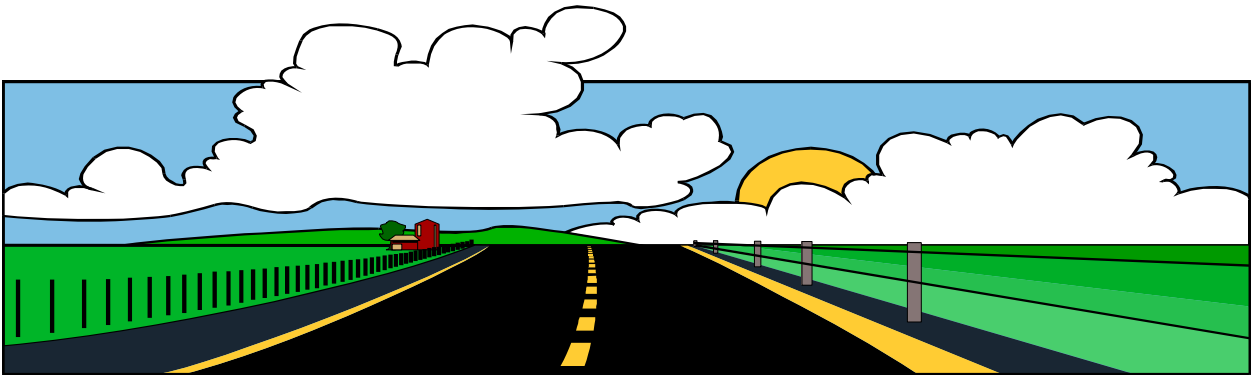


Transition



TRANSITION:

passage from one place to another

Moving on from
Early On®



Contents

As you transition, we would like to give you some things to think about. How can you be prepared to make the best choice for your child? What are the things you should know before making the choice? As you read through the "TRANSITION" handbook, we hope that you find some valuable information that will assist your child in his/her future as he/she learns and grows!

What is Early On?	1
What is Transition?	2
Difference Between Early Intervention and Preschool Programs	3
Preparing Your Family for Transition	4
Participating as a Member of the Transition Team	5
Preparing your Child for Transition	6
Children's Questions and Concerns	7
What Are Your Options?	8
Suggestions for Observing a Program	9
Checklist for Observing Toddler-Preschool Classrooms.	10
Checklist for a Child Care Center.	11
Parent Notes on Possible Options.	12
Some Tips to Help the First Day Go Smoothly.	13
What if My Child Has Trouble Adjusting?.	14
Making Time Count, Fun & Free Resources	15
Community Resources	16
Network of Early On Services.	17
Useful Abbreviations	18
Acknowledgements.	19

What is *Early On*®?

Early On is a system of services for infants and toddlers, ages zero to 36 months, and their families. Children are eligible for Early On when they have:

- a diagnosed condition that has a high probability of resulting in a developmental delay

-OR-

- a developmental delay in at least one area:

Physical (including hearing and vision)

Gross or fine motor

Communication

Cognition

Social/Emotional

Adaptive (self-help)

Some Early On children qualify for special education services. These children (sometimes referred to as "Part B" children) receive services through the Macomb Infant Preschool Program (MIPP). When the child does not meet the special education eligibility requirements, he/she can still receive Early On services as a "Part C-only" child. These services are provided through one of our "partner agencies", such as the Family Independence Agency, the Health Department, Community Mental Health, and other public and private programs. All of these children, whether special education-eligible or not, are Early On children.

Some of the information included in this handbook may be more relevant to "Part B" families, while other sections may be useful to the "Part C-only" folk. We hope that you will be able to find answers for some of your particular concerns.

What is Transition?

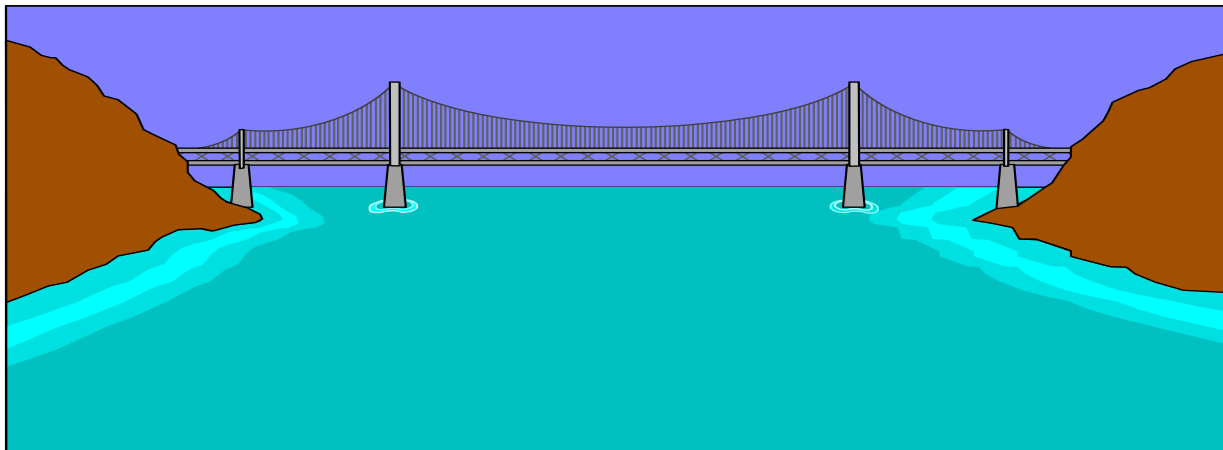
Transition is a change from one program or service to another, such as: from home to a preschool, from preschool to a school-age program, or from a day care at grandma's to a center-based child care program.

It is hard to believe that it is time to start planning for your child's transition. There could be changes as your child leaves one program and enters another or as new services are needed. Any transition can be a time of both excited anticipation and concern for both you and your child.

Transition planning for your Early On child begins before his/her third birthday. This process involves meetings, visits to programs, and team decision-making. You are an important member of your child's transition team. Your service coordinator will be part of the transition process. If appropriate, a representative of your local school district will also be present.

This packet was written to support you through the transition planning process and to ensure a smooth transition for your child. Because children transition into many different types of programs, some things that we have included may not apply to your family. Hopefully, you will be able to find information that is valuable and helpful.

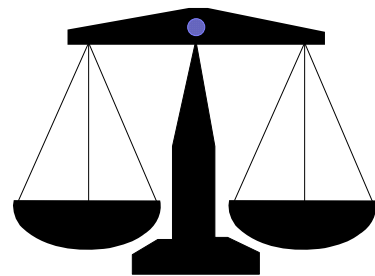
Remember, you are the person who knows your child best and who will always be there, from year to year and program to program. The most important role as a parent in the transition process is to be an advocate for your child, communicating his or her strengths and needs to future program staff. We hope that you will find this book helpful as we begin the transition process.



Some Differences Between MIPP and Your Child's Next Program

As your child moves from Special Education Services with MIPP to a local school district or center program, you may notice that some of the words and procedures are not the same.

- The **service plan** for your child will be referred to as an **Individualized Educational Plan (IEP)**, not an **IFSP**. An IEP identifies goals and strategies specifically related to the child.
- **Service coordination** is not specifically required for children and families after the child transitions from MIPP. This means that the family takes a more active role with their district in developing a plan and coordinating services for their child.
- **Least restrictive environment (LRE)** - *“This means that the separation of children with disabilities from general (regular) education buildings, programs and students occurs only as much as necessary to meet the unique needs of special education students.”** In order to find the least restrictive environment, the transition team should identify the special education and related services that the child will need and the program options available in the community. After you have visited different programs, the team meets again to discuss which program you believe best meets your child's individual needs and how special education and related services can be delivered in that program.
- There may be **other differences** that are unique to your community, such as location, frequency and availability of services, as well as options or requirements for family participation.



*Taken from: Parent Advisory Council, Macomb Intermediate School District, Parent Handbook – Special Education, rev. 2000

Preparing Your Family for Transition



Transition can be an exciting time, one that can provide new opportunities for your child and family. It can also be a time of great change and adjustment.

Your child or family may need to adjust to new teachers and therapists, new children, different schedules and daily routines, new classroom activities and new options for parent involvement. You may find that both you and your child experience separation anxiety. It may be hard to "let go" of the staff and services in the early intervention program and to learn to trust and communicate with new staff. Your family may need to learn about the public school system, your child's and family's rights, new evaluations and technical terms, and how to advocate for your child when necessary.

All children and families make adjustments during transition. The amount of time required for these adjustments varies across children, families and programs. It is normal to experience some uncertainty and with that, some stress during transition. This is true for all families and children who start a new program, regardless of whether the child has special needs. Families who participate in transition planning report reduced stress.

Some strategies that families have used to prepare for transition are listed below:

- **Plan ahead for transition.** Don't wait until the last minute to begin thinking about transition. Give yourself and your family time to make decisions and adjust to the changes that will occur.
- **Realize that stress, uncertainty and separation anxiety are normal emotions.** Many, if not all, parents experience these feelings when their child starts preschool or kindergarten.
- **Ask questions throughout the transition process.** You have the right to obtain information about transition and to be involved in the transition process.
- **Attend transition planning meetings.** Share information with the team about your child and your family, your resources, your priorities and any concerns that you may have.
- **Talk with other families who have made the transition from early intervention to preschool programs.**
- **Talk with members of your family about transition and some of the changes that may occur.**
- **Learn about your child's and family's rights, how to interact with new program staff and how to advocate for your child in the new program.**
- **Visit different programs to help select the program that best meets your child's needs.**
- **Try to identify aspects of the new program that may be different or difficult for your child and give your child experiences with these aspects before the new program begins.** For example, if you think that your child will have trouble working or playing alone, you might give your child an opportunity to play alone for short periods of time each day.

Taken from: Chandler, L.K., Fowler, S.A., [Planning your Child's Transition to Preschool: A Step-by-Step guide for Families.](#)

Participating as a Member of the Transition Team

Working as a team member with other professionals can sometimes be threatening to families and can require some time and know-how. Building a relationship takes time, effort, trust, mutual respect and communication.



Here are some tips for working on a team that may help both families and professionals work together as they plan for transition:

- **Treat each member of the team as an equal.** Remember that each team member brings different expertise, values and resources to the meeting.
- **Seek information.** It is okay to say "I don't know," "I don't understand," or to ask for assistance or for more information.
- **Share information that will help team members understand your concerns and priorities.** Do not be afraid to state your opinion, answer questions and discuss your priorities.
- **Be honest, clear and direct about your child's needs and your family's concerns, resources and priorities.**
- **Remember that differences of opinion are okay and are to be expected.** Team meetings are an opportunity to listen to all points of view and to make decisions using negotiation and problem solving.
- **Try to avoid letting past negative experiences influence your current behavior and interactions with members of the team.**
- **Listen to each member of the team.** Try to identify the reasons for their needs or recommendations.
- **Invite other family members or friends who can offer support and advice to attend transition team meetings.**
- **Be sure you are satisfied with decisions that are made before agreeing to them.** If you are not satisfied, be sure to talk to the rest of the team about it. Decisions do not have to be made during the initial meeting.
- **Select a level of team involvement that you are comfortable with and that fits your schedule.**
- **Generate multiple suggestions to address each issue discussed and identify the pros and cons of all suggestions before selecting one.**
- **Carry through on tasks that you have agreed to do.**

Taken from: Chandler, L.K., Fowler, S.A., [Planning your Child's Transition to Preschool: A Step-by-Step guide for Families.](#)

Preparing Your Child for Transition



For starters, remember that both you and your child will need time to get used to the new setup. Try to be patient; even if you make every effort to prepare your child, it will probably be a few days before she feels really comfortable and is more eager to show you her art project than to go home.

This list contains general strategies that families have used to prepare their children for transition.

- Talk to your child about going to a new setting.
- Take your child to meet the new program staff and to see the new classroom.
- Read stories and look at books with your child (such as The Kissing Hand, by Aldrey Penn, See You Later, Alligator, by Laura McGee Kvanosky, Will I Have a Friend?, by Miriam Cohen, and Will You Come Back For Me?, by Ann Tompert).
- Encourage your child to play alone for short periods of time.
- Teach your child self-care skills.
- Teach your child to follow simple directions.
- Give your child experiences with a variety of toys and materials and teach your child how to use the toys and materials correctly.
- Teach your child to care for his own belongings. (for example: how to put a toy away, hang coat)
- Encourage your child to ask for help when needed.
- Encourage your child to communicate with others (children may do this with gestures, spoken language, sign language, etc.)
- Encourage your child to make simple choices (for example: ask your child if she wants to wear pink or white socks, what toy he would like to play with or if she wants cookies or applesauce for a snack).
- Practice short separations from your child by leaving him or her in the care of a responsible adult.

Taken from: Chandler, L.K., Fowler, S.A., Planning your Child's Transition to Preschool: A Step-by-Step guide for Families.

Children's Questions and Concerns at the Time of Transition

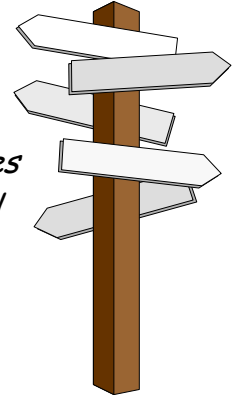
- Why do I have to go to a new school?
- Will my old teacher come with me to my new school?
- Will I get to play with my friends again?
- Will my new teacher be nice?
- Will my mom stay with me at school?
- If not, where will my mom and dad be while I'm at school?
- How will I get to school? How will I get home from school?
- What happens if I get lost?
- What will happen if I miss the bus?
- Do I have to be quiet all the time at school?
- Does the school have a bathroom?
- Will I be able to sleep at school?
- Will there be big kids on the playground?
- What if my mom doesn't come to pick me up from school?
- What will the teacher do if the kids aren't good?
- Do I get to play at school?
- Can I bring toys to school? What about my blanket?



Adapted from: Rosenkoetter, et.al. Bridging Early Services for Children with Special Needs and Their Families.

What Are Your Options?

During the transition process, you may have several placement alternatives. The goal is to prepare your child for school through learning and play activities that promote decision-making, group cooperation, and learning to respect others. Preschool experiences should promote social, emotional, language, cognitive, physical and creative development.



Preschool programs in Macomb County vary greatly. There are special education classrooms for children who are eligible, as well as state and federally funded programs that accept children with special needs. Paid preschool programs are available through school districts and private providers. Also, childcare centers offer services to working parents. The following are some alternatives for preschool placement:

- **Head Start** offers a comprehensive child development program for low-income families. The program is federally funded and free of charge. Services are provided in the areas of Education and Early Childhood Development, Child Health and Development, and Family and Community Partnerships. Part-day (4 hours per day, Monday through Thursday) and full day (for working parents) programs are offered. Transportation is usually provided for the part-day program. Head Start follows an inclusion model for children with disabilities. Income qualifications apply. Call (586) 469-5215 for information.
- **Paid Preschool** is an option offered by many local school districts. Fees vary depending on the days and hours you would like your child to attend the program. Some local school districts may offer free preschool programs for 3-year-olds, such as the S.T.A.R. Program from Fitzgerald Public Schools. Contact your school district for information.
- **Special Education Programs** are available for children who qualify. These programs may be operated by the local school districts or by the Macomb Intermediate School District. Specialized staff and individualized instruction characterize these classrooms. If your child is eligible for this option, you will receive more information during your transition-planning meeting.
- Local school districts and private providers run **Fee-Based Childcare Programs**. They can operate as a center or from a private home. Some are licensed; to obtain a list of licensed providers in your area, call the Community Coordinated Child Care Program (4-C) at (586) 469-6993.
- Your local **Parks and Recreation Department**, school district **Community Education Program** and the **public library** may have additional offerings for preschool children. Call them for more information.

Suggestions for Parents who are Observing a Preschool Program



1. Prior to your visit:

- Pre-arrange a time to visit the classroom; ask the teacher if it will allow time to ask questions of her or other staff.
- Tell the teacher how long you plan to stay.
- Let her know if there are certain activities you would like to see.

2. When you arrive:

- Ask where the teacher would like you to sit and what he/she would like you to do.
- If you are seated in the room, ask if you can lend a hand. Becoming actively involved in a song, activity or snack time will give you a better feel for the program.
- If your child is with you, try to give attention to other children as well.
- If you see something that is puzzling or causes concern, discuss it later with the teacher privately; try not to jump to conclusions.
- Keep conversations with other adults to a minimum; it can be very distracting.
- Be flexible. Some days can be more hectic than others. There is no way to plan for the unexpected. Watch to see how the teacher handles things.
- Look for diversity in the classroom and a staff that demonstrates an appreciation of different types of children and cultures in interactions, discussions and classroom materials (books, posters, etc.).

3. Finally:

- Take time to thank the staff as you leave; comment on one or two positive things. There is no time like the present to establish a good relationship with your child's potential teacher!
- Make notes and jot down questions as you observe or immediately following your visit. If you are observing several programs it will help you track down the differences. Record your thoughts while they are still fresh in your mind.

Adapted from the [Early On Jackson County Transition Handbook](#).

Checklist for Observing Toddler/Preschool Classrooms

1. Number of Children and Staff:

- How many children in the classroom? What is the (developmental) age range?
- How many teachers, aides & volunteers are present? (teacher/child ratio)
- If the classroom is a self-contained special education classroom, will your child also spend time with children in other classrooms?

2. Arrangements of the Classroom

- Are there adequate toys and activities that are of interest to the children?
- Are there areas for different activities clearly defined by low barriers, rugs or other outlines?
- Can the teacher see all the children?
- Are there areas for loud and quiet activities?
- Is the environment safe with outlet covers and are cleaning supplies out of reach?
- Is there clear access to tables and pathways for children with special needs, is adaptive equipment available?

3. Program Activities

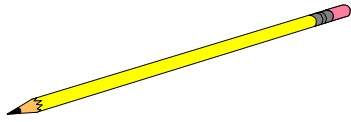
- How long is the school day?
- What services, if any, are offered to the children in this classroom (OT,PT, Speech, etc.)?
- Are parents allowed to visit occasionally?
- What is the approach to discipline in the classroom?
- Are activities carefully chosen to reflect and promote the child's ability to behave appropriately in real life situations?
- Are the children happily involved in the activities, can they move in and out of activities, following their interest?
- Is there a schedule of daily activities allowing for transition from one activity to another without too much waiting on the part of the children?
- Are activities too simple, too difficult?
- How will the school let the parents know what their child does each day?
- How is the child's progress reported to the parents?
- Is there a parent program or support group?

Adapted from the [Early On Jackson County Transition Handbook](#) and MIPP Transition Packet Program Visitation Checklist.

Look through the checklist for Childcare Centers on the next page for additional ideas and helpful hints!



Parent Checklist for a Child Care Center



1. Interview Caregivers

Call First and Ask . . .

- Is there an opening for my child?
- How many adults care for the children?
- What ages do you serve?
- Must a child be toilet trained?
- What hours and days are you open?
- What is your fee, when is it due?
- Where are you located?
- Do you charge for holidays, absences due to illness or vacation or late pickups?
- How much child care experience and education do you have?

In a home setting . . .

- Are there others living in the home? Who and what are their ages?
- Will my child be taken out of the home while in your care?
- Are there pets or smoking in the home?

Visit and look for . . .

- Positive interaction between caregiver & children
- Children getting lots of attention
- Children who are happy and comfortable
- Clean, safe & healthy indoor and outdoor spaces
- Safety features such as gates on stairs, outlet covers, locked cabinets for cleaning supplies and medications
- A variety of toys and learning materials such as blocks, books, puzzles, climbing equipment that your child will find interesting

Ask the provider . . .

- Can I visit anytime?
- How do you handle discipline?
- What do you do if my child is sick?
- How do you handle an emergency?
- Do you have a backup caregiver?
- Where do the children take naps?
- Are the caregivers trained and have up to date CPR and first aid training?
- May I see a copy of your license?
- May I have a list of parents (current & prior) who have used your center?

2. Check References

FIND OUT ABOUT the program's past licensing history and any possible violations by calling (586) 469-6993

Ask other parents . . .

- Was the caregiver reliable?
- How did the caregiver discipline your child?
- Did your child enjoy child care?
- How did you get along with the caregiver?
- Was the caregiver respectful of your values and culture?
- Would you recommend this caregiver?
- If your child is no longer with the caregiver, why did you leave?

3. Make the decision for Quality Care

Ask yourself, from what you have learned

- ...
- Is there a balance of free and play routines?
 - Can the caregiver meet the special needs of my child?
 - Which caregiver should I choose so that my child will be happy and grow?
 - Is the child care affordable?
 - Do I feel good about my decision?

4. Stay Involved

Ask yourself:

- How can I work my schedule so that I can . . .
 - Talk to my caregiver?*
 - Talk to my child about how their day went?*
 - Visit my child care?*
 - Work with my caregiver to discuss problems that arise?*
 - Help my child grow?*
 - Meet with other parents?*

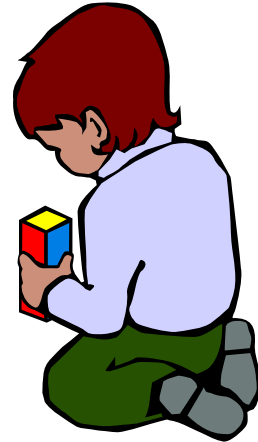
Parent Notes on Possible Options

Using the two previous checklists as guidelines, we have provided this space for you take take notes of the program options you may be visiting.

Make notes and jot down questions as you observe or immediately following your visit. If you are observing several programs this space will help you keep track of the differences. Record your thoughts while they are still fresh in your mind.

	#1	#2	#3
Name of Program:			
Phone Number:			
Contact:			
Notes:			
Questions:			

Some Tips to Help The First Day Go Smoothly



- Most programs allow parents to spend some time in the classroom the first day. You are probably the best judge as to whether this would reassure your child or hold him back from interacting with the teacher and other kids.
- If you think it might comfort your child, ask her to pick up a favorite toy to take along. If this is not allowed, suggest that she bring a photo of you or the family pet, or something that reminds her of you- a hair clip that you wear often, one of your gloves.
- If you are starting a job or going back to work when your child enters the program, explain what you will be doing while he is there.
- Sometimes kids worry that their parents won't be able to find them. Make sure your child understands that you know how to get to the school from wherever you will be, and that you know how to call the place as well. You may also want to mention that the grown-ups in charge will be able to call you if it's ever necessary.
- Be clear about who will pick her up and when (or wait for her at the bus stop). Find out from the teacher what the last event of the day will be, and tell your child that she will see you after the group does this activity.
- Never sneak away when it's time to say goodbye, even if your child is having a great time. Give him a quick kiss and a cheerful "See you after the sing-along!". If he cries, screams, or clings to you, be supportive but firm and calm. It is normal for you to feel sad, but try not to show it! If your child sees you crying, he may sense that something is wrong and that school is "not okay".
- It's often helpful to develop a brief goodbye ritual- waving though the window or blowing a kiss from the doorway- so your child knows what to expect and you're not swayed to drag it out.
- Once you've left, don't come back until it's time for your child to go home.
- Arrive a little early to pick her up during the first week or so, and from then on, take steps to ensure you're never late. Two minutes of waiting can seem excruciating to a child when "all the other kids" are gleefully greeting their parents.

Taken from: [Daycare or Preschool: Helping Your Child Adjust](#).

What if My Child Has Trouble Adjusting?



Be patient. Some kids cry at every parting- or every reunion- for a while. Ask the teacher whether your child seems to be enjoying herself the rest of the time. Here are other suggestions that may help:

- Don't criticize the program staff in front of your child. If he hears you complaining about the bus schedule or saying things about the teacher (even if he doesn't know what the words mean) he'll feel uneasy and resist settling in. He needs to feel that you approve of the place and trust the people he spends so much time with.
- Keep your child's attendance regular. If you let her skip preschool because she begged for a day at home or stayed up too late the night before, she'll likely give you problems anytime she doesn't quite feel like going. It's actually tougher on most kids if they think they have some choice in the matter; each morning they stew over whether to raise a fuss about staying home. Make it clear that you expect her to go unless she's too sick.
- If your child continues to be anxious, try to find out if there's a specific issue. Talk to the program staff; ask them to share their observations with you and tell them that you are open to suggestions on how you might help your child have the best possible preschool experience.

Taken from: [Daycare or Preschool: Helping Your Child Adjust.](#)

Making Time Count With Your Kids

Fun & Free Resources:

Use your imagination, what your children really want is some time to play with you when you're not doing other things!

Story time at your local library is a great way to entertain your children; it introduces them to books and beginning to use the library, too! Contact your local library for times and locations.

Zoo trips . . . The Detroit and Toledo Zoo are a terrific way to spend spring, summer or fall days together . . . lions and tigers and bears, oh my!

Picnics and play dates in the park are popular around town as are **swimming** at area pools in the summer and **sledding** in the winter! Macomb County has many wonderful **playground areas**. Pack a little picnic and make a day of it. Be sure to pack a blanket for cloud watching!

Your local school district may have open **swimming** some nights of the week. Jump in and join the fun. Contact your local school district for days and times.

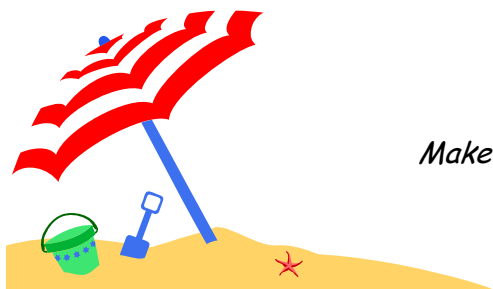
Festivals . . . Mt. Clemens River Sights and Sounds Concerts are held every Friday in July and August at the Clinton River Gazebo in downtown Mt. Clemens. Concerts and Ethnic Festivals also go on during the summer at Freedom Hill.

Take a **tour!** Some Macomb County tours are:

Lionel Trains Visitor Center	(586) 949-4100
Morley Candy Makers	(586) 468-4300
Mt. Clemens Train Ride	(586) 463-1863
Selfridge Military Air Museum	(586) 307-4011
Sterling Heights Nature Center	(586) 739-6731

Parks and Recreation Departments provide activities throughout the year, including play groups, preschool day camps, aerobics, bowling, athletic camps, swimming, concerts, tennis, etc. Activities vary, so contact your local Parks and Recreation Department.

Things to do at home . . . often times, just breaking away from the normal everyday hustle and bustle makes a big difference. Why not make play dough, have a dance party together or set a silly table for dinner and make your own place mats, menus and restaurant sign! When housework still needs to be done, make a game out of matching socks and putting them together, sort laundry together by colors and throw them in separate baskets for points. Having planned activities (that don't last too long) will help prepare your child for preschool and school.



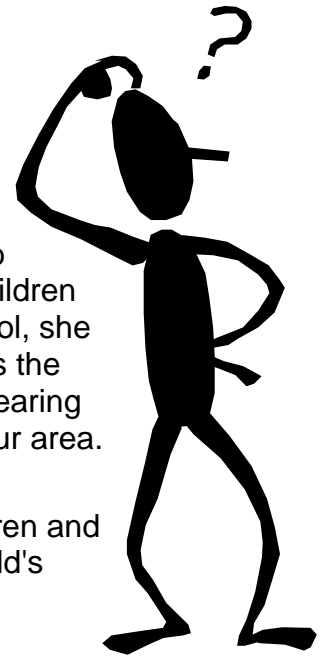
Make it special, but keep it simple!

Other things to think about...

Community Resources

Screenings:

- Are you concerned about your child's vision, hearing, or overall development? Screenings can help determine if he needs further evaluation.
- Vision and hearing screenings are available through the Macomb County Health Department. Their staff screens preschool-age children in public school buildings. If your child will be enrolled in preschool, she will be screened while attending the program. If your child misses the screening date for any reason, you can contact the Vision and Hearing Department at (586) 412-5945 to find out when they will be in your area.
- Developmental screenings are available through most preschool programs. If your child's program does not routinely screen children and you have any concerns, make sure you share them with your child's teacher.



Immunizations:

All preschool programs require a copy of your child's immunization record. Make sure your child is up to date on his shots. These can be obtained through your private physician or at the Macomb County Health Department clinics. The Immunization Clinics are open Monday through Friday, 8:30 AM to 5:00 PM (open until 7:30 PM: Mt. Clemens on Wednesdays, St. Clair Shores on Mondays and Warren on Thursdays). All Health Department locations offer this service (Mt. Clemens: 469-5372; St. Clair Shores: 466-6800; Warren: 573-2090).

Health Care Needs:

Do your children have insurance? If not, they may qualify for either the Medicaid or MI Child health insurance programs. You can call (888) 988-6300 to request an application. If your child has a chronic condition, such as severe asthma, diabetes, cerebral palsy, seizure disorder or other health concerns, she may qualify for Children's Special Health Services. You can obtain more information by calling (586) 466-6855.

Dental Care:

The Macomb County Health Department Dental Clinic, located in Warren, offers services to Medicaid recipients or non-insured children. Call (586) 573-2096 for more information. Tri-County Dental Council provides referral services; call (248) 559-7767.

Mental Health Concerns:

If you are dealing with difficult behaviors in your child, or are concerned about his emotional well being, call the Macomb County Community Mental Health Access Center: (586) 948-0222.

Some Special Education Abbreviations

AUT- Autism
CI- Cognitive Impairment
CA- Chronological Age
CSHCS- Children's Special Health Care Services
DD- Developmentally Delayed/Disabled
ECD-Early Childhood Developmental Delay
EI- Emotional Impairment
EO- Early On
FAPE- Free Appropriate Public Education
HI- Hearing Impairment
IDEA- Individuals with Disabilities Education Act
IEP- Individualized Education Plan
IEPT- Individualized Education Planning Team
IFSP- Individual Family Service Plan
ISD- Intermediate School District
LD- Specific Learning Disability
LEA- Local Educational Agency
LRE- Least Restrictive Environment
MET- Multidisciplinary Evaluation Team
MIPP- Macomb Infant Preschool Program
OHI-Other Health Impairment
OT- Occupational Therapy
OTR-Occupational Therapist- Registered
PI-Physical Impairment
PT- Physical Therapy/Therapist
RT- Recreation Therapy
SLI- Speech and Language Impairment
SPED- Special Education
SSI- Supplemental Security Income
SXI- Severe Multiple Impairment
TBI- Traumatic Brain Injury
TSLI- Teacher of the Speech and Language Impaired
VI- Visual Impairment

ACKNOWLEDGEMENTS

The information presented in this handbook was obtained from the following sources:

ARC of Michigan- www.arcmi.org/key_player.hpt

Chandler, Lynette K., Fowler, Susan A., Hadden, Sarah, and Stahurski, Lisa. **Planning your Child's Transition to Preschool: A Step-By-Step Guide for Families.** A publication of FACTS/LRE, University of Illinois at Urbana- Champaign.

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Early On Jackson County Transition Handbook

Definitions: Common Special Education Terms. Macomb Intermediate School District- Parent Advisory Committee.
www.misd.net/SEParents/PAC/Definitions

Rosenkoetter, et.al. **Bridging Early Services for Children with Special Needs and Their Families.** Baltimore: Paul H. Brookes, 1994.

This handbook was compiled by Julie Williams, Parent Specialist/Family Liaison and by Carmen A. Juliá-Rosado, Outreach Specialist, Early On Macomb.

"We would like to thank all the parents and staff that gave us of their time to comment on the initial draft. Your input was very valuable."

First Printing April 2002
Revised May 2003

This booklet was developed under a grant awarded by the Michigan State Board of Education, under Part C of IDEA Amendments of 1997, better known as Early On® Michigan.

Macomb Intermediate School District (MISD) has the legal authority to apply for and receive funds under Part C of IDEA. It is the policy of MISD that no person on the basis of race, creed, color, religion, national origin, age, sex, height, weight, marital status or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which the MISD is responsible.

Network of *EARLY ON* Services

MACOMB COUNTY

Rev 12/01

HEALTH SERVICES

PUBLIC HEALTH

Macomb County Health Dept. (586)469-5520
 Public Health Nursing
 Family Planning
 Immunizations
 Dental Services
 MI Child Health Coverage
 Nutrition
 Maternal Child Health Advocacy
 Community Health Outreach
 Children's Special Health Care Services
 WIC
 Child Passenger Car Safety

MENTAL HEALTH

Macomb Comm. Mental Health (586)469-5275
 Family Support Subsidy
 Respite Care
 Infant Mental Health Services
 Counseling Services
 Crisis Phone Line (586)301-9100

SOCIAL SERVICES

Department of Human Services (586)469-7700
 Families First
 Parent to Parent
 Foster Care
 Adoption Support Services (586)416-2300

CHILD CARE

4C (Community Coordinated
 Child Care) (586)469-6993
 Home Based Child Care
 Center Based Child Care

PRIVATE HEALTH CARE SYSTEMS

Physicians
 Home Health Care
 Therapists
 Clinics

EARLY ON NETWORK OF SERVICES For MACOMB COUNTY Children & Families

Early On Coordinator – (586)228-3331
 Early On Outreach Specialist – (586)228-3526
 Early On Family Liaison – (586)228-3524

*Families are also encouraged to talk
 with their service coordinator to learn
 how to connect with any of these
 supports.*

HOSPITALS

Developmental Assessment Clinics
 Neonatal Intensive Care Units
 Specialty Clinics
 Outpatient Therapy
 Home Health Care Services

EDUCATION

Macomb Intermediate School District
 Project Find (586)228-3463
 Special Education Services
 Assessment Center
 Play Groups
 Parent Support Groups
 Head Start (586)469-5215
 Great Parents Macomb 1.866.MACOMB
 Parent Advisory Council (586)228-3454

OTHER COMMUNITY SUPPORTS

ARC (586)469-1600
 Downriver Comm. Services (586)749-5197
 Salvation Army (586)954-1838
 Easter Seals (586)468-7000
 Turning Point (586)463-4430
 CARE (586)412-0088
 MSU Extension (nutrition) (586)469-5180
 Community Services Agency (586)469-6999
 Parks & Recreation Dept. local city hall
 Supplemental Security local Social
 Income (SSI) Security Office

INFORMAL SUPPORTS

Immediate Family
 Extended Family
 Friends/Neighbors
 Faith Community
 Service Organizations
 Kiwanis Elks
 Lions Rotary