TRANSITIONS

From EI to Pre-School and Pre-School to School Age

A WEBINAR HOSTED BY ROCHESTER REGIONAL SUPPORT CENTER ON BEHALF OF THE NYS DEPARTMENT OF HEALTH CHILDREN AND YOUTH WITH SPECIAL HEALTH CARE NEEDS PROGRAM
Webinar Etiquette

To reduce background noise and distractions during the webinar, we have muted and turned off the video for all participants.

If you have a question, please:

◦ Use your “raise hand” feature
◦ Type into the ‘chat’ box on your screen.

We will review/answer questions during the Q & A at the end of the webinar.

This event is being recorded. A feedback survey link will be sent to all who attended. The survey link will be added to the chat.
Interpretation Instructions

Locate the interpretation (globe) icon at the bottom of your screen

Select the language you want to hear

Once the language is selected, you can mute the original audio
  ◦ Remember to unmute to listen to the original audio again
Our Panelists:

Lynne Levato, PhD, BCBA-D, Director of Community Consultation Program, Developmental and Behavioral Pediatrics, University of Rochester Medical Center

Beth Poague, MS, Parent, Family and Community Educator, Mid-Hudson Early Childhood FACE Center

Ann Marie Stephan, MS, Executive Director of the Rochester Childfirst Network
Preschool to School-Age Transition

Lynne Levato, Ph.D., BCBA-D
Assistant Professor
University of Rochester Medical Center
Difficulties with the transition

- Particularly challenging for children with special health care needs, children with autism
  - Disruption in routine
  - Preference for sameness
  - New providers, different schedule of therapies
  - Communication challenges
- Parents are entering brand new system with the perception of very little support (Nuske et al., 2019)
Building Better Bridges

- Can providing more support to parents during this critical transition period increase parents’ perception of transition success and increase parents’ engagement with the process?
**Student Snapshot**  
(GENERAL)

Support me during transition by reviewing this critical information about my interests, strengths, needs and supports.

### STUDENT INFO

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<tr>
<th>Name:</th>
<th>Grade:</th>
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<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Case manager:</th>
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### SUPPORTS/SERVICES

I have the following supports and services:  
Please review IEP/documents for more information.

- [ ] Assistive Technology
- [ ] Communication Device
- [ ] Behavior Plan
- [ ] Health Plan
- [ ] Instructional Aide/Support
- [ ] Occupational/Physical Therapy
- [ ] Speech and Language Services
- [ ] Testing Accommodations
- [ ] Transportation
- [ ] Other:

### MY TEAM

Team members:

### STRENGTHS

I am really good at...

### INTERESTS

I like...

### REINFORCERS

I enjoy...

### COMMUNICATION

I communicate best by........

### TEACHING TIPS

I respond best to...
Takeaways

- Providing additional support to parents during this difficult time can improve overall transition planning and perceived success.
- Be prepared going into the transition!
  - Plan ahead for what you want to share with your child’s new school team about your child.
  - Envision how you want your child’s next placement to look.
    - Think about your dream scenario and see how you can get as close to that as possible.
What can counties do to support families with CYSHCN?

• Work with local County Early Intervention & Preschool Special Education Programs
• Work with Medicaid Health Home Care Managers
• Work with local school districts (CPSE, CSE)
• Know the resources
  - CYSHCN Program https://www.health.ny.gov/community/special_needs/
  - Regional Support Centers https://www.health.ny.gov/community/special_needs/rsc/
  - Early Childhood Family and Community Engagement (FACE)
Thank you for attending

For additional information:

Lynne Levato @ lynne_levato@urmc.rochester.edu
Beth Poague @ bpogue@wihd.org
Ann Marie Stephan @ astephan@rcn4kids.org

Please remember to provide feedback through the CYSHCN Event Feedback Survey