



SoonerStart Roles, Indicators, Competencies Transition Resource Coordinator for Children Referred Late at age 32-36 months

In order to provide for a smooth and effective transition, the resource coordinator for children referred late works in partnership with the family and the rest of the early intervention team to:

Role 1: Coordinate with families and service providers to ensure a smooth and effective transition by age three.

Indicators:

1. Assigned all referrals of children age 32-36 months.
2. Immediately begins to plan transition activities, to be completed by child's third birthday.
3. Identifies barriers to smooth and effective transition and develops creative solutions.
4. Prepares children and families for the transition activities/process as well as activities after transition.
5. Assists families in exploring a full range of transition options and obtaining appropriate releases.
6. Conducts the transition planning conference with the Local Education Agency (LEA) and receiving programs.
7. Coordinates visits between the early intervention providers and receiving programs.
8. Maintains current knowledge of the Individuals with Disabilities Education Act (IDEA) transition requirements and provides team members with appropriate information.
9. Coordinates transition evaluations, portfolios, and reports.
10. Facilitates transition options/activities for children who are clearly not eligible for services under the IDEA, Part B.
11. Provides ongoing information to regional early intervention coordinator (REIC) regarding transition efforts and the challenges and successes involved in the process.
12. Coordinates transition activities that will guarantee the SoonerStart team has made every effort to support the development of the Individualized Education Program (IEP) by the child's third birthday.
13. With parental consent, forwards information about the child to the receiving program(s).
14. Utilizes established transition tools to assist with consistent data collection.

Competencies

1. Understands the process and strategies supporting transitions.
2. Demonstrates the ability to explain and apply the IDEA, Parts B & C as they relate to transition, free and appropriate public education (FAPE) and least restrictive environment (LRE).

3. Understands state policy, procedures and paperwork related to transition.
4. Knows the various options and choices available for children and families.
5. Understands and is skilled in using the problem-solving process.
6. Demonstrates skill in leading, facilitating, recording or participating in a transition meeting.

Role 2: Coordinate the transition evaluation and assessment processes.

Indicators:

1. Presents parental rights under Part C of the IDEA, in a manner readily understandable.
2. Coordinates an efficient evaluation and assessment for the purpose of transition.
3. Invites receiving programs to participate in the evaluation and assessment process, with parental consent.
4. Assists families in identifying their concerns, priorities, and resources.
5. Participates in team staffing for each assigned child and family.
6. Assists families to participate as team partners throughout the assessment process.
7. Maintains accurate records and documentation of all phases of the transition assessment process.
8. Coordinates the development of the child's transition portfolio or report.
9. Assimilates and provides written information to receiving program(s).

Competencies:

1. Has a working knowledge of the state and local service delivery systems (laws, regulations, rules, policies, procedures, and service delivery models) for the IDEA Parts B & C.
2. Understands agency and program structures, eligibility criteria and key personnel within the various agencies and programs related to preschool service provision.
3. Understands record keeping and documentation policies and procedures.
4. Demonstrates competency in the development of jargon-free transition report.
5. Demonstrates competency in the development of the transition portfolio.
6. Understands the philosophy and approaches to determine family resources, priorities, and concerns in relation to their child's development.
7. Describes available resources and supports available to families.
8. Participates as an effective team member.
9. Demonstrates the use of active listening and other appropriate communication skills.
10. Demonstrates skill in serving as an effective participant in team meetings.
11. Understands assessment data needs of the LEA and receiving programs.

Role 3: Coordinate and facilitate the development and implementation of Individualized Family Service Plan (IFSP) transition outcomes.

Indicators:

1. Adheres to federal (IDEA, Part C) and state (H.B. 1618) regulations, including policies and procedures for the implementation of transition according to P.L. 105-17 in Oklahoma.
2. Assists families to work in partnership with team members to identify child and family outcomes and designs the transition IFSP.
3. Maintains current database of resources that will assist in meeting child and family needs and stated outcomes.
4. Matches family preferences to available, appropriate community resources.
5. Supports the family in accessing the identified community resources considering costs, transportation issues, and family's daily routines.
6. Assists families to identify and access advocacy resources as appropriate.
7. Coordinates between and among agencies, staff and contract providers to address the outcomes identified by the family and other EI team members.
8. Follows-up on referral requests made by families and other recommendations by team members with parental consent.
9. Maintains an accurate and up-to-date record system for each family on their caseload.
10. Participates as an effective team member.
11. Identifies opportunities for families to informally visit possible receiving program's activities.
12. Prepares children and families for the transition activities/process as well as activities following transition.
13. Assists families in exploring a full range of transition options and obtains appropriate releases.
14. Coordinates visits between the early intervention providers and receiving programs.
15. Assimilates and provides written information to receiving program.
16. Participates in the IFSP meeting to develop transition plans.
17. Prepares a written transition plan on the IFSP to reflect planned activities to be carried out with the family and receiving agency/provider.

Competencies:

1. Has a working knowledge of the roles and functions of service coordination.
2. Understands service coordination as defined by the IDEA, Part C.
3. Demonstrates the ability to develop the transition IFSP with families and carry out tasks necessary to implement the plan.
4. Demonstrates understanding of and respect for different values, beliefs, and lifestyles.
5. Knows the various parent support, advocacy, and networking groups.
6. Understands the levels of communication and cooperation in different team models.
7. Demonstrates the use of active listening and other appropriate communication skills.
8. Demonstrates skill in leading, facilitating, recording and participating in transition meetings.
9. Demonstrates the ability to coordinate with receiving programs and local school districts.
10. Demonstrates knowledge of community resources for transition.

11. Demonstrates knowledge of the skills needed by the child and family to enter the receiving program.
12. Understands the receiving program's eligibility criteria, paperwork and information needed for a smooth and effective transition.

Role 4: Establish and maintain ongoing relationships with receiving programs.

Indicators:

1. Establishes and maintains ongoing contact with receiving programs regarding children in the transition process.
2. Identifies natural opportunities for families to informally visit possible receiving program's activities.
3. Identifies possible receiving programs in the child's local community and identifies a contact person from each program.
4. Networks with the contact person for each receiving program and establishes a transition process to be used as a guide for the program.
5. Works with community based programs to include children with disabilities in natural proportions.
6. Arranges opportunities for sending and receiving programs to observe the child in a variety of environments as determined by the transition IFSP.
7. Assimilates and provides written information to receiving program.
8. Arranges and facilitates transition planning meeting with the LEA and possible receiving programs at least 90 days prior to the child's third birthday.
9. Facilitates transition options/activities for children who are clearly not eligible for services under the IDEA, Part B.
10. Coordinates transition activities that will guarantee the SoonerStart team has made every effort to support the development of the IEP by the child's third birthday.
11. Participates along with other SoonerStart team members (as appropriate) in the development of the IEP.
12. Serves as a single point of contact to receiving programs for children referred late.

Competencies:

1. Understands that children and families live in communities that have a much broader context than early intervention.
2. Networks across agency boundaries to community organizations and receiving programs.
3. Demonstrates skill in identifying and building relationships with community resources and receiving program.
4. Maintains communication with community partners.
5. Demonstrates the use of appropriate community skills when interacting with receiving programs and community partners.
6. Demonstrates skill in leading, facilitating, recording and participating in transition meetings.