

Transition Process

- **What is “Transition”?** Moving from program to program is called transition. Transition at the age of 3 may include early childhood special education services and/or other community services.
 - Information in this [booklet](#) will explain the steps in the transition process.
 - Indiana Department of Education’s [Navigating the Course: Finding Your Way through Indiana’s Special Education Rules](#) has sections related to transition
- **Who is responsible for my child’s transition from First Steps?** Your Local Education Agency (LEA), otherwise known as your home school district where your family lives (<https://www.findmyschool.us/>)
 - **Note:** It is necessary to communicate with your LEA any engagement of organizations in your child’s transition process. This may include the Center or Hear Indiana for an evaluation. The LEA is responsible for evaluating your child as part of the transition processes. For this to occur optimally, ensuring the LEA is in contact with other organizations who may be assessing your child is important.



Transition Meeting
(~30 months)

Program/School Tours
(~30-35 months)

Assessment
(~32-34 months)

Case Conference
(~35-36 months)

Early Childhood Services Specifically for Deaf and Hard of Hearing (DHH) Children

This document is to serve as an introduction to some agencies that provide services to and support, for DHH children.

Transition Evaluation

Frequently Asked Questions (FAQ)	Local Education Agency (LEA) (please complete this column with home school district information)		
Who do I contact?		CDHHEassessment@health.in.gov	ellyn.mccall@hearindiana.org
What is the website?		https://www.in.gov/health/cdhhe/programs/services/assessment/	https://www.hearindiana.org/
How do I submit a referral?		After transition meeting, completing the Center's referral for technical assistance from our assessment team by the family, an early intervention provider or the school district (LEA).	After transition meeting, the family, an early intervention provider, service coordinator, or the school district (LEA) can complete the Comprehensive Language and Speech Evaluation Referral Form
How is a referral for an evaluation processed?		The focus of Center educational evaluations is to ensure comprehensive information is gathered to determine eligibility of DHH for special education and consideration of accommodations, supports, and services. Family and LEA are notified that a referral has been received and will request any additional records needed for the referral to be reviewed. Once a referral is complete, it is reviewed by an assessment team member from each discipline followed by team recommendation of the Center's engagement in the evaluation process (e.g., scheduling an evaluation, offering technical assistance, making additional recommendations, attending case conference, etc.). The Center coordinates evaluation efforts with the LEA. Once a recommended plan for Center involvement is determined, it is shared with the LEA and family of next steps.	The focus of Hear Indiana's comprehensive language and speech evaluations is to provide thorough information that guides the team in supporting each child's sustainable success using listening and spoken language. Hear Indiana will notify the family that a referral has been received, and the family will complete case history and exchange and release of information forms. Once the required forms have been completed, Hear Indiana will reach out to the family to schedule the evaluation. Ideally the evaluation will be scheduled around 8 weeks before the child's third birthday. The LEA and the child's early intervention provider(s) also are notified of the evaluation and collaborate to obtain additional information.
What can I expect the day of the evaluation?		On the day of the evaluation, a parent education resource liaison will help navigate the evaluation day for the family and the assessment team. This person will be a resource to the family throughout the day with information and resource materials. Evaluators will connect with families prior to assessing the child. Families may have the opportunity to observe the assessment process, support their child's engagement with an assessment measure, and/or fill out checklists or rating scales. Preliminary findings and initial recommendations may be shared with families, depending on the evaluation results available on that day. On this day, the family will confirm the people/organizations they are requesting to receive a copy of the assessment report directly.	On the day of the evaluation, a listening and spoken language (LSL) provider will guide the family and the child throughout the evaluation. Evaluations are scheduled for a 4-hour time block with variability in the length of the evaluation. The LSL provider will complete a parent/caregiver interview, 1:1 play-based assessments with the child, and audiologic review/data logging. Preliminary findings, initial recommendations, and resources may be shared with the family on the day of the evaluation, but specific scores may not be available until the evaluation report is completed. The family will also confirm the people/organizations they are requesting receive a copy of the assessment report directly.
What steps can I expect following the evaluation?		The Center assessment team works together to compile all data and assessment results to create a comprehensive assessment report to be completed within 6-8 weeks and is shared with the family and all individuals the family designated to receive a copy of the report directly. Families and the LEA may connect with Center staff ahead of the case conference if they wish to discuss evaluation findings. If provided with advance notice, Center staff can participate in the case conference to share results and recommendations.	A comprehensive evaluation report that details the child's language, speech, and auditory skills will be completed within 2-4 weeks after the evaluation. The evaluation report will also include recommendations that can assist the family and the child's team with formulating goals and determining accommodations. This report will be shared with the LEA and additional members of the child's team per parent request. A Hear Indiana representative will be available to discuss the report and if requested, attend your child's case conference to share results and recommendations.

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Preschool Placements

Frequently Asked Questions (FAQ)	Local Education Agency (LEA) (please complete this column with home school district information)			Other Placement considerations: <i>Examples: private, headstart, community-based, neighboring districts</i>
Who do I contact?		Admissions@isd.k12.in.us	SchoolServices@sjid.org	
What is the website?		https://www.deafhoosiers.com/	https://sjhearingspeech.org/	
How is placement considered for services? A placement decision or recommendation, after determining if your child is eligible for services, is made by the Case Conference Committee.		Placement at ISD may be considered for a child who is eligible for Deaf and Hard of Hearing special education services and is able to learn to communicate using American Sign Language (ASL), with or without amplification.	Placement at St. Joseph may be considered for a child who is eligible for Deaf and Hard of Hearing special education services, uses personal amplification devices (hearing aids, cochlear implants, etc.), has auditory access to speech frequencies, and has a delay in listening, language, speech, or social skills.	
Can I take a tour or schedule a classroom visit?		Yes. Please contact: Admissions@isd.k12.in.us Voice: (317) 550-4858 Videophone: (317) 493-0479	Yes. Please contact: SchoolServices@sjid.org (317) 471-8560	
What is a brief description of the program?		ISD's Early Childhood Education (ECE) program provides a full-day, bilingual learning environment for natural language acquisition and to develop proficiency with ASL, English and preacademic skills. Licensed DHH teachers provide opportunities for learning in a visually accessible setting through structured play which builds pathways for thinking, creativity, flexibility, empathy and many life-long skills. By offering small class sizes, averaging 6 students per class, ISD creates an ideal setting for group and individualized instruction. Related services include support for ASL, audiology, occupational and physical therapy and speech-language therapy. ISD serves 330+ students from 18 months through high school and provides a range of social activities, including sports, clubs and organizations.	St. Joseph offers a full continuum of Listening and Spoken Language intervention ranging from consultation, to direct therapy services at your local public school, to on-site, full day preschool programming at our Indianapolis campus. The preschool program offers instruction from a Teacher of the Deaf trained in LSL and up to 30 minutes of one-on-one LSL therapy every day. Additional services include weekly audiology support, music therapy, occupational therapy and physical therapy. Classrooms are acoustically treated and have a low student-to-teacher ratio. Part-time enrollment options are available as well.	

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- Location of Evaluation(s):** _____

- Location of Case Conference:** _____

- [illegible]