

Petersburg ATTI Training

January 18, 2010

Petersburg, AK



Back row: Dayna Focht, Cristina Johnson-Hyde , Kirsten Susort, Barb Marifern, Bridget Wittstock, Bev Ingram front row: Barb Steltz, Marketa Ith, Karen McCullough Peggy Floro, Claire Fordyce
Not pictured: Leslie Schwartz, Susan Steele

Draft Vision Statement:

The transition process will be smooth, coordinated and respectful of children and their families.

Key concepts/words – smooth, effective, accurate, easy, non-painful, fun, coordinated, safe, clear, non-scary, natural, seamless, family friendly, collaborative, inclusive, prepared, caring, compassionate, empathetic, organized

Groundrules:

- Honor each person
- Be present
- No sidebars
- Assurance of confidentiality
- Cell phone on if needed
- Stand, sit – feel free to move
- Environment is comfortable
- Bio breaks
- Interaction
- No competition
- Light heartiness

Pre-Training Survey Results: (8 out of 11 participants completed)

<u>Subject</u>	<u>Not Usually</u>	<u>Sometimes</u>	<u>Always</u>	<u>I don't know</u>
1. Transition planning	37.5%	37.5%	25%	--
2. Understanding IDEA	--	37.5%	12.5%	50%
3. Family involvement	--	12.5%	75%	12.5
4. Coordinated/met timelines	--	50%	--	50%
5. MOA	--	37.5	25%	37.5%
6. Assessment Coordination	12.5%	75%	--	12.5%
7. Staff & family support	--	25%	62.5%	12.5%
8. Follow-up	12.5%	12.5%	--	75%
9. Transition team	--	25%	37.5%	37.5%

Survey Responses: What outcomes would you like to see as a result of this training?

- Regular system for communication & collaboration of all Early Childhood Programs, Infant Learning Program & Public School.
- I would like to know what everyone's roles are in the transition process and assessment process.
- New HS employee and want to get up to date on changes in laws, P & P regarding transition especially with attention to Child Find/outreach of 2-3 yr olds into Head Start. Understanding of interpretation of HS Fed requirement that 10% of spaces are for children who have a disability confirmed by a collaborative agency.
- I would like a clear outline of what the transitions should look like, so I can evaluate what we are doing here.
- Increased knowledge of the process and protocol in all steps of Transition. Clearly defined understanding of parent's rights and involvement in order to facilitate a trust relationship between families and Receiving Service & Program providers. Implementation of strategies that support successful collaboration between ILP service providers and Part C & Receiving Program providers. Beneficial individualization of plans that meet the needs of each unique child. Development of consistency, continuity, and comfort ability in a team approach to transition.
- Greater collaboration with Petersburg agencies.

Petersburg School District

1. Eligibility: Referral process – pre-referral interventions must be attempted for a reasonable length of time, documented

- 14 different disability categories
- Early Childhood Development Delay (ECDD)-most typical of this population
- 25 % delay in one domain (cognitive, social/emotional, fine and gross motor, speech/language, adaptive) or 20% delay in two domains

2. Philosophy: To be a collaborative partner with parents and other agencies, to provide the best individualized services available to all children who need extra help. To prepare the family and child for transitions among programs.

3. Preparation for Transition Process:

- We are in the beginning stages of formalizing this process, the school district does have a night dedicated in the spring towards students entering kindergarten. Parents make appointments for screenings
- Kids with IEPs – early transition

4. Parent Engagement:

- Mailings
- Phone calls
- Inviting them to attend meetings specifically about their child
- Parents are invited to attend/come to school in general
- P.I.E – Partners in Education in Elementary School
- T.E.A.M in Middle School



ILP

1. **Eligibility:** AGE – Birth to Three
-Parents and children with need of extra developmental help, (50% delay in one developmental domain(s) or clinical opinion of a substantial likelihood of a significant delay, diagnosis, or evident risk factors
2. **Philosophy:** Getting child early help
 - Family based and parent-friendly access
 - Services in natural home environment
 - Building trusting relationships with families and children
 - Coordinating specialized services
 - Educating parent(s) to be the primary interventionist
3. **Prepare for Transition:**
 - Home visits and ongoing dialogue

- Keeping relationship
- Child will be “growing out” of this program. Start awareness early, (visiting next environment)

4. **Parent Engagement:**

- Building a relationship & trust
- Continued education with parents
- Familiarize with next step/program (make it feel natural)
- Focus is on parent & child

Head Start

1. **Eligibility:**

- Income based needs & age (three by Sept 1st) exceptions if have IEP
- Complex priority rating system matrix for determining eligibility
- Rural Alaska opens up expanded population

2. **Philosophy**-Family based program with emphasis on involving family

- Promote Social skills – shifting to promoting pre-academic skills
- Shifting philosophy

3. **Prepare for Transition:** - Family advocates help provide an understanding of the next step.

- ILP – HS: Work with staff, parents, and teachers
Communicate MOA
Communication regarding a child
Attend 90 day meeting when invited
- HS – SD: Meet with teachers & child & parents
IEP/service plan in place
Summer program + \$
Classroom visits
Registration process
Spec Ed. provides additional support

4. **Parent Engagement:** Family/ child activities weekly, as well as, specific parties for all

- Family advocate meetings help give parents a voice

Private Preschool Programs

Children’s Center Childcare

1. **Eligibility:**

- Up to date immunizations or waiver on file
- Met state licensing requirements
- 6 weeks old to school age

2. **Philosophy:** Provide safe & nurturing environment for young children and families in Petersburg.

3. **Parent Engagement:** Communication is the key/cooperation (with working parents it is difficult)

- Invite parents to special events

Good Beginnings Preschool:

1. Eligibility:

- 3 yrs old and toilet trained
- Immunizations or waiver form on file

2. Philosophy-Provide safe & nurturing environment

- Spiritual goals to all children

3. Prepare for Transition: Coordinate & communicate with school, ILP in future, have open house for parents to visit

4. Parent Engagement: Regular communication

- Invite parents to share skills, knowledge
- Programs for kids to share art, music, and other things with parents and community
- Send home parent/child projects



Petersburg Transition Team:

Active participants – Core team that meets regularly to develop and implement action plan

1. Parent advocate/help navigate preschool- ?
2. Good Beginnings- Barb Steltz
3. ILP – Peggy Floro
4. School District – Barb Marifern
5. Head Start – Christina Hyde
6. Childcare – Petersburg Children’s Center – Christy Ware
7. OCS ? (new person starting)

Key Stakeholders – People to keep informed and involved

1. PHN
2. All staff from agencies i.e. Head Start
3. Community Connections – Phil Tucker
4. School Board
5. Parent Committees
6. School Administration
7. Tribal Associations

8. Medical community
9. Barb Lehr – parent advocate
10. Petersburg Play Group
11. PIE Team

Resources- To access as needed to help with implementation of team vision & specific goals

1. SEARHC
2. PHN
3. OCS
4. PA
5. Fire Dept
6. Sons of Norway
7. Related Service Providers – OT, PT, ST
8. Public Library
9. Parents
10. DEED – Susan Steele
11. Petersburg Play Group
12. Petersburg Mental Health

Current Interagency Collaboration in Transition Systems



All participants rated where their agency was in working with other programs in the transition process. The majority of the responses rating the current relationships among programs were within the communication and cooperation range with some collaborative systems development among Head Start and School District.

The 5 levels involved in Collaborative Systems Development:

- 1. Independent agent-** acting on behalf of their own agency without communicating with others.
- 2. Communication-** two individuals may communicate about an individual or exchange information.

3. Cooperation- helping or assisting an agency or individual in their pursuit. For example, getting needed information to an agency before a meeting.

4. Coordination- this involves bringing together resources i.e. staff, money, and materials, for a common purpose. We often see agencies coordinating on child find activities.

5. Collaboration- pooling resources and joining forces to accomplish a shared goal.

Strengths/Accomplishments:

- Know where to find information
- Good listener
- Understanding of family emotional path
- Like to laugh
- See many sides of a situation
- Can complete tasks in time allowed
- Playful
- Perceptive
- Direct
- Objective
- Resourceful
- Strong willed/hard headed
- Interested
- Caring
- Experience with 3 yr olds
- Team player
- Consistency
- Energy
- Connections with community
- Active listener
- Positive
- Multi-tasker
- Spark interest
- Compassionate
- Kid magnet
- Parent promoter
- Interruptible
- Parent advocate
- Sensitive
- Familiar with process of transition from preschool to kindergarten

Challenges & Barriers:

1. Time & Resources

- lack of time
- finding time to implement plans to be consistent
- coordinating time to meet and being regular
- energy spread too thin
- wearing multiple hats/everyone is busy

2. Lack of understanding of transition process/ Ps & Ps

- Lack of clear understanding of each agency's policies, procedures, and regulations

3. Engaging Families/Outreach to hard to engage families

- Multi-diversity – age, gender, culture, economics
- Reaching under-privileged children and those exposed to trauma

4. Funding

- Lack of funding for equitable pay and benefits for all staff

5. Staff Issues

- Staff retention
- Need more education/training

Identified Priorities

- #1 Engage families from a variety of backgrounds to increase their awareness, information, access to resources, and community involvement.
- #2 Develop clear understanding of policies and procedures around transition.
- #3 Increase staff knowledge, retention, and benefits.
- #4 Lack of time & resources

Brainstrom regarding Priority #1 - Engaging families from a variety of backgrounds to increase their awareness, information, access to resources, and community involvement.

- Use high school class /develop video to help get message
- Traditional story telling
- ATTI resources- visit other groups, organizations etc. share vision & goals
- Child Find – connect with Health Fair/Family Fair
- Agency providers share policies, procedures & regulations
- Educate – What is currently offered.
- Use existing Newsletters to get information out
- Article in paper
- KFSK psa
- Develop Poster - defining resources around town
- Include in school classroom newsletters
- Social networking – facebook, U-tube
- mitkof.com – kid input

Parking lot:

1. Clarify RTI process (Response to Intervention) for young children
2. Which Assessments do programs use?
 - Battelle – SD
 - Brigance & DECA – Head Start
 - Rossetti, HELP - ILP
 - Ages & Stages
 - Brigance – Children’s Center Childcare
3. How to align on assigning early childhood outcomes? :

Summary/Training Report:

The Petersburg participants were actively involved in working together and already have established positive community relationships. Some members are new to their positions and are learning about formal procedures for transition. Previously, the transition process has been done on an informal basis with communication and cooperation among the programs. They are ready to have formal procedures in place with defined roles and responsibilities especially for new staff. Families have several options for transition at age three and it was beneficial to have the other community preschool partners at the training.

The next step for the team is to review the report and develop their action plan based on their priorities and brainstorming. We did not have enough time to complete the action

plan as part of the training day. One area of concern is that the majority of team members feel they do not have enough time to do their jobs and additional responsibilities to meet on a regular basis to develop and implement an action may be viewed as an additional burden. It will be important for the team to develop a realistic action plan and experience some success for their collaborative efforts. ATTI is available as an ongoing resource to assist in the team's plan. Another step for the team is to finalize the active team participants and orient any new team members using this document and other ATTI training materials.