', 'Eligibility Differences between Part C and Part B, Section 619', and 'Transition from Preschool Services to Kindergarten'. The main content area also includes a 'Topic Editor: Sharon Lunn' section with an email link 'sharon.lunn@unc.edu'. The bottom section of the page contains text about state policies and procedures for ensuring seamless transitions for children and their families, with links to 'ensure seamless transitions' and 'State and local structures, policies'.

**ecta** Early Childhood  
Technical Assistance Center  
Improving **Systems, Practices, and Outcomes**

ENHANCED BY Google

Home About IDEA Systems Practices Outcomes Events Resources For Families

Topics

- [Transition from Part C to Preschool](#)
- [Federal Requirements](#)
- [OSEP Resources](#)
- [National Centers](#)
- [State Examples](#)
- [Monitoring Transition from Part C](#)
- [Eligibility Differences between Part C and Part B, Section 619](#)
- [Transition from Preschool Services to Kindergarten](#)

Home > Resources > Topics > Transition > Overview

## Transition from Part C to Preschool

Topic Editor: Sharon Lunn

[sharon.lunn@unc.edu](mailto:sharon.lunn@unc.edu)

States must have in effect policies and procedures to [ensure seamless transitions](#) for children and their families as they leave Part C and other early childhood programs, so they have timely access to appropriate services. Families need to move smoothly from one program or system to another, or among services within a program or system. [State and local structures, policies,](#)

## 4. Reflection Activity

# Identifying Current Practices



- Do you have a written set of procedures?
- Is there equity between sending and receiving teams?
- What is working well?
- What problems with your transition processes are you experiencing currently?

Complete this  
Reflection Sheet.

Feel free to collaborate  
with others or ask  
questions.

**Collaborative Transitions in Early Childhood Special Education**

**Reflection Sheet**

Do you have a written set of procedures so everyone knows who is responsible for doing what and when?    ☐ Yes    ☐ No    ☐ Yes, but it needs improvement

**Equity between sending and receiving teams:**

How is the work distributed between sending and receiving teams?

---

Early Intervention team handles all of it

PreK special education team handles all of it

**Reflect on your current practices for these steps:**  
Indicate which team is responsible for these tasks and use the space provided to make notes on who bears responsibility, the process followed, or what needs improvement.

Task	0-3	PreK	Details / Notes
Track transition dates for children moving from Part C to Part B			
Begin the planning process with the family for the transition from Part C to Part B between 90 days and 9 months prior to the child's 3rd birthday			
Complete a REED within 30 days of the planned date of the IEP			
Schedule the date for the initial IEP			
Invite parties from sending and receiving teams to the IEP including a representative from receiving preK program(s)			
Conduct any additional assessments needed			
Gather any additional data needed to make IEP decisions regarding LRE, programs, services, SAS, goals/objective. Include data from parents/guardians and outside service providers, if any.			

# 5. Strategies and Tools

Things to help with improving  
effective practices

# Transition Tools Folder

## Introduction Document

# Access the Transition Tools Google Folder



<https://bit.ly/ECSETransitionTools>

# Skills Rubric

*Different skills rubrics are also available in the Transition Tools folder but they will not align with the Summary Sheet*

**Inclusive Placement & Planning Discussion Framework – Skills Rubric**

General	No Concern (Ø)	Low (L)	Moderate (M)	High (H)	Comments
<b>Number &amp; Scope of IEP Goals/Objectives</b> How many goals & objectives does the child have and how involved are they?	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Only 1 or 2 goals with objectives that indicate mildly intensive intervention</li> <li>• Classroom staff will be able to support the child with minimal effort</li> </ul>	<ul style="list-style-type: none"> <li>• One to three goals with objectives that indicate child will have some difficulty participating in regular activities without adult support</li> <li>• Classroom staff will need some support from SE staff to assist child in successful participation</li> </ul>	<ul style="list-style-type: none"> <li>• Three or more goals with objectives that indicate child will need significant support to participate in regular classroom activities</li> <li>• Classroom staff will need to regularly consult with SE staff to ensure child is able to successfully participate in classroom and access curriculum</li> </ul>	
<b>Health History/Status</b> Allergies, diagnosed medical conditions, surgeries, feeding concerns, hearing/vision, frequent illnesses	<ul style="list-style-type: none"> <li>• No known or suspected health concerns</li> </ul>	<ul style="list-style-type: none"> <li>• General good health</li> <li>• May require some limited health care monitoring and/or procedures (eg, EpiPen for allergy)</li> </ul>	<ul style="list-style-type: none"> <li>• Mild to moderate or occasional health concern or chronic health issues that are controlled</li> <li>• May require specialized health care procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic health issues (uncontrolled diabetes, seizure disorder, etc)</li> <li>• Specialized health care procedures required (eg, regular medications, tube feedings, etc)</li> <li>• Possible need for a health care aide</li> </ul>	
<b>Cognitive/Learning/ Play Skills</b> Use of toys and materials appropriate for age, symbolic/ pretend play, ability to follow direction in play (feed the baby, give me the red block)	<ul style="list-style-type: none"> <li>• <b>Strength</b></li> <li>• Participates, stays on task, follows directions and home/class routines, with minimal or no prompting</li> <li>• Age-appropriate spontaneous, and varied play skills</li> </ul>	<ul style="list-style-type: none"> <li>• Needs some prompts to participate in group activities, stay on task, and follow directions</li> <li>• May require only occasional explicit and/or targeted instruction</li> <li>• Appropriate play skills but may be limited in variety; can follow directions during play and/or spontaneously imitates others</li> </ul>	<ul style="list-style-type: none"> <li>• Needs frequent prompts to participate in group activities, stay on task, and follow directions</li> <li>• Requires some explicit and/or targeted instruction</li> <li>• Some appropriate play skills but limited variety; needs some help to follow directions during play and/or imitate play actions with prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Needs 1-1 support and constant prompting to participate in activities, stay on task and follow directions</li> <li>• Requires frequent explicit and/or targeted instruction</li> <li>• Curriculum modifications needed for participation in class activities</li> <li>• Uses toys in inappropriate/ non-functional way or needs specific instruction to learn new play skills</li> </ul>	

The Inclusive Placement & Planning Discussion Framework is adapted from "LRE Considerations for Preschool Age Children Eligible for SPED" created by the Ionia Intermediate School District

# Summary Sheet

## Inclusive Placement and Planning Discussion Framework – Summary Sheet

Placement Recommendations: Program

Teacher

Other

Child's Name \_\_\_\_\_

Birthdate \_\_\_\_\_ Cert \_\_\_\_\_

Current Program/Placement \_\_\_\_\_

Does the family have need for a particular program and/or start time? Y/N  
Please specify: \_\_\_\_\_

Does the child still nap? Y/N

If a full-day program is being considered, what additional supports may be needed, if any?\*

Will the child need access to before and/or after school care? Y/N

Is there a particular child/teacher/para that already has a bond with the child that may aid his/her adjustment to a new classroom? Y/N  
If so, who? \_\_\_\_\_

Is there a particular teacher who would be best suited to meet this child's needs? Y/N  
If so, who? \_\_\_\_\_

What influence would exposure to general education peers and/or general education curriculum potentially have for this child?\*

Is there a need to further adapt the classroom environment to meet the needs of the child?\* Y/N  
If so, describe: \_\_\_\_\_

Is there a need for staff training (general ed and/or special ed) in order for intervention strategies to be implemented successfully and with fidelity?\* Y/N  
If so, describe: \_\_\_\_\_

If other children with special needs are being placed in the same classroom, how do their needs balance with those of others?\*(overlap Summary Sheets to compare)

Are there other factors that require further follow up?\* Y/N If so, specify: \_\_\_\_\_

Early Childhood Services (ECS)	Monthly/Weekly
Responsible for case management, coordinating of services and may provide additional special education supports	
<b>Number and Scope of IEP Goals/Objectives</b> How many goals & objectives does the child have according to their IEP and how involved are they?	
<b>Health History/Status</b> Allergies, medical conditions, surgeries, medication, ear infections, hearing/vision	
<b>Cognitive/Learning/Play Skills</b> Use of toys and materials appropriate for age, symbolic/pretend play, ability to follow directions	
<b>Attention/Impulsivity/Hyperactivity</b> Control impulses, attend to activities, manage energy level	
<b>Motivation</b> Initiation, independence and persistence during tasks/activities, level of enjoyment	
<b>Speech and Language Services (SLP)</b>	
<b>Receptive Communication</b> To what extent does the child understand communication from others?	
<b>Expressive Communication (System)</b> Does the child communicate verbally or with an AAC system? How effectively can the child communicate?	
<b>Social Communication</b> What amount of prompting does the child require to initiate communication and/or initiate interactions with others?	
<b>Physical Therapy (PT)</b>	
<b>Large Motor/Mobility</b> Large motor skills, accessing bathroom, classroom/school mobility, use of adaptive equipment	
<b>Occupational Therapy (OT)</b>	
<b>Fine Motor Skills</b> Grasping and/or manipulating small objects, early writing skills	
<b>Self-Help Skills</b> Feeding, dressing, toileting, daily classroom chores	
<b>Sensory</b> Over- or under-responsiveness to sensory stimulation: sounds, touch, movement, taste/tactile, smell, and/or vision	
<b>School Social Work (SSW)</b>	
<b>Social/Emotional</b> Interacting with adults and peers, behavior toward self and others, understanding and managing feelings	
<b>Coping Strategies</b> Seek help, handle frustration, tolerate changes in routines, control aggressive impulses	
<b>Low Incidence TC Services</b>	
Hearing Impaired, Audiology, Visually Impaired, Orientation & Mobility, Traumatic Brain Injury Teacher Consultant Services	

# Preschool and Kindergarten Activities Planners

## Preschool Activities Planner

To what extent will the child need support during typical preschool activities?

**No Concern:** Child's development will be supported during the course of high quality preschool curriculum activities; no special instruction or intervention needed

**Low Needs:** Child will likely need brief and/or mild support to participate in regular classroom activities/routines

**Moderate Needs:** Child will need moderate level adult supports and/or adaptations to participate/accomplish tasks

**High Needs:** Child will need direct adult support and/or modification of activities to participate/accomplish tasks

	No Concern	Low	Moderate	High
<b>Arrival</b> Separating from caregivers/bus, traveling to classroom, locating locker, removing clothing, placing backpack and outerwear in locker, transitioning to next activity				
<b>Morning Meeting</b> Attending to the teacher, special seating, visual supports, use of AAC				
<b>Breakfast/Lunch/Snack</b> Serving self, feeding, using utensils/cup, transitioning to/from table, special seating				
<b>Planning/Recall (specific to HighScope)</b> Answering wh- questions, making choices, follow through on a plan, remembering what happened in recent past				
<b>Free Play/"Work Time"</b> Following through on plan, regulating activity level, social interaction with peers/adults, using toys/materials appropriately				
<b>Large Group</b> Transitioning to and from, attending to others, following directions, maintaining participation, remaining in the area				
<b>Small Group</b> Wait time, following directions, exploring materials, answering questions				
<b>Clean Up</b> Transition to clean up, putting items in appropriate spaces, self-regulation				
<b>Toileting/Hand Washing</b> Accessing toilet/sink, performing all steps independently				
<b>Outdoor Play/Gym</b> Physical ability to participate in activities and/or navigate landscape/equipment safely				
<b>Nap/Rest Time</b> Transitioning to calm/quiet state, remaining on cot/mat for reasonable amount of time if not sleeping, participating in calm/quiet activities				
<b>Dismissal</b> Locating locker, donning outerwear and backpack, transitioning to caregiver/bus				
<b>Other</b>				

## Kindergarten Activities Planner

To what extent will the child need support during typical Kindergarten activities?

**No Concern:** Child's development will be supported during the course of high quality Kindergarten curriculum activities; no special instruction or intervention needed

**Low Needs:** Child will likely need brief and/or mild support to participate in regular classroom activities/routines

**Moderate Needs:** Child will need moderate level adult supports and/or adaptations to participate/accomplish tasks

**High Needs:** Child will need direct adult support and/or modification of activities to participate/accomplish tasks

	No Concern	Low	Moderate	High
<b>Arrival/Bus</b> Separating from caregivers/bus, traveling to classroom, locating locker, removing clothing, placing backpack and outerwear in locker, transitioning to next activity				
<b>Morning Meeting/Large Group</b> Attending to the teacher/classmates, special seating, visual supports, use of AAC, participation, following directions				
<b>Reading Instruction</b> Alphabet knowledge, Phonological Awareness, Concepts of Print, Rhyming, Sequencing				
<b>Writing Instruction</b> Fine motor skills, writing/drawing, ability to work independently, endurance, task management, following directions				
<b>Math Instruction</b> Numeracy, quantity concepts, ability to work independently, fine motor skills				
<b>Social Studies Instruction</b> Understanding concepts, attending to others, following directions, classifying work/projects				
<b>Breakfast/Lunch/Snack</b> Opening packages, feeding self, using utensils, transitioning to/from table or cafeteria, special seating, noise sensitivity, social conversation				
<b>Specials - Music/Art</b> Follow directions, attend to teacher, work independently, access and share materials, manipulate materials				
<b>Recess/Gym</b> Physical ability to participate in activities and/or navigate landscape/equipment safely				
<b>Toileting/Hand Washing</b> Accessing toilet/sink, performing all steps independently				
<b>Nap/Rest Time</b> Transition to calm/quiet state, remain on cot/mat for reasonable amount of time if not sleeping, participate in calm/quiet activities				
<b>Dismissal</b> Locating locker, Donning outerwear and backpack, Transitioning to caregiver/bus				
<b>Other</b>				

# Strengths, Interests & Preferences

Use this form when planning how to work on IEP goals and objectives or other target skills

**Integration/Utilization of Strengths, Interests, Preferences**

Child's Name: \_\_\_\_\_

List Strengths, Interests, Preferences

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Select items from this list for use in the chart below. It is not necessary to utilize all items from this list. However, it is important to revisit this list and add/change items as the child's interests may change over time. Attach Reinforcement Inventory, if used.

Dislikes/Aversions:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

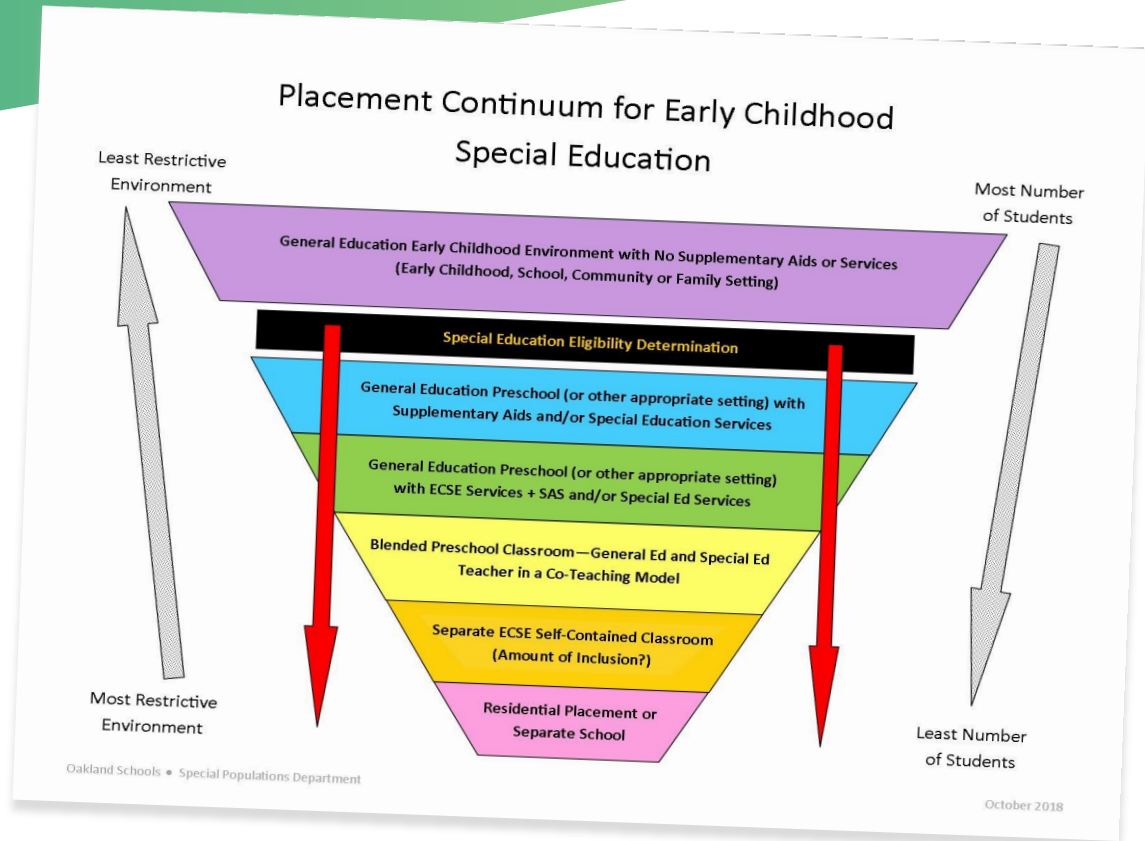
**Use the following chart to brainstorm ideas on how to integrate the child's strengths, interests, and/or preferences into interventions for targeted skills (goals and objectives).**

Target Skills	Strengths, Interests, Preferences (Select one per column)		

Inclusive Placement and Planning Discussion Framework

# Continuum of Placement Options

NOTE: These are specific to the State of Michigan



# Legal References

Yours is blue!

## Legal References Regarding Preschool Inclusion

*Legislative requirements for children ages 3 and above are included in Part B of the Individuals with Disabilities Education Act (IDEA). The following are excerpts from the IDEA that pertain directly to considerations of Least Restrictive Environment (LRE) and providing access to inclusive placements for young children with disabilities.*

### §300.114 LRE Requirements

(2) Each public agency must ensure that—

- (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if 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.

### §300.42 Supplementary aids and services defined

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§300.114 through 300.116

### §300.115 Continuum of alternative placements

- (a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- (b) The continuum required in paragraph (a) of this section must—
  - (1) include alternative placements listed in the definition of special education under §300.38 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and
  - (2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

### §300.116 Placements

In determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency must ensure that—

- (a) The placement decision—
  - (1) is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and

# Questions to Consider

Yours is yellow!

Additional questions  
can be found [HERE](#)

## IPPDF: Questions to Consider

The purpose of the following questions is to prompt discussion of appropriate placement options for children with IEPs when considering Least Restrictive Environment (LRE). Teams are not required to answer all questions, however, doing so can help to ensure thorough consideration of LRE for individual children.

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

Discussion Participants \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are the child's strengths and abilities?  
\_\_\_\_\_

What setting(s) is the child in currently?

Has the child had any experience interacting with children without IEPs in a regular early childhood or community environment? If so, how is the child fairing in that environment?

What activities can the child participate in with minimal to no support?

What challenges has the child experienced?

What current supports does the child need?

What behaviors/skills are considered developmentally appropriate for children this age?

Does the child have any specific behavioral concerns?

Is there a need to modify or adapt curriculum and/or environment in a regular education setting?

Does the child have any goals or objectives that could best be met in a regular education environment?

# Questions???



# 8. Share Out/Wrap Up

What will you take away from this training?