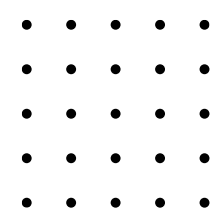


Kindergarten Ready:

Navigating the Transition with an IEP



The Center For Exceptional Families



Our Organization

The Center for Exceptional Families is the only Parent Training and Information Center in Arkansas with six regional mentors.

Purpose: A parent training and information center is to ensure that parents of children with disabilities receive training and information to help improve educational results for their children.

History: Founded in 2014, the Center for Exceptional Families, Inc. is a statewide advocacy organization committed to empowering individuals with disabilities to live exceptional lives filled with opportunity, dignity, and purpose.

Funding: The Center For Exceptional Families is funded by the U.S. Office of Special Education Programs (OSEP), grants, and private donations.

Mission Statement

Our mission is to stand beside families of children and adults with disabilities, championing their needs and working hand in hand with schools to create brighter futures and meaningful educational opportunities.



Advocacy with heart.

Collaboration with purpose.

Support that lasts.



- ✔ We **advocate** for children and adults with disabilities—amplifying their voices and protecting their rights.
- ✔ We **collaborate** with families, schools, and communities because real change happens together.
- ✔ We **support** people with disabilities, their families, and partners in education, offering guidance, resources, and hope every step of the way

Meet Our Team



Tiffany Slone
Parent Mentor
Curriculum Specialist
Data Manger/ Technology
Support Coordinator
**Northwest/
River Valley**



Karen Lutrick
Parent Mentor
Central/Southwest



Jerrica Switzer
Administrative
Assistant



Shelby Knight
Executive
Director



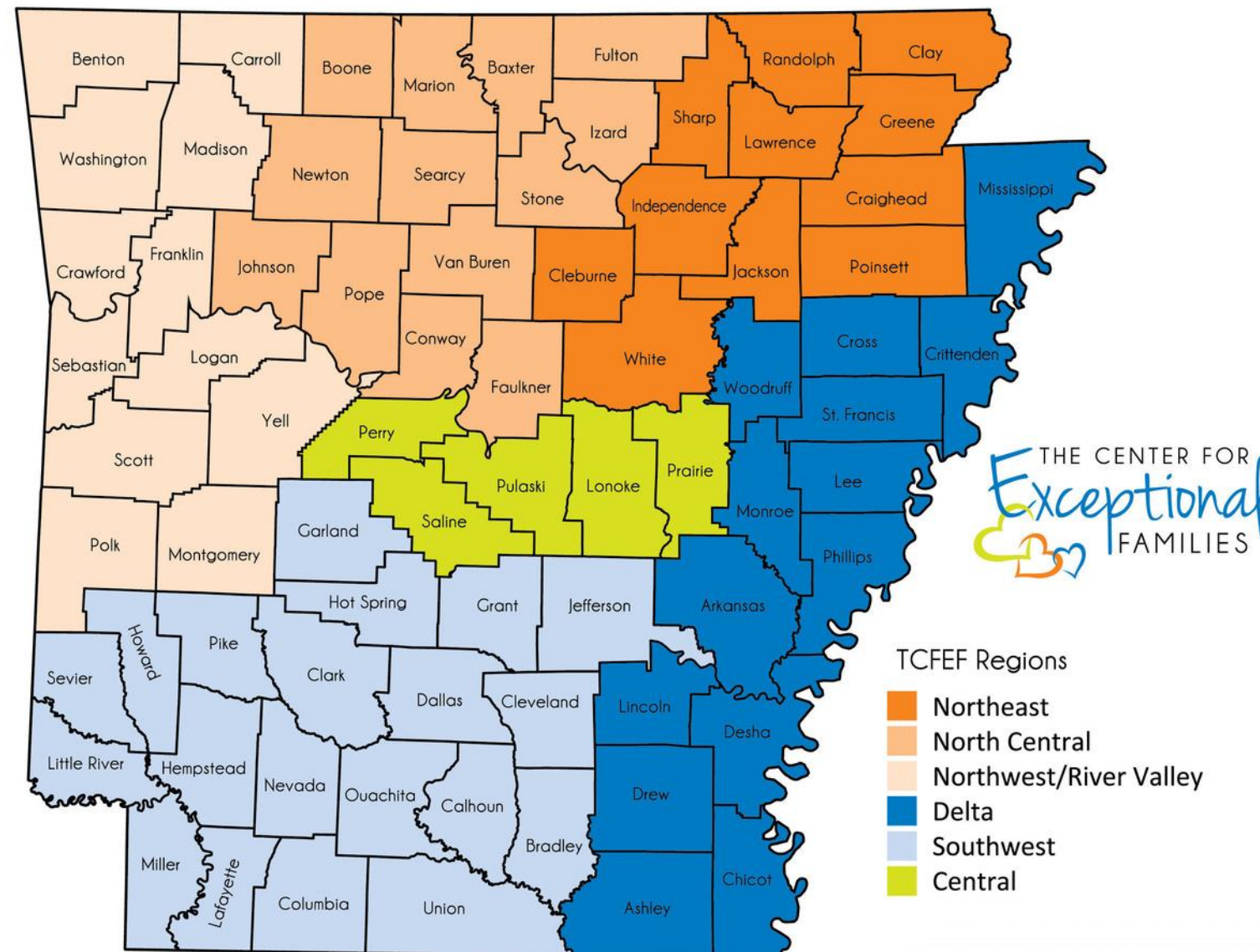
Brandy Sandersfeld
Parent Mentor
North Central Region
North Central



Teresa Hendrix
Parent Mentor
Curriculum Specialist
Northeast



Keith Watson
Parent Mentor
Delta



<https://thecenterforexceptionalfamilies.org>

Look to Websites for Information



Always start with **The Center For Exceptional Families** website and the Parent Mentor in your area.



Disability Rights Arkansas



Arkansas Department of Education:
Special Education Division



US Department of Education:
Individuals with Disabilities



IDEA website

Part B (ages 3-21)

Part C (ages birth-3)



Start Early



- ✔ Meet with your child's Preschool/pre-K teacher.
 - ✔ Review your child's Individualized Education Program (IEP).
 - ✔ Request a list of all accommodations being offered to your child, if not included in their IEP.
- ✔ Meet with all services (OT, PT, Speech, Mental Health) that your child is seeing to collect documentation and recommendations (if applicable).
- ✔ Contact your child's new school's Special Education Department to discuss setting up a Transition meeting.



Begin preparing for Kindergarten at least 6 months before the start of the school year.

Help Me Get Ready

✔ Work on Fine Motor control:

- ✔ Use playdough to help strengthen hand muscles that are used to hold a pencil.
- ✔ Work on using a zipper so your child can open and close their backpacks and lunchboxes.
- ✔ Work on holding a pencil and writing their name, if applicable.

✔ Work on eliminating naps:

- ✔ Kindergarten does not have a naptime.
- ✔ Begin adjusting by shortening or eliminating naps a few weeks before school starts.

✔ Work on Self-Help skills:

- ✔ Practice with your child getting their clothes on and off themselves.
- ✔ Find clothing that your child can handle on their own.
- ✔ Work on your child going potty by themselves (including wiping), if appropriate.
- ✔ Putting on a jacket, hat, and gloves, if appropriate.
- ✔ Work on hanging up their backpack and jacket.
- ✔ Having your child pack up their backpack.



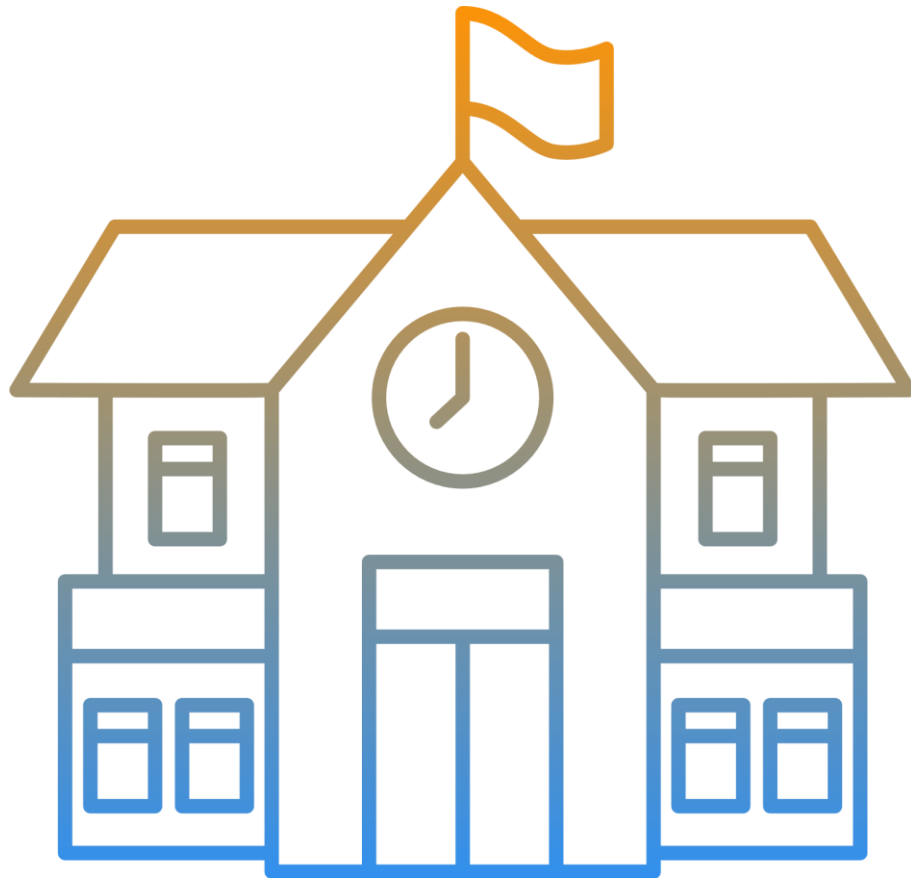
Routine is Important



- ✔ Practice the school routine at least 2 weeks before school starts.
 - ✔ Drop off and Pick up.
 - ✔ Bedtime (if there is a difference from their summer bedtime schedule).
 - ✔ Lunch and snack time.
 - ✔ Hanging up their backpack and lunchbox.
- ✔ Walk to the bus stop and point out landmarks.
 - ✔ Explain the routine and how the bus ride will be in the morning and afternoon.
- ✔ Use a visual schedule to help teach the new routine.
 - ✔ Use pictures as you go through the school routine. When they complete a task, the picture can come down.

Visit the School

Explain what happens and what to expect.



- ✔ Request that you and your child come for a tour.
 - ✔ Walk through your child's classroom and how to get there.
 - ✔ Show where the office is to get help.
 - ✔ Point out where the bathrooms are if not in the classroom.
 - ✔ Look at the cafeteria.
 - ✔ Check out fun places such as the library and art classroom.
 - ✔ Look at the playground.
- ✔ Show your child where they will be dropped off and picked up.
- ✔ Pack a picnic lunch or snack and sit outside the school and eat together over the summer.

Social/Emotional Skills

- ✔ Work on following simple directions and multiple step directions.
 - ✔ Giving your child simple steps for chores is a great way to practice.
- ✔ Work on how your child interacts with other children.
 - ✔ Waiting their turn.
 - ✔ Sharing items when appropriate.
 - ✔ Using appropriate ways to communicate with other children.
- ✔ Model how your child should ask for help in all different situations.
 - ✔ In the classroom with the teacher.
 - ✔ Around the school with other adults.
- ✔ Teach your child what to do and say if someone takes something from them, hurts them, or is being mean to them.



Be Involved



- ✔ Attend Kindergarten Registration.
 - ✔ Have all the needed paperwork to register your child.
 - ✔ Call the school with questions ahead of time.
 - ✔ Bring your child, if appropriate.
- ✔ Attend Open House/Meet the Teacher night.
- ✔ Check the school website and newsletters at least monthly for important activities and dates so you can help prepare your child ahead of time.
- ✔ Attend Parent-Teacher conferences.
 - ✔ Talk with your student's teacher about how they are doing regularly.



Ask the school if you can bring your child a little earlier to special events such as registration and open house, so it is not as overstimulating and quieter.

IEP Transition Meeting

The transition meeting is to ensure a smooth transition from preschool to your new school and Kindergarten program.

✓ The discussion will include the following:

- ✓ Your child's information.
- ✓ Your concerns for enhancing your child's education.
- ✓ Programs and services available that are specific to your child.
- ✓ Your child's academic, developmental, and functional needs.
- ✓ Your child's current IEP, services received, and supports given.
- ✓ What decisions or changes the school is proposing.
- ✓ If any future evaluations are needed to update your child's data and services.



Know the School IEP Team



- ✓ You the Parent/Guardian
- ✓ Local Education Agency Rep (LEA)
- ✓ Special Education Teacher/Coordinator/Director
- ✓ General Education Teacher, if appropriate.
- ✓ Related service providers (OT, PT, Speech), if appropriate.
- ✓ Advocate or a support person that parent has invited.
- ✓ Your child (when appropriate)
- ✓ Early Intervention Staff
- ✓ Translator or Interpreter, if needed

Accommodations and Modifications

In a school setting



Accommodations are changes to **HOW** a student achieves a goal (support).

- ☑ The child will *give his answers to essay-type questions by speaking*, rather than writing them down.



Modifications are changes to **WHAT** a student is taught or expected to do.

- ☑ The child will have *shorter reading and writing assignments*.

Concerned About Progress

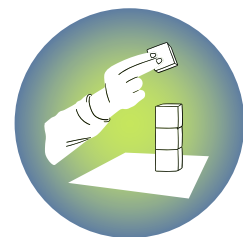
Developmental or Academic:



Vision and Hearing



Speech or Communication Skills



Motor Control or Coordination



Academic Skills



Behavior or Social Skills



- ✓ ***Areas of concern will differ depending upon functional age and/or chronological age.***
- ✓ ***Keep in touch with your child's teacher about any concerns you are having or difficulties you may be seeing your child have.***

Changes in Services

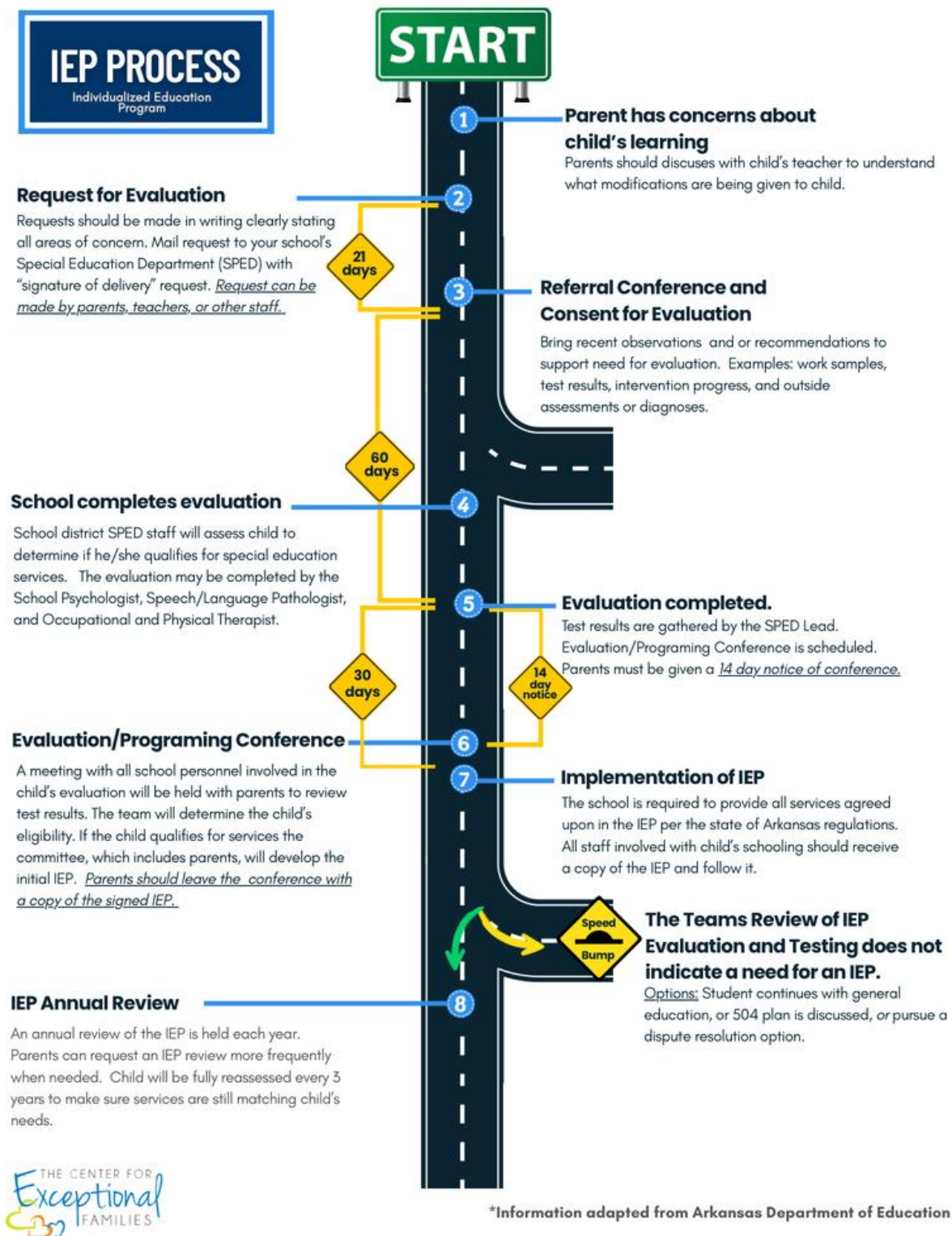
- ☑ To qualify for services such as speech, occupational therapy, physical therapy, etc. the child must show adverse effects in school related areas such as:
 - ☑ Writing
 - ☑ Communicating
 - ☑ Gross Motor
 - ☑ Fine Motor
 - ☑ Walking
 - ☑ Other skills that hinder progress in school.



Services your child may have received in private therapy, early intervention, or preschool may not be the same, or your child may not qualify for the same services during Kindergarten.

If Further Testing is Needed

Starting at step 4



- ✔ The school district will complete all needed evaluations.
 - ✔ When testing is completed, the school has 14 days to schedule a meeting with you.
 - ✔ The school has 30 days from the completion of testing to hold a meeting with you to review results.
- ✔ An evaluation meeting is held with the IEP Team.
 - ✔ The team will decide the most appropriate supports and services to support your child using the new test results.
- ✔ An updated IEP will be put into place.



Check out our complete IEP process presentation for a more in-depth breakdown of each step.



HELP SUPPORT OUR REACH AND SERVICES



Scan the QR code
to donate

No matter the support, big or small, your donation will help us expand advocacy services, offer more free parent trainings, and reach families still facing Special Education challenges alone.