

**FAMILY-CENTERED EARLY SUPPORTS AND SERVICES (ESS)
SELF-ASSESSMENT GUIDE FOR TRANSITION SERVICES**

Person Completing Form: _____

ESS Program: _____

Title: _____

Date: _____

- **How often are the following transition practices successfully implemented or accomplished? Please check (✓) appropriate box.**
- **Then check (✓) if you could use support or technical assistance (TA) to help you implement the practice.**

	Rarely	Some of the Time	Most of the Time	All of the Time	Need TA?	Comments
1. The transition planning process is clearly explained to families in a way that they can easily understand (e.g., in their preferred language, no jargon or technical language).						
2. The transition process is initiated in sufficient time before transition to gather all relevant information and explore service options at age 3.						
3. ESS staff work collaboratively with families to ensure that transition plans are based on accurate information about the child's current abilities and behavior, and needed skills and services.						
4. When children are 24 months or younger and are no longer eligible for ESS, a written transition plan is developed and implemented. This plan includes supporting the family's exploration of future options; activities to prepare the child for transition; and parent training and information.						
5. When children are 24 months or younger and remain eligible for ESS, the ESS IFSP Team develops and implements a written transition plan including, as appropriate, steps to exit the program, as part of the IFSP. The plan includes supporting the family's exploration of future options; activities to prepare the child for transition; and parent training and information.						

	Rarely	Some of the Time	Most of the Time	All of the Time	Need TA?	Comments
6. The transition plan takes into consideration assets and opportunities in the child's natural learning environment.						
7. Families and professionals work together to identify services, supports, and resources that will be needed to facilitate a successful transition.						
8. Families have the opportunity to explore a range of service/program options before leaving ESS.						
9. ESS staff share information about special education process and the family's role in the transition process.						
10. When children are 30-32 months or younger, with families' written consent, the service coordinator makes written referrals to the school district and/or other community services or resources deemed appropriate in the transition plan.						
11. ESS Service Coordinators invite appropriate school district personnel to a transition conference, to be held at least 90 days before a child turns 3.						
12. At least 90 days and not more than 9 months before children turn 3, ESS Service Coordinators facilitate a transition conference.						
13. The Transition Conference includes all necessary team members (ESS, family, school, and any others).						
14. ESS staff facilitate transition activities with families and preschool special education during the transition process (i.e., visiting preschool program, joint home visits etc.).						
15. The IFSP team works together to review and revise the transition plan as determined to be appropriate.						

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16. ESS program provides current developmental information to school districts prior to eligibility determination for preschool special education.						
17. ESS program informs school districts (with parental consent) of children who are found no longer eligible for ESS services.						
18. When children are found to be no longer eligible for ESS or parents are choosing not to refer their child, the ESS program provides families with information on how to refer their child to special education if a concern arises later.						

19. Does your program send anonymous lists to local school districts? If yes,

- a. What information is included on the anonymous list?

- b. How often is it sent?

- c. When do children start appearing on this list?

20. In your program, is the Service Coordinator also a family's primary provider? If no,

- a. How does this affect the transition process for families?

21. Is there anything else you would like to share with us about your program or the transition process?