Ready, Set, Go! Transitioning to Kindergarten
What Brings Me Here...
What You’ll Learn About:

1. Kindergarten Basics
2. Hopes and Dreams for School
3. Your Role on the Team
4. The Individualized Education Program
FACT is your one-stop resource!

• We are able to support you with:
  • Understanding special education
  • Trainings, workshops, and in-services
  • Family activities and get-togethers
  • Person-centered planning tools
  • Information and resources
  • A support line to answer your questions

Expand Awareness
• Disability is natural
• Self-determination
• High expectations

Grow Community
• Access activities
• Engage neighborhoods
• Develop relationships

Equip Families
• Prepare and inform
• Support and advise
• Provide resources
Kindergarten Basics
Differences from Pre-K to Kindergarten

- Family-Focused → Student-Focused
- Pre-academic & Developmental → Academic
- Early Childhood Provider → School District
- Variety of Settings → Public School
Transition Steps

• School District is notified
• Transition meeting may be planned
• New evaluations may be requested by school district
• First Individualized Education Program (IEP) and Placement meetings scheduled with school district team
Individualized Education Program (IEP)
Why Do We Have Special Education?

Individuals with Disabilities Education Act

Federal Law ensuring children with disabilities have available to them a Free Appropriate Public Education [FAPE] that emphasizes special education and related services designed to meet their UNIQUE NEEDS and prepare them for:

- Education
- Employment
- Independent Living

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Who Gets Special Education?

Eligible Students with Disabilities

- Autism Spectrum Disorder
- Intellectual Disability
- Communication Disorder
- Orthopedic Impairment
- Deaf-Blind
- Other Health Impairment
- Developmental Delay
- Specific Learning Disability
- Emotional Disturbance
- Traumatic Brain Injury
- Hearing Impairment
- Visual Impairment

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IDEA has always advocated for kids with disabilities to be educated, to the greatest extent possible, with their non-disabled peers.

“To the maximum extent appropriate, children with disabilities... are educated with children who are not disabled...

Special classes, separate schooling or other removal...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...” 34 CFR 300.114
Hopes and Dreams for School
The intent of IDEA, and thereby your child’s special education, is to **prepare your child for life beyond school**.

Every step you take should have your child’s adult life in mind.
It’s About Trajectory

Adapted from UMKC Charting the LifeCourse Framework
More information at www.lifecoursetools.com
It’s About Trajectory

Friends
Inclusion
Belonging

Preschool
Playdates
Park trips
Kindergarten classmates
Field trips
Sleepovers
Clubs
Family

Adapted from UMKC Charting the LifeCourse Framework
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It’s About Trajectory

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Your Turn!

Want

Don’t Want
Who is on IEP Team?

- Parents
- Regular Education Teacher
- Special Education Teacher
- District Representative
- Someone to Interpret Evaluations
- Related Services
- Student
- Transition Services
- Others with knowledge of the student

Deliver services needed to access education Post-Posttransition goals and graduation options

Know your child best #1 fan

Delivered by agencies and other teams

Evaluations Required by state and federal laws
You Are a Vital Team Member!

• You are the expert on your child
• You are your child’s #1 fan
• Your vision is for their whole life
Check In
The Individualized Education Program
### Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

**DEMOGRAPHICS**

<table>
<thead>
<tr>
<th>Student</th>
<th>Resident District</th>
<th>IEP Meeting Date</th>
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<table>
<thead>
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<th>Gender: ___ M ___ F</th>
<th>Grade: _____</th>
<th>Annual IEP Review Date</th>
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<table>
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<th>Date of Birth (mm/dd/yy)</th>
<th>Attending District</th>
<th>Amendment Date</th>
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<table>
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<th>Secure Student Identifier (SSID)</th>
<th>Attending School</th>
<th>Most Recent (re)Evaluation Date</th>
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<table>
<thead>
<tr>
<th>Primary Disability Code &amp; Category</th>
<th>Secondary Disability Code &amp; Category – OPTIONAL</th>
<th>Re-Evaluation Due Date</th>
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Special Factors

Behavior

Communication

Assistive Technology

English Language

Blind/Visually Impaired

Specialized Formats

Deaf/Hard of Hearing

Must address each “Yes”
Present Levels of Academic Achievement and Functional Performance

- Student’s strengths & interest
- **Parent input**
- Other input
- Progress toward goals
**Strengths and Gifts**

Amazing Imagination  
Builder  
Fantastic Memory  
Emerging Reader  
Determined  
I Can Do It Attitude  
Problem Solver

---

**Vision / Hopes / Dreams**

Graduate high school  
Go to College  
Have a career  
Live in my own house  
Have lots of friends

---

**What Works:**

Being able to move around on my own.  
Showing me how to do something  
Having time for imaginary play with my toys.  
BLOCKS!  
Having toys and books where I can reach them on my own.  
Giving me multiple times to try it by myself.

---

**What Does Not Work:**

Doing things for me  
Having toys and books out of my reach  
Being stuck until someone can help me  
Verbal directions/instructions  
Lack of play time

---

http://factoregon.org/person-centered-plan-samples/
STRENGTHS CAPACITIES GIFTS

• Smart—he’s a learner
• Great sense of humor
• Loves to read since he was little
• Empathetic
• Loves to be a helper; he likes to contribute, and learns by doing
• Very determined
• Strong visual learner
• Problem solver
• Independent!
• Loves athletics
• Rides a two-wheel bike
• Multi-sense learner
• Adores his best friend Mike

WHAT WORKS FOR KENTON

• Sports! Playing, watching
• Using technology to communicate more clearly
• Clear, distinct choices
• Having time to get his body moving and playing to get excess energy out
• Loves to eat!
• Telling him what TO do, not just what NOT to
• Being made to feel like he’s contributing to the way a group works

WHAT DOES NOT WORK

• Loud voice
• Being bored
• No sensory breaks
• Rushing him
• Repeating directions the same way
• Hovering
• Too many visuals
• Expecting him to be passive

http://factoregon.org/person-centered-plan-samples/
IEP Team,

We look forward to working with the team to create a rigorous education program for Sam, and provide him with the stepping stones to: receive a diploma, attend a post-secondary college program, live independently at age 22, be employed and access his community.

Strengths:
• Smart: he has a great memory and loves to learn.
• Engages with peers and has excellent computer skills.
• Enjoys books, reading, sports and music.
• Able to work independently when given a visual schedule and transitional warnings.

Concerns:
• Not utilizing assistive technology to support Sam's progress.
• Not an adequate home/school communication system.

Remedies:
• Consultation with assistive technology specialist will provide information on how to use Sam’s laptop successfully while in class.
• Duplicate the home/school communication log we used last year.

We look forward to working as a team toward a successful year for Sam and collaborating for great progress on his educational goals.

The Smiths
Transition

Age 16 = Transition Planning

Special Factors

Present Levels

Transition

Assessment

Goals

Service Summary

Placement
Transition Planning

IDEA’s purpose is to prepare students for life beyond school: further education, employment, and independent living.

It’s Never Too Early!
Assessments

- Starts in Kindergarten
- Every few years
- Support available

Important implications for diploma options
Measurable Goals and Objectives
Measurable Goals and Objectives: SMART Goal Examples

**SMART Goals:**

- **S**pecific
- **M**easurable
- **A**ction Words
- **R**ealistic & relevant
- **T**ime-limited

<table>
<thead>
<tr>
<th>Generic</th>
<th>SMART</th>
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<tbody>
<tr>
<td>Sam will behave appropriately in class.</td>
<td>Sam will transition to and from tasks and activities within 2 minutes given visual and verbal prompts in 8 of 10 opportunities over a two-week period.</td>
</tr>
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</table>
Service Summary:
Specially Designed Instruction

Meets Unique Needs
Based on Goals
Related services help your student benefit from specially designed instruction

Transportation  Speech  Nursing  And more!
Service Summary: Supplementary Aids and Services

Services and supports provided in any setting “to enable children with disabilities to be educated alongside nondisabled children to the maximum extent appropriate”

- Transition Warnings
- Seating Arrangement
- Reduced Homework
- Extra Time
- Pencil Grips
- Technology

http://www.parentcenterhub.org/repository/iep-supplementary/#idea
Service Summary: Accommodations

Accommodations *DO NOT* change difficulty level or learning outcome
A child with a disability may not be removed from education in age-appropriate regular classrooms just because he or she needs modifications to the general curriculum. [§300.116(e)]

Modifications *DO* change difficulty level or learning outcome
Service Summary: Supports for School Personnel

Services that help the school team support your child!

- Training for staff
- Consultation
- Collaboration
## Service Summary

<table>
<thead>
<tr>
<th>Provider</th>
<th>Who</th>
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<tbody>
<tr>
<td>Goal Area</td>
<td>What</td>
</tr>
<tr>
<td>Location</td>
<td>Where</td>
</tr>
<tr>
<td>Minutes per day or week</td>
<td>How much</td>
</tr>
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Nonparticipation Justification

Any time spent outside the general education environment MUST be justified and documented.

Removed:
- Why?
- When?
- For how long?
Extended School Year (ESY)

- Not summer school
- Data-Driven
- Minimize Regression
Placement Continuum

Regular Classroom ➔ Pull Outs to Resource ➔ Special Ed Classroom ➔ Separate School ➔ Residential School ➔ Home/Hospital
Check In
Next Steps
What’s Next

• Think about the future
• Prepare parent input
• Create one-page profile
• Keep positive
• Confident in role
• Comfortable with IEP document
• Stay involved and in touch
• Check out our Special Education Toolkit
Questions & Answers

For more support, please call us at (503) 786-6082 or 1 (888) 988-3228 or by email support@factoregon.org

Check out our website: factoregon.org