[insert SDBP logo here]

[Date]

Dear [Recipient’s name],

My name is [Your name]. I am the [Title and Name of SDBP]. I am writing to you because your child is about to make the transition from early intervention (birth to 36 months old) to preschool services. During this time, families often do not know what to expect and may not understand how services for their child will change and be implemented. The unique needs of a child who is deaf-blind require that this transition be done thoughtfully and in collaboration with many people, including the child’s family. We are here to help you every step of the way.

**Helpful Tips to Consider Before Starting the Process**

**Work With Your State Deaf-Blind Project**

1. Reach out to us at your state deaf-blind project for advice, suggestions, and support. To ensure continuity of our support to you and your child during the preschool transition process, be sure to notify us of the new school and contact person.
2. Your state deaf-blind project can also help you develop an [“All About Me” portfolio](http://www.parentcompanion.org/article/create-a-portfolio-to-help-others-understand-your-child) to introduce your child and family. This will help you teach others about your child and his/her unique needs. An example can be found here: http://www.parentcompanion.org/article/create-a-portfolio-to-help-others-understand-your-child.
3. Talk to other parents who have gone through this transition and ask for their support and suggestions. We can help connect you to other families in your state.
4. Learn about and reach out to state and national resources and services.

**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 his/ her 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 helpful 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 Training and Information Centers (PTIs) offer this type of training. A [list of PTIs in each state](http://www.parentcenterhub.org/find-your-center/) is available online (http://www.parentcenterhub.org/find-your-center).
7. Remember, YOU are the expert on your child! YOU are also a vital member of your child's IEP team.

Successful 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.

The [Name of your DB Project] is eager to provide you with support during this exciting time.

Please do not hesitate to contact us,

[Name of Project Staff Member]

[Phone number]

[Email]

[SDBP Website Address]

Preschool Transition Planning Checklist

Preparing for your child’s transition to preschool is a process that typically takes several months to do well. This checklist includes important items to make the transition as smooth as possible for your child, their educational team, and yourself.

Before the Transition Meeting

* Contact your state deaf-blind project to help you prepare for your child’s preschool transition meeting
* Write a list of the services and supports your child needs
* Gather information to provide to specialists who will be conducting assessments on your child
* Visit potential schools/programs to determine the appropriate placement for your child
* Once the school/program has been determined, connect it with your:
	+ State deaf-blind project
	+ Child’s current service providers
* Schedule a time to visit the new school or program with your child
* Develop an [“All About Me” portfolio](http://www.parentcompanion.org/article/create-a-portfolio-to-help-others-understand-your-child) to introduce your child and family (www.parentcompanion.org/article/create-a-portfolio-to-help-others-understand-your-child)—your state deaf-blind project can assist you
* Attend a family training on the Individualized Education Plan (IEP) process and the roles and responsibilities of families
* Contact your state deaf-blind project to get connected to another family who has gone through the transition process
* Make a list and invite the individuals you would like to have at the transition meeting to support you and your child (this can be professionals or friends and family members)
* Inform the educational team if you require special accommodations for the meeting
* OTHER:

During the Transition Meeting

Remember YOU are the expert on your child and a very important member of your child's IEP team!

Bring the following information to the meeting:

* A picture or short video of your child
* A statement about your goals, hopes, and dreams for your child
* A list of any concerns you have
* A list of any questions you have
* Information about the care of your child, including: emotional, medical, physical, communication, transportation
* Your “All About Me” portfolio

TIP: Take notes on important information that is shared or ask someone else to take notes on your behalf.

At the End of the Meeting

* A district representative will take notes at the meeting. At the end of the meeting, ask for the notes to be read out loud.
* If you do not understand something or notice a mistake in the notes, ask for clarification or correction
* Request copies of any information shared at the meeting