

Transition to Preschool: Helpful Tips for Families

WORK WITH YOUR STATE DEAF-BLIND PROJECT

- 1) Reach out to your [state deaf-blind project](#) for advice, suggestions, and support. This will help ensure continuity of the services you receive from the project during the preschool transition process. Also, make sure that the state deaf-blind project is aware of the new school that your child will be attending as well as the primary contact person.
- 2) Talk to other parents who have gone through this transition and ask for their support and suggestions. Your state deaf-blind project can help connect you to other families in your state.

WORK WITH THE SCHOOL YOUR CHILD WILL BE ATTENDING

- 1) Ask school staff to consult with your state deaf-blind project and your child's current service providers.
- 2) Schedule a time to visit your child's new school, possibly with your child and their current early intervention service providers.
- 3) Create a list of your child's services and supports to present at the transition meeting. At the beginning of the meeting, share your hopes about what you expect to accomplish.
- 4) Gather and provide copies of IFSPs, assessment reports, medical records, and other information to assist district specialist(s) in assessing your child. The receiving school will likely ask you to complete written questionnaires or want to interview you in person.
- 5) Bring your child (or a photo or short video of your child) to the transition meeting to help the team focus on the purpose of the meeting, which is creating a successful plan for your child.
- 6) Attend family training activities about the Individualized Education Plan (IEP) process and the roles and responsibilities of families. Parent Centers offer this type of training. [A list of Parent Centers in each state](#) is available online.
- 7) Remember, YOU are the expert on your child! YOU are also a vital member of your child's IEP team.

Successful early childhood transition planning builds trust, leads to positive outcomes, and provides teachers and service providers with the plans and tools to meet your child’s unique educational needs.

National Center on Deaf-Blindness, March 2021

nationaldb.org

The contents of this publication were developed under a grant from the U.S. Department of Education, #H326T180026. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Susan Weigert.

