

New Mexico Early Childhood Transition



Transition Team Tool Kit

Transition Team Guide

Welcome to the Early Childhood Transition Team. This tool kit was developed to help support you in being successful in your role as a member on the transition team.

The tool kit is divided into the following sections:

- I. The New Mexico Early Childhood Transition Initiative
 - a) Introduction to: The New Mexico Early Childhood Transition Initiative
 - b) Why Have a Family Member on the Team?
 - c) Family Advisory Role
 - d) Who's Who on the Team?
 - e) Team Roles and Responsibilities
 - f) Potential Team Roles
 - g) Transition Team Memorandum of Understanding (MOU)

- II. Early Childhood Partners
 - a) Early Childhood Services
 1. Early Intervention, Birth – Age 3 (Part C)
 2. Public Education - Special Education, Age 3 -21 (Part B)
 - b) Early Head Start / Head Start
 - c) NM State Supported Schools

- III. Transition Team Meetings
 - a) Getting Ready for Transition Team Meetings
 - b) Things to Consider When Attending a Meeting

- IV. Communicating with the Team
 - a) Communication is the Key
 - b) How to Handle Conflict When You See It

- V. Confidentiality
 - a) Family Education Rights and Privacy Act (FERPA) & Health Insurance Portability and Accountability Act (HIPAA)

- VI. Resources
 - a) Frequently Used Acronyms
 - b) Resources

- VII. Miscellaneous
 - a) References

Your role as a transition team member will make a difference!

Introduction to: New Mexico Early Childhood Transition Initiative

Mission: To support transition teams in developing and/or improving transition processes for children and families from early intervention services to other community services & supports.

Purpose: The primary purpose of community-based transition teams is to ensure that families and their children experience a smooth & effective transition from early intervention services to community services & supports. They do this by meeting frequently to discuss early childhood transition and reviewing the agreed upon process.

Transition Teams provide guidance on:

- ❖ How to foster smooth & effective transitions for families
- ❖ Transition related roles & responsibilities
- ❖ Development of community-based systems of transition through interagency and family collaboration

Community-based transition teams: 30+ Teams in New Mexico including:

- ❖ Family Leaders
- ❖ School Districts/Local Education Agencies (LEAs)
- ❖ Early Intervention Providers (EI)
- ❖ Head Start/Early Head Start (HS/EHS)
- ❖ Home Visiting Providers (HV)
- ❖ Bureau of Indian Education (BIE)
- ❖ Parents Reaching Out (PRO)
- ❖ Education for Parents of Indian Children with Special Needs (EPICS)
- ❖ New Mexico School for the Deaf (NMSD)
- ❖ New Mexico School for the Blind and Visually Impaired (NMSBVI)
- ❖ Child Care Providers

Through the efforts of the transition team an agreement is developed that outlines the process for transitioning children from early intervention to community programs & supports. This agreement is called a Memorandum of Understanding (MOU). The partners acknowledge agreement with the MOU through their signatures. Each team in New Mexico has an agreement (MOU) which is reviewed annually for revisions and improvements. The family team member's participation on the team is vital in creating, implementing, and reviewing the MOU.

Why Have Family Members on the Early Childhood Transition Team?



In New Mexico families are joining early childhood transition teams and realizing the impact and influence they can have in shaping policies and programs. Providers recognize that family involvement is integral to designing a service system that is responsive, welcoming, and effective.

Parent participation on teams provides team members with a valuable insight into the transition process and the parent perspective that supports a shared understanding and helps

improve positive experiences and processes throughout early childhood transition.



A commitment of time is expected. Because you are representing the family perspective on the transition team, it is important that you've recently gone through the transition process. The frequency and time for each team's meeting may vary. Talk with your team leader/mentor to get more information.

Family Advisory Role

Why is it important to have your voice at the Early Childhood Transition Team table?

As the parent of a young child with special needs, who has transitioned to preschool or other services, you are uniquely qualified to offer Transition Team members information about the perspective of what may or may not work for families. You provide insight on a family's experiences as they transition from early intervention services into other programs.

Early Childhood Transition teams benefit from the information you share to help guide the transition process to meet families' needs and priorities and to ensure smooth transitions.

WHAT YOU WILL DO

- ◆ Network with other families in your community to learn about their experiences with transition
- ◆ Represent families' transition needs
- ◆ Share the family perspective
- ◆ Share the family culture and beliefs
- ◆ Identify challenges in the transition process
- ◆ Recommend solutions to resolve challenges
- ◆ Identify potential family advisors
- ◆ Understand your commitment of time (each team's schedule varies – your team leader/mentor can provide more information)



Who's Who on the Team?

Early Intervention Coordinator (FIT Provider) — often the team leader

Public schools representatives — often the Special Education Director and/or Early Childhood Coordinator or designated administrative representative with decision-making authority

Head Start — often the Disabilities Coordinator from area Head Start(s)

Representatives from the following MAY attend:

New Mexico School for the Deaf/Parent Infant Child Program

New Mexico School for the Blind & Visually Impaired

Early Head Start (EHS) / Head Start (HS)

Education for Parents of Indian Children with Special Needs (EPICS)

Home Visiting (HV)

Parents Reaching Out (PRO)

Family Leader(s)

Community child care/preschool providers

Regional Education Cooperative (REC)



Center for Development & Disability at University of New Mexico • 2300 Menaul NE • Albuquerque, NM 87107-1851
Phone 505.272.3000 • Fax 505.272.5280

University Center for Excellence in Developmental Disabilities Education, Research and Service

**NM Early Childhood Transition Initiative
Transition Team
Roles and Responsibilities
(Roles can be combined, rotated, or individualized to meet team needs)**

Coach's Role & Responsibilities:

- Support team(s) in achieving the team's shared mission and vision for smooth and effective transitions for children and families
- Ensure team members understand the Vision & Mission of the NM Early Childhood Transition Initiative and facilitate an understanding of the transition process among and between systems
- Foster collaboration and relationship building
- Facilitate the interagency process and partnership and assist teams in working through barriers
- Address technical assistance needs; secure appropriate resource(s).
- Encourage parent involvement and foster a family focus
- Serve as a resource in the development of interagency agreements
- Assist teams in recognizing and celebrating accomplishments
- Foster sustainability
- Identify issues relevant to the system and keep the NM Early Childhood Transition Coordinator informed
- Promote continuous improvement

Team Leader's Role & Responsibilities:

- Ensure all agencies are represented on the team
- Foster parent involvement on team
- Schedule team meetings on a regular basis
- Coordinate the logistics for meetings
- Develop agenda and send out agenda prior to the meeting
- Ensure members are adequately informed
- Maintain copy of the Memorandum of Understanding (MOU) or Interagency Agreement

Team Facilitator:

- Facilitates the team meeting
- Supports the family voice at each team meeting
- Supports the voice of all team members at each team meeting
- Supports teams in following the team's ground rules

Team Note Taker:

- Maintain written record of meeting activity
- Disseminate written record to all team partners
- Ensure shared communications

Team Time Keeper:

- Support team in starting and ending on time
- Support facilitator in tracking time in relation to the agenda

Team Mentor:

- Utilize Family Mentoring Guide to support and mentor family members onto the team
- Support and mentor new agency members onto the team

Other:

- Any other roles that might be unique to a particular team

Potential Team Roles

Role	Name of Team Member(s)
<p style="text-align: center;">Team Coach</p> <ul style="list-style-type: none"> -Technical Assistance -Resource for team members -Team process support 	
<p style="text-align: center;">Team Leader</p> <ul style="list-style-type: none"> - Schedule/location for team meetings - Update member list including contact information - Develop & send out agenda using members' contributions - Coordinate communication - Foster family involvement 	
<p style="text-align: center;">Facilitator</p> <ul style="list-style-type: none"> -Facilitate meetings -Support family voice 	
<p style="text-align: center;">Note Taker</p> <ul style="list-style-type: none"> - Maintain written record of meetings - Disseminate to team members 	
<p style="text-align: center;">Time Keeper</p> <ul style="list-style-type: none"> -Support team in starting and ending on time -Support facilitator in tracking time in relation to agenda 	
<p style="text-align: center;">Mentor(s)</p> <ul style="list-style-type: none"> -Family Mentor -New Agency Mentor -Support new members onto the team 	
<p style="text-align: center;">Other</p> <p>General membership:</p> <ul style="list-style-type: none"> -Regularly attend -Contribute agenda items 	

**MEMORANDUM OF UNDERSTANDING
CONCERNING
THE TRANSITION OF CHILDREN BETWEEN
(Fit Early Intervention Agency) and
(Local Education Agency)**

Following the heading is a description of the involved agencies entering into the agreement and the service each represents, such as Head Start, Local Education Agency, Early Intervention, State Supported Schools, etc.

I. PURPOSE

This is an important part of the MOU. It sets the stage and tone of the contents and agreements.

II. REQUIREMENTS IMPACTING THIS AGREEMENT

List Federal and/or State transition laws and any other agency transition requirements.

III. DEFINITION OF TERMS

Provide definitions of terms that will be used throughout the agreement.

IV. IMPLEMENTATION OF AGREEMENT

How will copies of the agreement be provided to those who will use it in the transition process?

V. MONITORING AND EVALUATION OF THE AGREEMENT

When and how will the effectiveness be evaluated? How will changes be made and what criteria will be used to evaluate that the agreement is a valid, functioning part of the transition system?

VI. INTERAGENCY DISPUTE PROCESS

Details of how disputes/conflicts between the agencies signing this agreement will be resolved.

VII. DURATION

Beginning and ending dates of this agreement and when reviews will take place to update the agreement.

VIII. WORKING PROCEDURES, TIMELINES AND RESPONSIBILITIES IN TRANSITION PROCESS

What, when, where, how and who is responsible for the various steps in the transition process.

IN WITNESS WHEREOF, the following signatures are affixed:

SIGNATURES/DATES

All the parties to the agreement sign and date it. All the parties listed in the heading of the agreement must sign. Without a signature to the agreement, the agency is not accountable. Assure that a person in authority from the agency is signing the agreement. The agreement can be signed at a meeting with the agencies involved.

Name of Person Signing, Title
Agency Name

Date

Name of Person Signing, Title
Agency Name

Date

Name of Person Signing, Title
Agency Name

Date

Name of Person Signing, Title

Date

Early Childhood Services

The Individuals with Disability Education Act (IDEA 2004) contains two important early childhood efforts designed to help states to provide services to young children.

1. **IDEA Part C** services are offered through the Department of Health, Family Infant Toddler (FIT) Program and are available through local early intervention agencies for children birth to age 3.
2. **IDEA Part B, Sect. 619** services are offered through the local school districts for children beginning at the third birthday until eligible to enter kindergarten and who have been identified as being eligible to receive special education services.

Both Part C and Part B are funded under IDEA which ensures specific parent rights. Participation in these programs is voluntary. Both programs are supported by Medicaid and state funding.

IDEA Part C Early Intervention	IDEA Part B Special Education
<p style="text-align: center;">Early Intervention</p> <ul style="list-style-type: none"> ◆ Specifically designed supports and services ◆ Provided by public and private agencies ◆ Mandated under law to support eligible children and their families in enhancing a child’s potential growth and development from birth to age 3 ◆ Supports the attainment of child and family outcomes based on priorities or changes that a family wants to see for their child and family 	<p style="text-align: center;">Special Education</p> <ul style="list-style-type: none"> ◆ Specifically designed instruction and services to meet the education needs of children ages 3 through 21 ◆ Provided by local school districts for children who are eligible in preschool or other settings ◆ Supports the attainment of educational goals that are established for the child. ◆ Supports the child’s participation in developmentally appropriate activities ◆ Addresses educational needs that arise due to the disability

AGE REQUIREMENTS

IDEA Part C Early Intervention	IDEA Part B, Sect. 619 Special Education
<p>Early Intervention is available for infants and toddlers birth to 3 years of age and their families.</p>	<p>The preschool program provides services for children at the third birthday until eligible to enter kindergarten.</p>

ELIGIBILITY REQUIREMENTS

IDEA Part C Early Intervention	IDEA Part B Special Education
<p>Any child under the age of 3 who is a resident of New Mexico may be eligible under one of the following categories:</p> <ul style="list-style-type: none"> ◆ Developmental Delay: A delay in development of 25% in one or more areas, including motor, language, cognitive, sensory, adaptive or social-emotional development. ◆ Established Condition: A diagnosed medical condition (such as Down syndrome or autism spectrum disorder) that has a high probability of resulting in a developmental delay. ◆ At Risk – Biological/Medical: A diagnosed medical condition (such as prematurity, low birth weight, chronic otitis media) that may produce developmental delay in some children. ◆ At Risk – Environmental: Environments that pose a substantial threat to development, including chronic use of drugs or alcohol, child abuse, domestic violence, or developmental or psychiatric disability in a caregiver. 	<p>Children ages 3 through 21 who have been evaluated and determined as having:</p> <ul style="list-style-type: none"> ◆ <i>Autism</i> ◆ <i>Deaf-Blindness</i> ◆ <i>An Emotional Disturbance</i> ◆ <i>A Hearing Impairment including Deafness</i> ◆ <i>Intellectual Disability</i> ◆ <i>Multiple Disabilities</i> ◆ <i>An Orthopedic Impairment</i> ◆ <i>An Other Health Impairment</i> ◆ <i>A Specific Learning Disability</i> ◆ <i>A Speech/Language Impairment</i> ◆ <i>A Traumatic Brain Injury</i> ◆ <i>A Visual Impairment including Blindness</i> ◆ <i>Developmental Delay *</i> <p><i>* Developmental Delay - Children ages 3 through 9 who do not meet eligibility under the listed categories and show a developmental delay of 30% or more in one or more areas of development may be eligible for special education.</i></p> <p><i>NOTE: Children eligible under IDEA Part C early intervention may not qualify for services under IDEA Part B special education. Special education does not provide services for children who are at risk. Part B requires a 30% delay rather than the 25% delay required in early intervention Part C.</i></p> <p><i>REFER TO: Technical Evaluation and Assessment Manual, T.E.A.M. for more information, http://www.ped.state.nm.us/SEB/technical/NMTeamManual.pdf</i></p>

PROCESS FOR INITIAL EVALUATION

IDEA Part C Early Intervention	IDEA Part B Special Education
<p>A team that includes parents, a family service coordinator, and at least two representatives from different professional disciplines are part of the evaluation process that determines a child's initial eligibility. The team considers information from medical and other records, assessment results, and informed clinical opinion.</p>	<p>The evaluation process includes procedures, assessment tools and strategies to gather relevant, functional and developmental information about a child. The child will be assessed in all areas related to the suspected disability in order to determine specific areas of educational needs.</p> <p>A group of qualified professionals and parents are part of the team that determines if a child is a child with a disability as defined in the regulations.</p> <p>NMAC: 6.31.2.10 IDENTIFICATION, EVALUATIONS AND ELIGIBILITY DETERMINATIONS:</p> <p>A. Child find. Each public agency shall adopt and implement policies and procedures to ensure that all children with disabilities who reside within the agency's educational jurisdiction, (...) are located, evaluated and identified in compliance with all applicable requirements of 34 CFR Secs. 300.111, 300.131, 300.301-306 and these or other department rules and standards. For preschool children, child find screenings shall serve as interventions under Subsection B of 6.31.2.10 NMAC.</p>

EVALUATION PROCESS FOR CHILDREN TRANSITIONING FROM EARLY INTERVENTION TO PRESCHOOL SPECIAL EDUCATION

IDEA Part C Early Intervention	IDEA Part B Special Education
<ul style="list-style-type: none"> ◆ The service providers who work with the child and family maintain ongoing assessment information that documents the child's progress, needs, and continuing eligibility in early intervention ◆ With parent permission, this information is shared with the school district during a conference at least 90 days before the child's third birthday. This will help decide what additional evaluation activities, if any, are needed in order to see if the child is eligible for preschool special education services. 	<ul style="list-style-type: none"> ◆ With parental approval, staff from the school district special education department will participate in a conference at least 90 days before the child's third birthday if the child may be eligible for preschool special education services. ◆ Staff will explain the eligibility determination process and the parent and child rights under Part B Special Education. ◆ Staff will review existing information that has been gathered through services in early intervention for use in the process. If additional information is needed, the school district must obtain parent consent for additional evaluations to be conducted and provide parents with prior notice of any evaluation activity. ◆ A multidisciplinary team, including parents, will discuss and decide on the type, nature, location, and timeline for any supplemental evaluation(s). <p><i>Parents are part of the team that determines if the child is eligible for services.</i></p>

Early Head Start / Head Start

Early Head Start and Head Start are free early childhood preschool programs for pregnant women and children from 6 weeks to kindergarten eligibility. The goal of these programs is to help children from low-income families get a healthy start and become ready for school. Both programs give children and their families a wide range of educational and social services.

Early Head Start is for pregnant women, infants, and toddlers. Head Start is a free preschool program for children between 3 and 5 years of age. To receive services, families must live in the program's service area. At least 10 percent of the children enrolled must be children with disabilities.

Participating families are offered a wide variety of services to support the child's social, physical, and educational development. These include health and dental exams, vision, hearing and developmental screenings, nutrition counseling, safety education, play groups, and structured educational activities. Pregnant women in Early Head Start are offered parent training and referrals to health and social services.

Components of Head Start: A comprehensive approach to meeting the needs of young children

- Education: Providing a variety of learning experiences to help children grow intellectually, socially, and emotionally.
- Health: Providing health services such as immunizations, dental, medical, and mental health, and nutritional services and early identification of health problems.
- Parent Involvement: Involving parents in the planning and implementation of activities. Parents serve on policy councils and committees and make administrative decisions; participate in classes and workshops on child development; and volunteer in the program.
- Social Services: Provide outreach to families to determine what resources may be of benefit and support them in applying

Where to locate programs and apply?

- Call the community program nearest you to apply
- Call the Head Start Information and Publication Center at 1-866-763-6481
- Use the National Head Start Program Search Tool
<http://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices>



Information provided and adapted by: www.newmexicoresources.org website
Information Center: 1-866-763-6481

NM State Supported Schools



New Mexico School for the Blind and Visually Impaired

NMSBVI provides statewide direct services to families of young children who have a diagnosed visual impairment or who are considered to be at risk for receiving a visual impairment diagnosis. Services are a partnership with NMSBVI, New Mexico's Family, Infant, Toddler Program (FIT), and the Navajo Nation; all children are served by IFSP team decisions. Services are delivered in the family home or in another community environment that supports the child and his/her family. New Mexico families are not charged for vision services.

NMSBVI Early Childhood & Outreach:

801 Stephen Moody SE, Albuquerque, NM 87123
505 271-3060

<http://www.nmsbvi.k12.nm.us/birth2three.html>



New Mexico School for the Deaf

The Parent Infant Child (PIC) Program is a home-based program for parents and their infants and young children. Services through this program are offered statewide and occur in the child's most natural learning environment – home and community. The Parent Infant Child Program is a public program and free of cost to New Mexico residents. Services are individually tailored through state and federally regulated practices to meet each child's and family's strengths and needs.

New Mexico School for the Deaf

1060 Cerrillos Road • Santa Fe, NM 87505
505-476-6300 • 800-841-6699 • 505-216-2000 (VP)

http://www.nmsd.k12.nm.us/statewide_services/early_intervention_programs/parent_infant_child_program_pic/

Getting Ready For Transition Team Meetings



Each team is a reflection of the community and is unique in how it approaches problem solving.

Do ask questions about the process for your team (*a mentor may be a good person to ask*):

- What is the length and frequency of meetings? _____
- Location of the meeting? _____
- Are there refreshments? _____
- What is the dress code? _____
- How will I be informed of an upcoming meeting? _____
- Who participates in the meetings? _____
- What are the roles & responsibilities? _____
- How does the agenda get created? _____
- How can I add an item to the agenda? _____
- How is the agenda shared? _____
- How are decisions made? _____
- Are there notes from previous meetings I can review? _____
- Where can I get a copy of the Memorandum of Understanding (MOU)? _____

Your mentor will help:

- Share the history of the team,
- Clarify how the team comes together to make improvements in transition,
- Share knowledge of the transition process,
- Provide you with information & resources,

Plan on a little extra time to connect with your mentor before and after each meeting and arrange this time with him/her before.

Things to Consider When Attending a Meeting



Before the Meeting

- Get directions to the meeting location. Allow plenty of time to arrive for the scheduled start time
- Find out if parking is available and where to park
- Ask what to wear
- Be prepared – review the agenda and the last meetings' notes
- Learn to speak the language (lingo)
 - Using the terminology professionals might use. The use of acronyms (provided in resource guide)

During the Meeting

- Ask members to introduce themselves if they haven't
 - Ask for a list of the team members and their contact information
 - Get to know your team members
- Take notes – they will help you remember later
- Be an active listener – learn from others' view points
 - Keep an open heart and mind
 - Be respectful
 - Be attentive
 - Be impartial – remember you are representing all families involved in the transition process
 - Listen for feelings
 - Observe body language
 - Summarize what you heard for understanding -- if needed
 - Ask for clarification if you don't understand the conversation
 - Offer to share your community resources and networks
- Think collaboratively – use words that support working together to get your message across
- Be an active participant

Communication is the Key

In your role on the transition team you will be communicating and working with professionals and other community members. A unique aspect of your role is that you bring a firsthand experience of the transition process to the team. By sharing families' perspectives you help identify where improvements in the process might be made.

What is a team? A team is a group of individuals who work together to form partnerships supporting common goals and creating solutions to problems.

What is collaboration? Collaboration is the action of working with others to achieve or do something that is acceptable to everyone.

Effective Teams:

- ◆ Encourage everyone to express their thoughts, feelings, behaviors, and experiences
- ◆ Engage in problem-solving
- ◆ Promote a friendly and inclusive environment
- ◆ Build constructive and mutually supportive relationships

TIP: *Always remember: Focus on the problem rather than the person*

What can Block Communication?

- Emotions, feelings
- Attitudes
- Body language
- Inequality
- Lack of respect
- Withholding information
- Jargon (Acronyms)
- Lack of knowledge
- Opinions formed before gathering information

Skills that Enhance Communication:

- Maintaining concentration
- Staying engaged
- Listening
- Sharing information
- Clarifying
- Explaining
- Interpreting

Helpful words and phrases in communication....

- ◆ Could you please explain...
- ◆ Correct me if I'm wrong...
- ◆ Did I hear you correctly...
- ◆ Could you expand on that...
- ◆ Tell me more about that...
- ◆ Do you think this will work...
- ◆ I understand your concerns...
- ◆ Here is where I'm having trouble following you...
- ◆ Help me get back on track...

Communication Tips to Consider...

- ◆ Communicate assertively, rather than passively or aggressively
- ◆ Avoid making accusations/blaming
- ◆ Be clear
- ◆ Focus on what you want
- ◆ Express yourself in a positive manner
- ◆ Make specific statements
- ◆ Work towards creating a shared understanding
- ◆ Share a plan or solution
- ◆ Listen to others before you share your views

Self-awareness

Things to think about:

- What do I bring to the conversation?
- What have I learned in the past that might help or hinder my ability at the meeting?
- How can I share my culture, background, and past experiences with the team, so they'll better understand how to work with the families in my community?
- Change is a slow process, be patient.
- What patterns of behavior do I use when differences emerge?

Through time and interactions, you will strengthen your relationships with colleagues on the team and earn their respect.

Active Listening Tips...

- ◆ Resist distractions
 - Cell phones
 - Side conversations
- ◆ Suspend judgment
- ◆ Ask clarifying questions
- ◆ Admit difficulties in understanding
- ◆ Wait before responding
- ◆ Rephrase in your own words
- ◆ Allow speakers to complete sentences
- ◆ Be sincere



When communicating, use “open ended” questions vs. “closed ended” questions:

Closed ended questions:

Example: *“How old is your child?”*

Closed ended questions typically will produce short responses. They can shut down conversation and not encourage discussions. Often merely a “yes” or “no” answer is verbalized.

Open ended questions:

Example: *“Will you tell me about your child?”*

Open ended questions often build interaction by extending the original thought presented. They provide opportunity to investigate and elaborate on the original idea. They encourage brainstorming from the team.

Using strong communication and listening skills will increase satisfaction in working collaboratively as a member of the transition team. There may be times when you feel as if you are wearing two hats...one hat as a parent advisor and one solely as the parent.

Nonverbal Communication

93% of communication is nonverbal:

- 7% are the words spoken,
- 38% is conveyed through the tone of voice, and
- 55% through body language (facial expressions, gestures, posture, etc.).

How to Handle Conflict When You See It?

Conflict on a team is inevitable...it's how you handle it that counts!

A Checklist for Managing Conflict:

- ✓ Meetings & interactions are started on a positive note.
- ✓ Be proactive instead of reactive.
- ✓ Try to stay in the present to move forward – while acknowledging the past.
- ✓ Separate the event from the person.
- ✓ Remember that conflicts are not the sole responsibility of one person.
- ✓ Use “I” language, not “you”. Speak from your own experiences and those you are representing
- ✓ Take care in making inferences and drawing conclusions. Describe the event as you or other families have experienced it, relate to those feelings, and state the specific changes you would like to see occur.
- ✓ Listen carefully. Try to understand the other person’s perspective. Recognize others for their efforts and willingness to engage.

Things to remember:

- ◇ Strong feelings are to be expected
- ◇ Feelings need to be acknowledged and understood, not judged
- ◇ Emotions can be unpredictable and may not seem logical to you
- ◇ Events can mean different things to parents and professionals as their perspectives are different
- ◇ Acknowledge each other’s’ feelings
- ◇ Unresolved feelings can interfere with productive problem solving
- ◇ Acknowledgement doesn't always make feelings go away, but may allow the team to move on in a constructive manner

Words of Advice

Working through conflict constructively helps strengthen relationships and assists you in accomplishing the team’s goal to improve the overall system.

Confidentiality

Confidentiality is all about using common sense on *how, what, why, when* and *do* we share? It is also about values: *trust, respect, dignity and honor*.

Things to remember as a team member at a meeting:

- ◆ What we share and hear at a transition team meeting stays there!
- ◆ When sharing experiences or stories, refrain from using names of people and agencies

Confidentiality Breaches Can Lead to Unintentional Consequences:

- ◆ Hurt feelings
- ◆ Gossip
- ◆ Erosion of relationships
- ◆ Unresolved conflict
- ◆ Anger
- ◆ Lawsuit

FERPA

The Family Education Rights and Privacy Act (FERPA) is a Federal Law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights in respect to their children's education.

U.S. Department of Education
600 Independence Avenue SW
Washington, DC 20202-4605
1(202) 260-3887/TDD (202) 260-8956
www.ed.gov/offices/OM/ferpa

U.S. Department of Health & Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201
www.hhs.gov/ocr/hipaa

HIPAA

Health Insurance Portability and Accountability Act (HIPAA) is the first comprehensive Federal Protection for the privacy of personal health information which came into effect in 1996. It is a set of rules that are to be followed by doctors, hospitals, and other health care providers. HIPAA put in place a privacy rule that guaranteed patients access to their medical records, gave them more control over how their private health information is used and disclosed, and provides recourse if the medical privacy policy is violated.

U.S. Department of Education
600 Independence Avenue SW
Washington, DC 20202-4605
1(202) 260-3887/TDD (202) 260-8956
www.ed.gov/offices/OM/ferpa

U.S. Department of Health & Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201
www.hhs.gov/ocr/hipaa

Frequently Used Acronyms

ADA - Americans with Disabilities Act

APR - Annual Performance Review

AYP - Adequate Yearly Progress

BIA - Bureau of Indian Affairs

BIE - Bureau of Indian Education

CDD - Center for Development and Disability

CDD ECLN - Center for Development and Disability Early Childhood Learning Network

CFR - Code of Federal Regulations

CME - Comprehensive Multidisciplinary Evaluation

CMS - Children's Medical Service

COTA - Certified Occupational Therapist Assistant

DDSD - Developmental Disabilities Supports Division

DoH - Department of Health

EA - Educational Assistant

EC - Early Childhood

ECEP - Early Childhood Evaluation Program

ECSE - Early Childhood Special Education

EDT - Education Development Team

EHS - Early Head Start

EI - Early Intervention

EPICS - Education for Parents of Indian Children with Special Needs

ESEA - Elementary and Secondary Education Act

ESL - English as a Second Language

ESY - Extended School Year

FACE - Family And Child Education

FAPE - Free Appropriate Public Education

FERPA - Family Education Rights and Privacy Act

FIT - Family Infant Toddler

HIPPA - Health Insurance Portability and Accountability

HS - Head Start

ICC - Interagency Coordination Council

IDEA - Individuals with Disabilities Education Act***Federal regulations that guide the special education process

IEP - Individualized Education Program (special education)

IFSP - Individualized Family Service Plan

IS - Inclusion Specialist

LEA - Local Education Agency (school district)

LPP - Limited Language Proficiency

LRE - Least Restrictive Environment

MOU - Memorandum of Understanding

NMAC - New Mexico Administrative Code

NMSBVI - New Mexico School for the Blind and Visually Impaired

NMSD - New Mexico School for the Deaf

OCR - Office of Civil Rights

OSEP - Office of Special Education Programs

OT - Occupational Therapist

Part B - Public schools special education

Part B Section 619 - Public schools pre-school special education

Part C - Early Intervention programs, also known as FIT (Family Infant Toddler)

PBS - Positive Behavior Supports

PCP - Primary Care Physician

PED - Public Education Department

PL - Public Law

PLP - Present Level of Performance

PRO - Parents Reaching Out

PT - Physical Therapist

PWN - Prior Written Notice

REC - Regional Education Cooperative

RFP - Request for Proposal
SEA - State Education Agency
SEB - Special Education Bureau
SIG - State Improvement Grant
SIP - State Improvement Plan
SLP - Speech Language Pathologist
SE - Special Education
SPP - State Performance Plan
TA - Technical Assistance
TTA - Transdisciplinary Team Approach

Resources

ARC of New Mexico

3655 Carlisle NE
Albuquerque, NM 87110-1644
505-883-4630 or 1-800-358-6493
Web address: <http://www.arcnm.org>

Center for Development and Disability

2300 Menaul Blvd. NE
Albuquerque, NM 87107
505-272-3000 or 1-800-472-3235
Web address: <http://www.cdd.unm.edu>

Center for Development and Disability Information Network

Disability Related Information and Referral
2300 Menaul NE
Albuquerque, NM 87107
505-272-8549 or 800-552-8195
Email: infonet@unm.edu
Web address: <http://www.cdd.unm.edu/infonet/index.html>

Cerebral Palsy Parent Association

1127 University Blvd. NE
Albuquerque, NM 87102-1715
P.O. Box 27718
Carrie Tingley Hospital
Albuquerque, NM 87125-7718
505-272-5296 or 800-472-3235
Web address: <http://cppa-nm.chrisquirk.org>

Council for Exceptional Children

2900 Crystal Dr. Suite 1000
Arlington, VA 22202-3557
888-232-7733
Web address: <http://www.cec.sped.org>

Disability Rights New Mexico

1720 Louisiana Blvd. NE Suite 204
Albuquerque, NM 87110
505-256-3100 or toll free in NM 800-432-4682
Web address: <http://www.drnm.org>

ECTA Center (The Early Childhood Technical Assistance Center)

Shipping:

517 S Greensboro St

Carrboro, NC 27510

U.S. Mail:

ECTA Center

CB 8040

Chapel Hill, NC 27599-8040

919-962-2001

Web address: <http://ectacenter.org/>

EPICS Education for Parents of Indian Children with Special Needs

1600 San Pedro Dr. NE

Albuquerque, NM 87110

505-767-6630 or 888-499-2070

Web address: <http://www.epicsproject.org/>

Family Voices

3701 San Mateo Blvd NE, Suite 103

Albuquerque, NM 87110

505-872-4774 or 888-835-5669

Web address: <http://www.familyvoices.org>

New Mexico Autism Society

P.O. Box 30955

Albuquerque, NM 87190

505-332-0306 Email: nmautism@nmutismsociety.org.

Web address: <http://nmutismsociety.org>

New Mexico Voices for Children

625 Silver Ave SW #195,

Albuquerque, NM 87102

505-244-9505

Web address: www.nmvoices.org/

Early Childhood Education & Care Department - Family Infant Toddler Program (FIT)

P.O. Drawer 5619

Santa Fe, NM 87502-5619

1-800-832-1321

Web address: <https://www.nmececd.org/early-childhood-professionals/fit-program/>

National Coalition for Parent Involvement in Education

Web address: <http://www.php.com/national-coalition-parent-involvement-education>

NM Developmental Disabilities Planning Council

625 Silver Ave. SW Suite 100

Albuquerque, NM 87102

505-841-4519

Web address: <http://www.nmddpc.com/>

New Mexico School for the Deaf**Albuquerque Preschool/Kindergarten**

3802 Hermosa Dr. NE

Albuquerque, NM 87110

505-800-0345 (TTY/Voice)

Web address: <http://www.nmsd.k12.nm.us/>

NMSBVI

801 Stephen Moody SE

Albuquerque, New Mexico 87123

575 / 800 437-3505 ext. 4401

Fax: 505-291-5456

Web address: <http://www.nmsbvi.k12.nm.us/>

NM State Department of Education

300 Don Gaspar

Santa Fe, NM 87501-2786

505-827-6541

Web address: www.ped.state.nm.us/

PACER Center, Inc.

8161 Normandale Boulevard

Minneapolis MN 55437

952-838-9000 TTY: 952-838-0190

Web address: www.pacer.org

Parents for Behaviorally Different Children

1101 Cardenas Road NE, # 202

Albuquerque, NM 87110

505-265-0430 or Parent Line: 800-273-PBDC (7232)

Parents Reaching Out

1920B Columbia Drive SE

Albuquerque, NM 87106

505-247-0192 or 1-800 524-5176

Web address: www.parentsreachingout.org

This packet was developed by the Center for Development and Disability Early Childhood Transition Project in collaboration with the Department of Health Family Infant Toddler Program, New Mexico Public Education Department Special Education Bureau, Parents Reaching Out (PRO) and Education for Parents of Indian Children with Special Needs (EPICS).

Some of the information in this packet has been collected and adapted from the following sources:

References:

Gordon F. Shea, *How to Develop Successful Mentor Behaviors*, 3rd edition © 2002 Axzo Press LLC. Permission to use this material was granted by Axzo Press which reserves all rights to this material.

Elizabeth S. Jeppson, Josie Thomas, *Institute of Family-Centered Care Essential Allies* with support from Maternal & Child Health Bureau U.S. Dept. of Health & Human Services

Thomas, J. & Jeppson, E.S. (1997), *Words of Advice: A guidebook for families serving as advisors*. Bethesda, MD: Institute for Family-Centered Care (p. 38,45)

Mimi Hunt, Pam Cornelius, Patti Leventhal, Peggy Miller, Tina Murray, Georgie Stoner, 1996, *Into Our Lives*, Acron, OH. Children's Hospital Medical Center, The Family Information Network, Issue 4, (p. 9,10)

Center for Development & Disabilities
NEW MEXICO EARLY CHILDHOOD TRANSITION INITIATIVE
<http://www.cdd.unm.edu/ecln/Transition/index.html>

Center for Development & Disabilities
NM Guidance: Children Transitioning from IDEA Part C to IDEA Part B
<http://www.cdd.unm.edu/ecln/ECN/common/pdfs/NMGuidanceManual.pdf>