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ABSTRACT

This final report describes the activities and accomplishments of a federally funded project designed to develop a community-wide interagency service delivery model for facilitating the successful transition of handicapped children from preschool programs to the least restrictive environment in the public schools. The model addresses four major components critical for an effective transition program. These include: (1) administrative procedures; (2) staff training and involvement; (3) parent involvement and linkage to the public schools; and (4) child instruction geared toward the acquisition of entry level skills. The model was developed for implementation in seven diverse preschools and one local public school agency. During the third year of the demonstration model, the project was replicated in four Central Kentucky preschools and public school agencies. These replication activities demonstrated the flexibility of the model to be adapted to the unique and individual needs of the agencies. This report includes a description of the model and its components, an overview of the project's objectives and outcomes, a summary of its evaluation and impact, a list of products, and a project continuation plan. (Author/SG)

Project STEPS
(Sequenced Transition to Education
in the Public Schools)

FINAL REPORT

submitted by

Child Development Centers
of the Bluegrass, Inc.
Lexington, Kentucky

submitted under

The Handicapped Children's Early
Education Program

August, 1987

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ABSTRACT

ABSTRACT

Project STEPS (Sequenced Transition to Education in the Public Schools) is a community-wide interagency service delivery model for facilitating the successful transition of handicapped children from preschool programs to the least restrictive environment in the public schools. The model addresses four major components critical for an effective transition program. These include: administrative procedures, staff training and involvement, parent involvement and linkage to the public schools, and child instruction geared toward the acquisition of entry level skills. The model was developed for implementation in seven diverse preschools and one local public school agency. During the third year of the demonstration model, the project was replicated in four Central Kentucky preschools and public school agencies. These replication activities demonstrated the flexibility of the model to be adapted to the unique and individual needs of the agencies. Replication sites included: one preschool transitioning children to multiple public school systems, one preschool transitioning children to one public school system, one preschool with a home training component transitioning children to multiple public school systems and one preschool serving at-risk children transitioning to one public school system.

The three major goals and outcomes of this project were:

Goal 1: To establish a community-wide delivery model for ensuring the successful placement of children with handicaps in settings with non-handicapped children to the maximum extent possible.

Outcomes: (1) Standard procedures for transition events, (2) Timely transfer of information and records, (3) Identification of Helpful Entry Level Skills, (4) Development of Instructional Strategies to correlate with the Helpful Entry Level Skills, (5) Development of transition class options to facilitate successful public school placement, (6) Development of an individual transition plan for each child in conjunction with the individual education plan, (7) Staff training regarding the transition process, and (8) Staff involvement and participation in transition.

Goal 2: To establish a community-wide support program to increase the ability of parents to participate actively and effectively in the educational process of their handicapped children.

Outcomes: (1) A multi-level community-wide parent training program, (2) Establishment of early linkage of parents with the public schools, (3) Provision of supplemental services to children with handicaps and their families, and (4) Publication of a transition newsletter for parents.

Goal 3: To establish a system for model demonstration and dissemination, to assist in replication and adaption of the STEPS model locally, statewide, and nationally.

Outcomes: (1) Development of Project Products including Helpful Entry Level Skills and Instructional Strategies, ACCESS, Project STEPS Replication Manual and Project STEPS procedures, (2) Replication activities in four preschools transitioning children to eight local school districts, and (3) Training and dissemination activities.

BACKGROUND AND NEEDS STATEMENT

I. BACKGROUND AND NEEDS STATEMENT

The Child Development Centers of the Bluegrass (CDCB) is a private non-profit agency providing special education and related services to preschool (age infancy - five years) children with handicaps ranging from mild to severe. In 1984, the agency was awarded a three year HCEEP demonstration grant for Project STEPS (Sequenced Transition to Education in the Public School). Project STEPS developed a community-wide interagency model for facilitating the successful transition of handicapped children to placements in the public schools in the least restrictive environment. The model was developed through collaboration among the seven special needs preschools and the public school system in Lexington (Fayette County) Kentucky working through an organization formed for this purpose known as the Preschool Interagency Planning Council (PIPC). Model components include administration, parent involvement, staff involvement, and child instruction.

HISTORY

In Lexington, Kentucky (second largest city in Kentucky with a population of 204,000), there are three programs providing comprehensive services to children ages birth - five years who have handicaps representing a spectrum of disability areas. These three programs are the Child Development Centers of the Bluegrass, the Cardinal Hill Hospital Preschool, and the Growing Together Preschool. These three programs had a history of operating independently, with minimal positive interaction occurring. While all programs provided essential services of high quality to the community, lack of coordination resulted in duplication of effort and no established mechanism for assessing and addressing community-wide needs related to the population served by the programs. Relationships between these preschools and the public school system in to which preschool program graduates transitioned (the Fayette County Public Schools) were even worse. There was a high level of mistrust and lack of understanding among these agencies. Administrative procedures for transition were ill defined and inconsistent from one year to the next and from one agency to another. Preschool staff lacked the necessary information and skills necessary for making appropriate referrals and for providing children with instruction which was both developmentally appropriate and functionally relevant to the next placement. Public school staff lacked the information and skills necessary for insuring program continuity as the child transitioned from preschool to public school. The parents in transition lacked the information and skills necessary for participating effectively in the referral and placement process necessary for public school placement. Moreover, confusion resulting from poor administrative procedures and mistrust of public schools communicated to them by preschool staff, resulted in parents having considerable anxiety and animosity toward the public schools at the time of transition. It was even practice among some preschool programs to advise parents to have lawyers with them at their first IEP meeting with the public schools. These factors culminated in an impartial due process hearing in 1982 regarding a child in transition from preschool to the public schools.

Fortunately, these negative factors resulted in a positive outcome through the development of Project STEPS. In 1983, the directors of the

three preschool programs began to meet together in a group which became known as the Preschool Interagency Planning Council (PIPC). PIPC established six major priorities addressing community-wide needs, including transition. Collaboration with the public schools was initiated. This collaboration resulted in the development of Project STEPS. The model was developed around four major problem areas which the participating agencies had experienced in the transition process. The problem areas revolved around administrative structure, staff involvement, parent involvement, and child instruction.

By the time the HCEEP grant was received, the four remaining preschool in Lexington serving children with special needs had joined PIPC and participated in the project. These agencies included Head Start, Women's Neighborly Organization (inner city program), Early Child Care Center (urban county government program for children referred as at-risk for abuse and neglect) and the Lexington Hearing and Speech Center. In this way, Project STEPS resulted in a comprehensive, community-wide interagency approach to transition.

SUMMARY OF DEMONSTRATION PROJECT MODEL

The STEPS Project model encompassed the following:

The Administrative Component included establishing effective working relationships among the participating agencies and administrative procedures for transition. These included negotiation of timelines for the transition process, development and use of common forms for the transition process, collaboration on pre-placement assessment, procedures for the transfer of records, development of procedures to insure that the IEP committee process is based on a partnership of parents, preschool and public school staff in joint planning for the child, procedures to link preschool and public school staff to insure program continuity, follow-up for the child when the child is placed, procedures for problem resolution, and the negotiation of other collaborative endeavors such as parent and staff training.

The Parent Involvement Component included parent training and counseling, linkage of the parent to supplemental services, providing an opportunity for parents to practice skills necessary for transition into the public schools through participation in similar procedures used in the preschools, and providing opportunities for parents to become acquainted with the public schools through written information, videotapes on public school services, and opportunities for program visitation.

The Staff Involvement Component equipped staff in the preschools and public schools with necessary information and skills to make appropriate referrals, to participate effectively in the IEP committee process, to work effectively with the parents, to insure program continuity from preschool to public school, and to participate effectively in pre-placement assessment. Activities associated with this component included written information, formal transition procedures, training, and cross program visitation.

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The Child Instruction Component included assessment of functional skills the child needed to facilitate successful placement through the use of the Helpful Entry Level Skills Checklist, the implementation at the preschool level of Instructional Strategies related to these Entry Level Skills, linkage of preschool and public school staff to insure program continuity, training for parents in techniques to carryover relevant components of the IEP into the home, and the availability of transitional class options for children of kindergarten age (transition year) through which the child may be enrolled for one more year in the preschool, exclusively in the public school, or dually enrolled in the preschool and the public school.

Evaluation data revealed the effectiveness of this model. The project resulted in effective working relationships and viable administrative procedures for transition among agencies which had little mutual trust or understanding prior to Project STEPS. Surveys of preschool and public school staff revealed substantial improvements in communication, trust, and interaction among these agencies. Data also supported improvements in more appropriate referrals, better placements of children and more appropriate transition procedures. For example, the year prior to the implementation of Project STEPS, 51% of preschool children transitioned to the public schools were reported as problem placements based on feedback from parents or public school staff. For children making the transition in the 1986-87 school year, only 10% of placements were reported as problematic. There was a general consensus among public school and preschool staff that a majority of these "problems" were associated with difficulties in applying the severe discrepancy criteria legally required for learning disabilities placement to preschool children in transition. Data indicated that parents were more comfortable with transition and confident that the public school placement was appropriate for their child. Feedback from parent and public school personnel confirmed that children were better prepared developmentally and functionally to make a successful transition to the public schools.

Implementation of the model in the four other Lexington preschools provided data showing that the transition process developed by Project STEPS was generalizable to other settings. In addition, data from the four targeted replication sites involved in the project showed the appropriateness and flexibility of the model in other settings.

When the Kentucky Department of Education accreditation team visited the Fayette County Public Schools in 1985-86, transition was identified as a major area of commendation for the Fayette County Public Schools. This commendation was a result of Project STEPS. The Kentucky Department of Education then recommended this model to many other districts as an effective model for transition.

STATEMENT OF NEED AND DEMAND

The need for effective transition procedures was substantiated in the literature and in legislation.

Literature supported the need for effective models for facilitating the transition of handicapped children from preschool programs to the public

schools. Hutinger, 1982, reported the findings of a group of nationally known experts in early childhood which concluded that "attention to the development and implementation of specific, effective transition practices must be an integral part of the provision of services to children and their families" (page 8) noting that currently "transition practices at best tend to be isolated and fragmented and at worst non-existent" (page 9). The panel further concluded that key elements of successful transition programs include communication between sending and receiving programs, cross program visitation, administrative support, inservice training for teachers and parents, building transition into the preschool program curriculum, determining the expectations for the child in the next placement, coordination of environments in the sending and receiving programs, provision of ancillary/supplemental services, parent involvement, and follow-up services. Fowler (1983) and Vincent et al (1980) further supported the need for the development of effective transitional practices focusing on many of the same factors sighted by the national panel, in particular, determination of Entry Level expectations of the next placement and the design of instructional activities which are both developmentally appropriate and functionally relevant in preparing the child for the next placement. The STEPS model presented effective and proven strategies for responding to these issues.

PL 99-457 required procedures for transition from Title I services to Title II services. The Project STEPS model provides effective strategies for responding to this mandate. The Kentucky state application for FY 1987 funds under Part H of the Education of the Handicapped Act sites Project STEPS and proposes to use many of the processes and procedures developed by STEPS to insure the successful placement of toddlers in appropriate public school programs.

During the three years of the project, numerous requests for information, training and technical assistance were received from preschool and public school agencies throughout Kentucky and many other states. Both the Kentucky Cabinet for Human Resources and the Kentucky Department of Education acquired the slide show on Project STEPS to use in training sessions and to loan to local agencies. These agencies disseminated information concerning the STEPS model and referred a variety of agencies to the project. The Head Start Training and Technical Assistance Office disseminated awareness packets to Head Start programs in Kentucky, North Carolina, and Tennessee.

ACCESS, the supplemental services directory developed by the project, was reprinted for use under the "Baby Doe" Grant from the Cabinet for Human Resources/Child Abuse and Neglect State Grant Program. Through this program, information was distributed during eight training sessions conducted statewide. Kentucky's Early Childhood State Planning Grant also reprinted 2000 copies of this material for statewide distribution.

Information on the model and its effectiveness has been shared with the National Interagency Steering Committee on Transition of Preschoolers into Public Schools. Project staff also participated in a forum sponsored by TADS held in Lawrence, Kansas in September 1985. This forum brought

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together various transition projects funded through HCEEP. During this forum, the project's Principal Investigator led a session on Interagency Coordination. The Project Director led a session on Parent Involvement.

The project has been invited to participate in a Transition Special Interest Group presentation at the DEC Convention in November 1987. Also, the project has been asked to present a pre-conference workshop at this same convention.

Need and demand for the model was further evidenced through establishment of sixteen PIPCs statewide, the formation of which resulted from the collaboration of project staff with the Early Childhood State Planning Grant. Each PIPC included a component for transition in its goals. In these sites, Project STEPS was seen as an effective model for transition.

SUMMARY OF GOALS AND OBJECTIVES

SUMMARY OF PROJECT GOALS AND OBJECTIVES

Component 1: Transition

Goal 1: To establish a community-wide interagency transitional service delivery model for successful placement of handicapped children from preschools into appropriate public school programs which serve handicapped children in settings with non-handicapped children with a maximum extent possible.

Objective 1.1: To develop and implement a public school entry level skills checklist and instructional strategies document which facilitates the transition of handicapped children from preschool programs to the public schools.

The entry level skills checklist, now called the Helpful Entry Level Skills Checklist (HELs) was developed, reviewed, used, revised, and completed during the three years of the project. During year one, information regarding entry level skills was secured from other transition projects and persons researching the issue. The information, including the skills and various formats, was shared with public school teachers and preschool teachers. Public school teachers were asked to select skills that were desirable for children entering their class. Preschool teachers were then asked to review the list to determine the appropriateness of the skills at the preschool level. Based on input from both preschool and public school teachers, it was decided to identify generic skills rather than skills that lead to specific placements as specified in the original objectives.

In its final form, the HELs was printed on pressure sensitive paper. It has five general areas including: social behavior skills, self management skills, classroom rules, work skills and communication skills. A total of 46 items are included across these five areas. During the evaluation study, preschool and public school personnel were asked to rate the effectiveness of the HELs. A majority of those responding indicated that the checklist was helpful or very helpful. Interestingly, it was perceived as much more useful by preschool teachers than by preschool therapists. This finding was not surprising given the nature of the items on the HELs. The project evaluators also analyzed the number of objectives targeted, taught and achieved. Results indicated that every skill on the HELs checklist was targeted for at least one child and most were targeted for several. Second, instruction was provided on 96% of the targeted skills. Third, across three preschools and their children, 1/3 of the targeted skills were achieved. Fourth, the largest number of skills targeted per skill area involved classroom rules and the smallest number of targeted skills was in self-management. Fifth, the social behavior skill and self-management skill areas were the only ones where listed skills were not achieved. Nonetheless, data

indicated that the skills on the HELS checklist could be identified, targeted and for the most part achieved. During conversations with classroom teachers, they indicated that children made progress on the skills even if achievement was not obtained.

A working draft of the Instructional Strategies was completed in August of 1985. Due to the magnitude of the task as well as desire on the part of the committee members to produce a viable product, the committee decided to seek input from colleagues. Upon receipt of their suggestions, the committee revised and edited a final product. This document, Helpful Entry Level Skills and Instructional Strategies, included an overview of instructional issues, the HELS and the Instructional Strategies. In addition the document described how the HELS and Instructional Strategies could be used.

The project evaluators asked preschool and public school staff to rate the document. A majority of those responded indicated that the document was very useful or useful. The evaluators also asked preschool staff whether or not Project STEPS had assisted them in planning specific transition goals for the children with whom they worked. According to the evaluators it was clear that the vast majority indicated that Project STEPS had helped them develop transition goals for their children. Based on evaluation data, as well as teacher and parent input, it appeared that the Helpful Entry Level Skills Checklist and Instructional Strategies were viable products.

Summary of Outcomes:

1. 184 preschool handicapped children received appropriate educational/therapeutic programming during their transitional year. These children were enrolled in the three preschools writing and supporting the STEPS model. In addition, children in four other preschools in the Lexington area serving children with special needs received direct or indirect benefits from the STEPS model.
2. A checklist identifying Helpful Entry Level Skills was developed to measure the functional skills needed to facilitate the transition of handicapped children from preschools to the public school setting.
3. Instructional Strategies were developed which correlated with the Helpful Entry Level Skills Checklist.
4. Data was collected to determine the efficacy of such programming for individual children. The data, as analyzed by the project evaluators, indicated that transitional children achieved approximately 1/3 of the transition goals targeted for them.

5. Specific instruments and procedures were not developed for the assessment for next placement. Due to the fact that the Fayette County Public Schools have 33 elementary schools with a variety of regular and special education programs, assessments of a child's next placement were conducted on a more informal basis depending on the child's school of residency or possible next placement.
6. A document concerning the Helpful Entry Level Skills and Instructional Strategies was developed. This document contained an overview of instructional considerations, the Helpful Entry Level Skills Checklist along with procedures for administration and the Instructional Strategies.
7. Follow-up was conducted on preschool program graduates; however, three follow-up assessments per child were not conducted. Follow-up activities included observations of children in their public school placement, contact with parents, contact with receiving teachers and a survey completed by the receiving teacher.
8. The children scheduled for transition during year two and year three of the project were evaluated using the Helpful Entry Level Skills Checklist. A total of 110 children were evaluated.
9. Preschool program staff from the seven PIPC agencies were trained in the use of the Helpful Entry Level Skills Checklist and Instructional Strategies. STEPS transition procedures include plans and guidelines for on-going training on an annual basis.

Objective 1.2: To negotiate and implement interagency agreements between the project and the public schools to secure public school administrative support, early identification and referral, inservice training, cross program visitation, and follow-up consultation.

During the initial discussions between the project staff and the public school administrative staff, it became evident that negotiations and official agreements should be developed on a task by task basis. Since changes and new developments occurred regularly, each situation needed to be addressed individually. Interagency agreements negotiated at the onset of the project were not conducive to the development of a model program; therefore, the project staff and the public school administrative staff met regularly to discuss new developments and to address individual issues.

During the first year of the project, it appeared that cross program visitation would be difficult to achieve. It also appeared that model implementation would be difficult without the support of the public school principals. Two key principals of schools

housing several special education units were invited to participate on the STEPS Advisory Council. It was at one Advisory Council meeting that Project Director and a principal were discussing the placement of the children going through transition. When invited to observe the children, the principal indicated that the receiving teachers should be the one to observe the children. The door was opened for cross program visitation. By year three of the project, regular cross program visitation was a reality. In the fall of the year, prior to the preschools referring children for special education placement, the preschool teachers had an opportunity to observe in regular and special education classes. Then in the spring of the year, public school teachers observed in the preschools and had an opportunity to meet children prior to their IEP placement meeting.

A major accomplishment of the STEPS model was the establishment of procedures for the referral, evaluation and placement of children going through the transition. Communication and trust developed among the preschools and the public school system was another major accomplishment. While this was difficult to evaluate, the project evaluators indicated that this factor was significant to the success of the model.

Summary of Outcomes:

1. A community-wide interagency model was established using a standard timeline and set of procedures for transferring children from seven preschool programs to the public schools.
2. Interagency agreements with the Fayette County School System were negotiated and implemented. Procedures were negotiated on a needs basis and were developed by preschool and public school administrators during meetings and conferences. The agreements were then shared with staff via written timelines, written procedures or memos.
3. Preschool parents were linked with public school representatives to increase communication concerning program availability and individual children. The parent program will be discussed in further detail later in this document.
4. The preschool staffs from the three agencies writing and implementing the STEPS model and selected personnel from the other four PIPC agencies were trained on the transition process and procedures. This training took the form of two to three inservices annually with follow-up meetings as needed.
5. As a part of the written procedures, the preschools forwarded Child Find information on all preschool program children to the Fayette County Schools.

6. The local school system personnel received consultation on program implementation for all preschool program graduates of the three preschools. This occurred through cross program visitation and follow-up packets. In addition, preschool and public school teachers were encouraged to communicate via telephone calls and conferences on specific children on a needs basis.
7. Early in the model development it was decided that the preschools would use the Fayette County due process kit for referring children for special education services. Annual inservice addressed the procedure. Fayette County personnel provided instruction and recommendations on what to include in referral information. In addition, the preschools provided the public schools with all pertinent test results and history. During the third year of the project, the preschools and public schools instituted a pre-screening committee to review the referral of mildly handicapped children. This proved to be an effective way to screen referrals and to discuss other placement options. A joint committee decision was made as to whether or not children should be referred for special education, thus eliminating additional paperwork and cost of evaluation for those children who did not need special education referral at that particular time.
8. The STEPS Replication Manual contains suggestions and recommendations for preschools and public schools wishing to negotiate and implement interagency agreements regarding transition.

Objective 1.3: Develop and implement transitional class options including center-based preschool class options based on entry level skills, dual enrollment option and phase-in program option to provide a variety of programmatic alternatives, to facilitate the transition of handicapped children from preschool programs to the public schools.

Project STEPS worked with the preschools and public schools to identify various class/placement options available to children during their transition year. Three options were primarily used. These included an option in which the child was enrolled for one more year in the preschool, one in which the child was enrolled exclusively in the public school or in a dual enrollment option in which the child was placed part-time in a public school kindergarten and part-time in a preschool program.

During initial negotiations with the Fayette County Schools, the phase-in option presented in the original proposal was discussed. It was decided that this was not a viable option. While a child might phase into a public school program after the beginning of the school year, this would happen rarely. In most cases, it was felt that it would not be in the best interest of the child to change programs in mid-year. Also, parent support of this option was

questionable. A decision was made to delete this option. It was felt that the inclusion of this option would not necessarily enhance the model transition program nor would its exclusion hinder the model development.

Individual Transition Plans (ITP) were designed to identify those options and strategies that would prepare a child for the transition process. A form was designed to address these needs and was attached to the child's Individual Education Plan (IEP). For the sake of the project evaluation, this form was used for the three years of the grant. However, it was decided that the use of the form was additional paperwork and that transitional goals could best be targeted on the IEP. Beginning in the fall of 1987, transition goals will be included on the IEP of all children in the three preschools going through the transition process.

Summary of Outcomes:

1. Class options for appropriate educational/therapeutic programming was provided for 184 preschool handicapped children enrolled in the three preschools writing and supporting the STEPS project.
2. Data was collected and evaluated by the project evaluators to determine the impact of the program on individual children. Based on responses from preschool and public school personnel, it appeared that Project STEPS had a positive impact on children's preparation for transition. Over 2/3 of the public school staff and 4/5 of the preschool staff reported this. In analyzing the impact of STEPS on the placement of children it appeared that the project accomplished one of the major transition obstacles, i.e., appropriate placement of most children. However, when listing the major accomplishments of the program, both groups were listed parent preparation rather than children's preparation as a major accomplishment.
3. Although the follow-up activities as planned in the original proposal did not appear feasible or beneficial, two types of information concerning the follow-up of program graduates was collected. The preschool maintained information on each child, listing the child's former preschool, current school, nature of contact and needed follow-up. 58 different contacts are documented. The second type of information was a follow-up questionnaire sent to the teachers of former graduates. Seventy follow-up questionnaires are on file with the project.
4. The model outlined existing transition class option which could facilitate the transition of handicapped children from preschools to the least restrictive environment in the public schools. As stated earlier, three options were available:
 - a) An additional year at the preschool,
 - b) Enrollment in the public school exclusively,
 - c) Dual enrollment consisting of placement in both a public school kindergarten and a preschool program.

While dual enrollment was an option, it was not a critical part of the STEPS model.

5. Project STEPS staff worked with the Fayette County Special Education staff to write a grant and secure state funds to establish a Kentucky's Individualized Kindergarten (KIK). This kindergarten was housed in an elementary school containing several special education self-contained classes. The KIK program served as a transitional program for children entering the public schools from the three preschools. With continued funding, Fayette County Schools plan to expand this concept to other elementary schools in the county in the fall of 1987.
6. Individual Transition Plans were developed and implemented for all transition children during the years two and three of the project. The plan included: 1) plans for linking parents to the public schools, 2) plans for linking parents to supplemental services and 3) a listing of child transition objectives.
7. Information regarding the use of Individual Transition Plans, and follow-up on program graduates is contained in Project STEPS Replication manual.

Component 2: Parent Involvement

Goal 2: To provide a community-wide parent training and support program which will increase the ability of parents to participate actively and effectively in the educational process of their handicapped children.

Objective 2.1: To develop and implement a multi-level community-wide program for parent involvement to increase the ability of parents to participate actively and effectively in the educational process of their handicapped children.

Since Parent Involvement was seen as a key factor in the successful transition of handicapped children from preschool programs to the public schools, Project STEPS staff saw a need for an effective training program which would assist parents. The goal of the program was to help parents understand and cope with their child's handicap, assist them in assessing supplemental services, increase their participation in the educational process of their child, assist them in acquiring information on child growth and development in special education techniques and in carrying over educational activities into the home. Because the needs, interests, and desires and/or abilities for involvement varied greatly among parents, Project STEPS developed and implemented a multi-level parent training program which provided for a variety of levels of participation. By working collaboratively with the other preschools, the resulting program was a community-wide multi-level parent training program.

The options developed by Project STEPS and made available to parents included: group meetings and trainings, individual assistance and training, a parent newsletter and access to a parent resource center. The group trainings and inservices were conducted in two ways: (1) inservice for parents of all the PIPC agencies was conducted to help link parents with the public schools and (2) individual preschools provided training for parents in their agencies. The training sessions addressed such topics as specific handicapping conditions, PL 94-142, IEP development, implementation and evaluation, behavior management, skills for parent/child interaction in the home, and educational and therapeutic services required by children with handicaps.

In recognition of the unique needs and interest of parents, as well as factors which impacted their ability to participate in training activities, individual parent training was provided. The Project STEPS staff, preschool teachers, preschool therapists and other preschool personnel were available to provide counseling to parents. In addition, parents were encouraged to be actively involved in the preschool programs and to participate in the IEP development. Regular progress reports were sent to parents and parent conferences were conducted.

A project newsletter was published and disseminated to parents three times annually during the three years of the project. The newsletter included information on topics of interest to parents, ideas on activities which could be carried out in the home, information about the transition process, and information about the local public school system. Approximately 600 parents received each copy of the parent newsletter, Parents' Primer.

A specific parent resource center, as proposed in the original grant, was not established. Because each center had a resource center that was accessible to parents, a decision was made early in the project to operate the resource centers separately but to provide open access to all parents in the programs. The project then developed an extensive listing of the available materials and information and made this listing available to parents. While some of the material was used, it was not used extensively. In this particular situation, it was felt that a specific parent resource center was not critical to the success of a transition model. Rather, it was decided that information should be provided to parents on a needs basis.

Summary of Outcome:

1. A multi-level community-wide training program was established to respond to the various needs and interest of parents.
2. Two or three group parent training sessions directed specifically toward transition were offered to parents annually. In addition each preschool continued to offer parent training sessions geared to the needs of the parents of the program.

3. Preschool program staff were trained regarding their involvement with parents in the transition process.
4. Preschool teachers and therapist were instrumental in providing individual assistance and counseling to parents.
5. A listing of the materials and information available in the three preschool programs was compiled and made available to parents. This information was not extensively used by the parents.
6. A parent newsletter, Parents' Primer, was published three times a year and disseminated to approximately 600 parents.
7. Project STEPS Replication Manual contains a section on the development of a multi-level parent training program to meet the various needs of parents.

Objective 2.2: To develop and implement a system for the early linkage of parents to the public schools and for their active involvement of the transition of their children from the preschool program to the public schools.

A major goal of Project STEPS was to provide training that would give parents information to increase their awareness of the public schools and assist them in effectively and actively interacting with public school personnel. The following options were made available to parents to help link them to the public schools: (1) Group training/meetings, (2) Individual assistance and training, (3) Written information, (4) Videotapes, (5) Parent support meeting, (6) Newsletter, (7) Attendance at the IEP meeting.

It was obvious early in the development of the model that preschool and public school cooperation was critical throughout the transition, particularly when related to parent involvement. An atmosphere of mutual trust and collaboration was conveyed in all parent interactions, including jointly sponsored training, written literature, the IEP meeting and one-on-one interchanges.

Summary of Outcomes

1. A system of early linkage of parents to the public schools was established.
2. During the last two years of the project, at least 30 parents each year were provided training to insure that they had information and skills necessary for their active and effective involvement in the transition of their children from preschool programs to the public schools.

3. Indirect follow-up services were provided to parents. This follow-up consisted of support through phone calls, linkage to appropriate public school personnel, and individual conferences on a needs basis. In addition, follow-up surveys were sent to parents during the final two years of the project.
4. Objectives for the early linkage of parents to the public schools were specified on the IEP's of over 60 children in the preschool programs during the last two years.
5. The Project STEPS Replication Manual contains suggestions and information regarding parent linkage programs.

Objective 2.3: To develop and implement a method for linking parents to supplemental services to assist families in meeting the needs of handicapped children throughout the time the child is involved in the preschool program and in making the transition to another primary service agency.

A generic supplemental services guide was developed by the project to help families of children with special needs locate services in their home community. The guide was generic in nature and developed to be used throughout the Commonwealth of Kentucky. Space was provided for parents and/or professionals to write in the name of local agencies along with names, addresses and telephone numbers. The guide, ACCESS, was then shared with parents and professionals on a needs basis. A training session was also conducted for parents on accessing supplemental services. A purpose of the training was to increase parents awareness of available services and the methods of accessing these services.

The Project STEPS Social Worker was available to work with parents in accessing supplemental services. It was a major goal of the project to help parents become independent and to acquire skills that would help them assume responsibility for accessing the services.

Summary of Outcomes

1. Supplemental services available in Kentucky for young handicapped children and their parents were identified and published in a generic supplemental services guide. The directory was ACCESS: A Guide to Finding Services For Families With Special Needs.
2. Parents were given assistance in accessing supplemental services. At all times, however, they were encouraged to become independent in accessing the needed services.
3. The Project STEPS Social Worker was available to work with parents in acquiring supplemental services for preschool children going through the transition process.

4. The Project STEPS Replication Manual addresses the issue of parental independence and accessing supplemental services.

Component 3: Demonstration and Disseminations

Goal: To establish a system for model demonstration and dissemination to assist in replication and/or adaption of the STEPS model locally, statewide and nationally.

Objective 3.1: Develop and disseminate project information and product locally, statewide, regionally and nationally.

In order for Project STEPS to maximize its impact, methods were utilized to disseminate information in a manner which interfaced with the projects and goals of the Kentucky Department of Education. Through the Early Childhood State Planning Grant and Project KIK (Kentucky's Individualized Kindergarten) awareness of the model was created statewide. As a result, Project STEPS staff presented at numerous workshops throughout the state. Most recently, the project was included in the application for 1987 funds under Part H of the Education of the Handicapped Act. The proposal plans to use the procedures developed by Project STEPS to facilitate the transition process for toddlers and their families from early intervention programs to local school district education programs.

The project has received regional and national attention. In addition to numerous presentations at regional and national conferences, project staff have been invited to present a pre-conference workshop at the DEC Conference in Denver in November, 1987. At that same conference, the staff will participate in a transition special interest group meeting as an invited presentation.

During the third year of the project, an article about the project appeared in: From Birth To Five: Serving the Youngest Handicapped Children written by Roberta Weiner and Jane Koppleman. A copy of the Helpful Entry Level Skills was included in this publication.

During the first year of the project an orientation package was developed in collaboration with the Chapel Hill Training-Outreach Program. The orientation package consisted of a slide/tape presentation. The 12 minute presentation provided an overview of the STEPS model. The major components of the STEPS model were outlined in this presentation.

Summary of Outcomes

1. A project orientation package was developed in collaboration with the Chapel Hill Training-Outreach Program. A 12 minute slide/tape presentation outlined the STEPS model.
2. Project STEPS information was disseminated to approximately 75 persons from 28 different states.

3. Information and/or articles about Project STEPS was published in state and regional newsletters.
4. Information on the project was requested and used by the National Interagency Steering Committee on the Transition of Preschoolers into Public School.
5. Information about the project was disseminated via two interviews on local radio, one cable television program and incorporated into a week long news series by one of the local major networks addressing the education of young handicapped children.
6. An article about the project was included in From Birth To Five: Serving the Youngest Handicapped Children by Robert Weiner and Jane Koppelman.
7. Presentations were given at 19 state conferences or workshops.
8. Four presentations were given at regional conferences.
9. The project presented at the 64th Annual Convention of the Council for Exceptional Children in April, 1986, and the CEC/DEC National Early Childhood Conference in October, 1986. An exhibit was presented at the conference, Focusing on the Future: Linking Research, Policy and Practice in Early Intervention in May, 1987.
10. Project staff have been invited to present a pre-conference workshop at DEC National Early Childhood Conference in November, 1987.
11. Project staff have been asked to serve on a transition special interest panel at the DEC National Early Childhood Conference in November, 1987.
12. Approximately 2700 Project STEPS awareness brochures were distributed at state and regional conferences by the Project STEPS Media Specialist.

Objective 3.2: To train three in-region preschool programs and three local school districts in model replication/adaption.

In order to demonstrate the viability and applicability of the Project STEPS model, replication activities were conducted in local preschool and public school programs. The transition components, procedures and schedules for training and follow-up consultation were negotiated with the preschool and public school sites on an individual basis. Due to the unique characteristics and needs of the individual sites, it was necessary to adapt Project STEPS. Replication activities proved, however, that Project STEPS is a viable model easily adapted to meet individual needs.

The preschools and corresponding public school systems participating in STEPS replication activities included: The Clark County Early Education Program with the Clark County Public Schools; the Richmond Child Development Center with the Madison County and Berea Independent Public School Systems; the Danville Child Development Center with the Boyle County, Mercer County, Casey County and Danville Independent Public School Systems, and the Bluegrass Area Head Start with Frankfort Independent Public School System. At each site, the Project Director worked with preschool and public school personnel and provided consultation and training as needed in developing appropriate individualized plans.

An evaluation conducted by the project evaluators indicated that a majority of both preschool and public school personnel that their participation had a positive impact on their program. The responses felt to questionnaires indicated: a positive influence on children; positive interactions between preschool and public school personnel; administrative procedures for referral of children to public schools; and improved parent attitudes toward transition. In addition, both groups placed a high priority on continuation of activities initiated during participation in Project STEPS.

Summary of Outcomes

1. A replication manual was developed. The manual provides a brief history of the STEPS model, an overview of transition, and suggestions for developing/replicating administrative, staff, parent and child instruction components related to transition.
2. Replication activities were conducted in 3 preschool programs serving children being transitioned to eight local school districts.
3. Replication activities indicated that the STEPS model is easily adaptable to the following situations: one preschool transitioning children to one public school; one preschool with a home-based component transitioning children to two local school districts; one preschool serving a large number of "at-risk" children being transitioned to one public school system; and, one preschool transitioning children to many school districts.

SUMMARY OF PROJECT EVALUATION

SUMMARY OF GOAL 1.0

Objective 1.1 The three major preschools appear to use the same transition procedures; preschool and public school staff report that the transition activities are working very well. The majority of persons who are aware of the transition activities report that STEPS has had a positive impact on the quality of the assessments. The majority of the preschool and public school staff report that (a) the ARCs are working very well, (b) the public schools are more receptive to information from the preschools, (c) sharing the information with the preschools prior to the ARCs for discussion with parents is very helpful, and (d) interactions during the ARCs are appropriate and helpful. The majority of the parents report that (a) they understood the assessment and placement information, (b) had sufficient opportunities for discussion during the ARCs, and (c) felt comfortable during the ARCs. Nearly all of these statements were not true prior to the operation of Project STEPS. In the absence of other reasons why such improvement should exist, it appears that the project has impacted substantially on the transition process.

Objective 1.2 Project STEPS developed an Helpful Entry Level Skills checklist (HELs); it has been used in the participating preschools, and persons who have the most direct contact in developing transition plans for children report that the HELs is very useful. Some preschool staff report that it is a major accomplishment of the Project and its use should be continued.

Objective 1.3 Project STEPS developed a listing of instructional activities that corresponded to the skills from the HELs. It has been used in the participating preschools, and the majority of persons rating its usefulness provided ratings of "Very Useful."

Objective 1.4 Two statements can be made about the training provided to staff for planning transitional programs for children. First, the Project developed a training document, and second, nearly all of the staff members reported that the Project has helped them in developing transition goals.

Objective 1.5 Although written, negotiated agreements were not made during the first year, substantial clarification and written documentation now describes the transition process. This includes a calendar of events, decision rules for particular types of children, and identification of persons who are responsible for completing various transition activities. This clarification and unification of transition activities did not exist prior to the operation of Project STEPS.

Objective 1.6 Individualized Transition Plans (ITPs) were developed on 32 children during the third project year. More than 350 transition skills were targeted from all areas on the HELs, nearly all of them were subjected to instruction, and about a third of them were judged as mastered. Teachers appear to report that some transition activities occur without being recorded on the ITPs. Thus, the Project has apparently changed the manner in which preschool teachers approach training for transition.

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Objective 1.7 Considerable orientation and training has occurred throughout the three project years. During the third year, preschool staff, school based consultants, principals, and central office staff all receive orientation to the project. Several training activities were conducted for preschool staff and were evaluated highly. Thus, the Project has conducted a considerable amount of training in relation to transition; such training did not exist prior to the implementation of Project STEPS.

Objective 1.8 As a result of the Project, cross program visitation was established. Preschool teachers and therapists observed in several elementary schools across different types of placements. About a dozen public school teachers who had a high probability of receiving preschool graduates observed in the three preschools.

Objective 1.9 During the third year, the project has maintained a log of contacts with graduates. This log indicates a substantial effort in attempting to provide ongoing consultation concerning graduates. A follow-up questionnaire was sent to receiving teachers, and generally indicates that the children had smooth transition, the placements were appropriate, the IEPs were appropriate, and the expectations of parents and their knowledge of the public schools was appropriate. Such activities did not occur prior to the implementation of Project STEPS.

Objective 1.10 The project has developed a packet of replication materials. The usefulness of these materials was not evaluated.

On the next page, the Goal Attainment Scale Profile of the progress of Project STEPS on the sub-objectives of Objective 1.0 is provided.

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GOAL ATTAINMENT SCALE PROFILE FOR PROJECT STEPS OBJECTIVE 1

Best Outcome	--	XXX	XXX	XXX	XXX		XXX		XXX		
		XXX	XXX	XXX	XXX		XXX		XXX		
		XXX	XXX	XXX	XXX		XXX		XXX		
More Than Expected Outcome	--	XXX	XXX	XXX	XXX		XXX		XXX		
		XXX	XXX	XXX	XXX		XXX		XXX		
		XXX	XXX	XXX	XXX		XXX		XXX		
Expected Outcome	--	-X-	---	-X-							
		XXX									
		XXX									
Less Than Expected Outcome	--	XXX									
		XXX									
		XXX									
Worst Expected	--	XXX									
		XXX									
		XXX									
		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10

Goal Attainment Profile of progress on Project STEPS Objective 1. An "x" indicates current attainment level of the project; and "----" indicates level of progress expected by evaluation date.

Objective 1.0 To develop and implement a community-wide model for insuring a sequenced transition of young handicapped children into placements in the least restrictive environment in the public schools that will result in:

Sub-objectives:

- 1.1 Three preschool programs for handicapped children using the same procedures for transferring children to a single public school district.
- 1.2 A checklist of generic entry level skills for public school kindergarten, regular, and special education classrooms.
- 1.3 A document identifying appropriate instructional activities based on entry level skills for public schools
- 1.4 Training package on use of entry level skills checklist and instructional activities.
- 1.5 Written negotiated agreements between the public school system and the project related to transitional procedures.
- 1.6 Individualized Transition Plans (ITPs) developed and signed by project personnel, parents, and public school personnel for 30 children from three preschool programs.
- 1.7 Two orientation and inservice training sessions and ongoing consultation per year for receiving public school personnel.
- 1.8 On-site observations of 30 children per year in the preschool programs by receiving public school personnel.
- 1.9 Schedule of ongoing consultation and 3 follow-up assessments on 30 children annually who are transferred to the public school.
- 1.10 Document related to transitional program component for project replication/adaptation.

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SUMMARY OF GOAL 2

Objective 2.1 Two major group parent training sessions were conducted during the third project year: registration and description of services in Fayette County Public Schools. These sessions, according to the ITPs, were attended by about 80% of the parents for whom attendance was planned. Further, considerable individual training occurred in a variety of areas related to transitions. The ITPs indicate that when the individual training was planned, there was a high percentage (frequently 90% or above) of completion.

Objective 2.2 Each center operated a parent resource center. The available materials were listed and made available to parents. The use of this resource is difficult to measure, but does not appear to be substantial.

Objective 2.3 The Project published nine newsletters for parents over the course of the three years. The newsletters were rated as useful and very useful, and parents tended to rate the newsletters higher than did preschool or public school personnel. Throughout the course of the project the newsletters were evaluated and suggestions for improving them were provided. The suggestions appeared to be considered in subsequent editions.

Objective 2.4 Early linkage of parents to the public schools occurred through the individual parent training, group meetings, and file folders containing pertinent information and appropriate for storing school records.

Objective 2.5 Supplemental services from a variety of areas were provided to children at the Child Development Center. Records were maintained relative to the action taken and the number required.

Objective 2.6 The Project developed and distributed a supplemental services directory titled, Access. The product is rated highly by persons who use it.

Objective 2.7 The Project developed materials that describe how to replicate the parent component of STEPS, and included those materials in the replication packet.

The next page includes the GAS profile related to accomplishment of the objectives for Goal 2 of Project STEPS.

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GOAL ATTAINMENT SCALE PROFILE FOR PROJECT STEPS OBJECTIVE 2

Best Outcome						XXX	
						XXX	
						XXX	
More Than Expected Outcome				XXX		XXX	
			XXX	XXX		XXX	
			XXX	XXX		XXX	
Expected Outcome	-X-	-X-	-X-	-X-	---	-X-	-X-
	XXX	XXX	XXX	XXX		XXX	XXX
	XXX	XXX	XXX	XXX		XXX	XXX
	XXX	XXX	XXX	XXX		XXX	XXX
Less Than Expected Outcome	XXX						
	XXX						
	XXX						
Worst Expected	XXX						
	XXX						
	XXX						
	2.1	2.2	2.3	2.4	2.5	2.6	2.7

Goal Attainment Profile of progress on Project STEPS Objective 2. An "x" indicates current attainment level of the project; and "----" indicates level of progress expected by evaluation date.

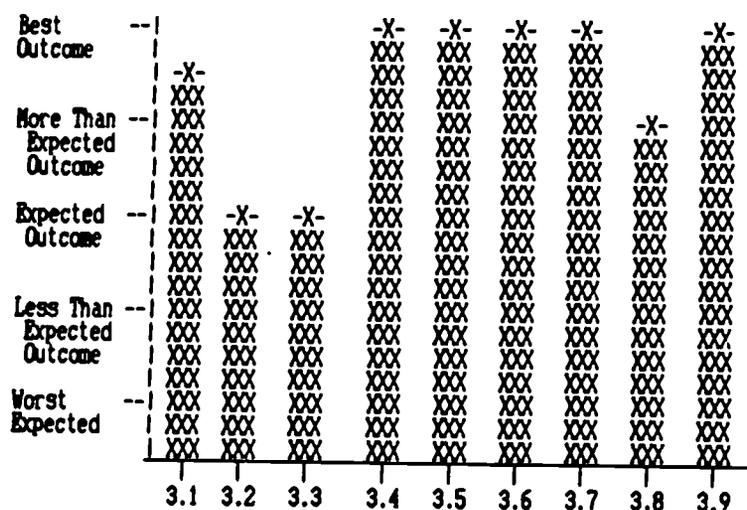
Objective 2.0 To develop and implement a multi-level community-wide program for parent involvement to increase the ability of parents to participate actively and effectively in the educational progress of their handicapped children which will result in:

Sub-objective

- 2.1 60 parents trained in a minimum of 6 group training sessions annually and through individualized training.
- 2.2 A community-wide parent resource center network.
- 2.3 Parent newsletter published 3 times a year.
- 2.4 Objectives for early linkage of parents to public school specified on the IEPs of 30 children in the preschool program.
- 2.5 Objectives for supplemental services to families specified on the IEPs for 40 children.
- 2.6 Document developed identifying community-wide supplemental services available to young handicapped children.
- 2.7 A document related to parent involvement component for use in project replication/adaptation.

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GOAL ATTAINMENT SCALE PROFILE FOR PROJECT STEPS OBJECTIVE 3.



Goal Attainment Profile of progress on Project STEPS Objective 3. An "x" indicates current attainment level of the project; and "----" indicates level of progress expected by evaluation date.

Objective 3.0 To develop and disseminate materials and strategies to assist in replication and/or adaptation of the STEPS model locally, statewide, and nationally that will result in:

Sub-objectives

- 3.1 Development and dissemination of entry level skills checklist and instructional activities.
- 3.2 Development and dissemination of 9 documents related to STEPS model replication/adaptation.
- 3.3 Development and use of 2 training packages on STEPS model replication/adaptation.
- 3.4 Training for 3 in-region preschool program sites in STEPS model replication/adaptation.
- 3.5 Training for 3 public school systems related to STEPS model replication/adaptation.
- 3.6 Presentations at 2 state conferences annually related to project.
- 3.7 Presentation at one regional conference.
- 3.8 Presentation at 3 national conferences.
- 3.9 Dissemination of project information through local, state, regional, and national information networks and newsletters.

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SUMMARY OF IMPACT BY PROJECT STEPS

Summary of Impact of Project STEPS on Relationships between the Preschools and Public Schools. Since the beginning of Project STEPS several issues have changed. Preschool and public school staff state that Project STEPS has increased (a) the receptiveness of the public schools to information from the preschools, (b) the quality of the ARCs, (b) the frequency of positive interactions/communication, (d) the level of trust between the preschools and public schools, and (e) the possibility for joint problem solving; STEPS also has resulted in a decrease in (a) the frequency of negative interactions, and (b) the major problems between the two systems.

Summary of Impact of Project STEPS on Parents. The few parents who respond to questionnaires rate the impact of the Project as quite high. Preschool and public school staff agree that the project has impacted parents' preparation for transition substantially, and list it as one of the major accomplishments of STEPS.

Summary of Impact of Project STEPS on Children. According to preschool and public school staff members, Project STEPS appears to have resulted in children being better prepared for transition. Further, these persons report that Project STEPS has resulted in better placement of children. This perception appears to be supported by the small number of placement changes after entering public school. Parents appear to be satisfied with their child's preparation for transition and with their child's public school placement. While children are in their transition year, their PCI scores are a bit lower. This may reflect increased programming for transition rather than for developmental acceleration. Further, children appear to acquire about a third of the transition objectives established for them.

Summary of General Impacts of Project STEPS. Staff of preschools and public schools listed four things as major accomplishments of projects STEPS. These included (a) increased communication and interactions between the preschools and public schools, (b) better preparation of parents for transition, (c) better referrals and placements, and (d) more standardized and organized transition procedures. Each of these shows a substantial change in the environment between the preschools and public schools over the last three years.

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PROJECT PRODUCTS

Project STEPS Products

- a) Project Slide/Tape Presentation - a 12 minute presentation produced in collaboration with the Chapel Hill Training-Outreach Project. The presentation describes the STEPS model and is suitable for administrators, preschool and public school staff and parents.
- b) STEPS Awareness Brochure - describes project goals major components, outcomes, and agency participants.
- c) Helpful Entry Level Skills Checklist - a two-page checklist identifying 46 functional skills that facilitate the successful transitions of young children.
- d) Instructional Strategies - a compilation of activities and strategies that correlate with the Helpful Entry Level Skills, as well as an introduction that outlines proven teaching strategies.
- e) Helpful Entry Level Skills Checklist and Instructional Strategies - project manual.
- f) ACCESS/A Guide To Finding Services For Families With Special Needs - a generic guide developed to assist families of children with special needs locate services in their home community.
- g) Videotapes - series of videotapes filmed in Fayette County Public Schools showing 11 regular and special education classes.
- h) Parents' Primer - a project newsletter that informs parents of transition procedures and events, provides information about the local school system and other topics of interest to parents.
- i) PIPC Brochure, PIPC Background Information, Keys to Interagency Coordination materials describing the purpose and goals Preschool Interagency Planning Council, a description of the preschool agencies involved and suggestions/guide for establishing new PIPC's.
- j) STEPS Vignette - a vignette developed for workshops/presentations to illustrate the need for effective transition procedures.
- k) Project STEPS Replication Manual - a manual describing the STEPS model and the need for transition . It provides specific suggestions to preschools and public schools wishing to establish transition procedures. It addresses the 4 major areas addressed by the STEPS model, namely Administrative Involvement, Staff Involvement, Parent Involvement and Child Instruction.
- l) Replication Activities Checklist - a checklist to monitor the replication applicability and/or success of the STEPS subcomponents.
- m) Project STEPS Information Packet - a packet that includes timelines and procedures, a description of parent programs, individual transition plan, and public school information.

PROJECT CONTINUATION

MODEL CONTINUATION

The Project STEPS Demonstration Model developed and implemented a service delivery model addressing the needs of the Lexington, Kentucky area. Because the demonstration grant did not fund a majority of direct service staff, it is possible to continue the model using the processes and products resulting from the project. The administrative and programmatic staff at the seven preschools and the Fayette County Schools are committed to the continuation of the model. In July, 1986 a cooperative agreement was signed by the administrators of the preschools and the public school. The purpose was to commit to the coordination and improvement of services for preschool children in Central Kentucky through approaches which are programmatically sound and cost effective. A major goal is to maintain and to refine the community-wide model for facilitating the transition of handicapped children from preschool to the public schools.

The preschool directors will assume responsibility for monitoring and implementing the project procedures in their prospective agencies. The chairperson of PIPC will assume responsibility or appoint a designee to act as a liaison between the public schools and the preschools. Project STEPS will remain on the agenda at the monthly PIPC meetings.

Through Project STEPS, a model including products and processes has been developed which can be implemented by the existing programmatic staff. Teachers and therapists have been trained regarding their involvement in the transition process. A mechanism is in place to train new staff members. Teachers and other programmatic staff will continue working with parents on an individual and group basis. The multi-level parent program will be continued as implemented during the model development.

The Associate Superintendent for Special Pupil Services of the Fayette County Schools has appointed a special education administrator to act as consultant to the preschools. This staff person attends the monthly PIPC meetings and works with the preschools in the referral process and conducting parent programs. In addition, a second special education administrator assumes responsibility for implementing due process procedures according to PL 94-142. The school system has appointed a School-Based Special Education Consultant to monitor the referral and testing process. This person will spend approximately 50% of the time working with the preschool programs.

In addition to the monthly PIPC meetings, each agency will designate a representative to attend a monthly Transition meeting. The preschool directors or designee to serve as transition liaison, the public school consultant and the public school special education school-based consultant will attend these meetings to monitor the transition process. This meeting will ensure that agencies understand the transition process, maintain transition schedules, and participate in planning staff inservice and parent trainings. The following pages include the transition calendar for the 1987-88 school year and the roles and responsibilities of the transition representatives.

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The continuation of Project STEPS will be funded by the PIPC agencies and the Fayette County Public Schools. The PIPC agencies include:

Cardinal Hill Hospital Preschool
Child Development Centers of the Bluegrass, Inc.
Community Action - Head Start
Early Child Care Center
Growing Together Preschool, Inc.
Lexington Hearing and Speech Center
Women's Neighborly Organization

The funding sources for these contributors include federal, state and local governments; civic organizations; United Way; etc.

Project STEPS
Transition Roles and Responsibilities

Preschool Transition Chairperson

1. Serve as liaison for preschools and public schools (ensure flow of information)
2. Serve as consultant to preschools regarding referrals
3. Serve as contact for parents
4. Work with new preschool teachers regarding referral process, Individual Transition Plan (ITP), Helpful Entry Level Skills (HELPS)
5. Co-chair parent meetings/in-services with Fayette County representative
6. MONITOR TIMELINES

Fayette County Preschool Representative

1. Co-chair parent meetings and in-services with preschool transition chairperson
2. Schedule/chair Fayette County pre-screening committees in each preschool
3. Send required paperwork to preschools
4. Schedule/conduct evaluations and observations
5. Schedule ARC's
6. Send evaluation reports to preschools
7. Deliver speech only referrals and follow-up packets to appropriate school personnel
8. Serve as consultant to preschools regarding referrals

Preschool Representative

1. Initiate parent contact regarding public school eligibility
2. Work with teachers/therapists in completing/collecting referral information
3. Organize and chair agency pre-screening committee meetings
4. Send preschool referral and pre-screening information to Fayette County
5. Attend Fayette County pre-screening committee meetings
6. Send Child Find Information to Fayette County
7. Monitor referrals on speech/language only
8. Deliver speech only referrals/follow-up packets to Fayette County representative
9. Attend scheduled parent meetings and in-services
10. Attend monthly PIPC Transition Meeting
11. MONITOR TIMELINES WITHIN AGENCY

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Preschool Teachers

1. Complete referral information/collect agency information
2. Attend agency and Fayette County pre-screening committee meetings
3. Administer HELS Checklist - (pre-mid-post test)
4. Develop ITP with parents as part of IEP
5. Participate in cross program visitation
6. Attend scheduled inservices
7. Attend appropriate parent meetings
8. Share evaluation results and develop sample IEP with parents
9. Review ITP and HELS with parents
10. Attend ARC
11. Complete follow-up packet

Preschool Therapists

1. Provide information for prescreenings/referrals
2. Participate in prescreening committee meetings
3. Attend Inservices/Parent Meetings, as appropriate
4. Conduct end-of-year evaluations prior to public school ARC
5. Complete sample IEP for use at ARC
6. Provide KSRS on all speech/language referrals
7. Submit copy of final therapy summary for follow-up packet
8. Attend ARC, as appropriate

Meetings/Inservices

(to be arranged by Preschool Transition Chairperson and Fayette County Preschool Representative)

Inservice for new teachers (late summer)

Update Inservice for returning teachers (late summer)

Parent Meetings

Registration with Fayette County (moderate/severe) mid November

Registration with Fayette County (mild) early December

Services in Fayette County - winter

KSRS (schedule with Fayette County speech/language consultant
(January or February))

Review of Thesaurus/ARC Procedures - February or March

Cross Program Visitation

Preschool Teachers to observe class/programs - fall

Public School teachers to observe referred children - spring

Open House for parents to meet teachers and observe
classes/programs - late winter

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PROJECT STEPS
Transition Calendar
1987-88

August

Project STEPS Inservice - late August
Orientation for new teachers
Update for returning teachers

September

Initiate parent contact regarding public school eligibility (all children 5 by October 1)
Pre-test Helpful Entry Level Skills
Develop Individual Transition Plan in conjunction with IEP

October

Initiate referral on children with MODERATE/SEVERE handicaps
Organize Pre-screening committee for children with MILD handicaps
Conduct preschool cross program visitation

November

Parent meeting -Registration with Fayette County (MODERATE/SEVERE) 2nd Wednesday
Pre-screening Forms to Fayette County by November 10
Referral information to Fayette County by November 15 (Moderate/Severe)
Pre-screening Committee meet with Fayette County representative last two weeks of the month

December

Parent Meeting - Registration with Fayette County (MILD) 1st Wednesday
Referral information to Fayette County by December 15 (MILD)
Fayette County observations/evaluations begin

January

Administer Mid-year Helpful Entry Level Skills
Parent Meeting - Services in Fayette County
Inservice on THESAURUS/Review of ARC Process
Inservice on Kentucky Severity Rating Scale for Speech Pathologists

February

Schedule School Open House for Parents
Schedule preschool/parent meeting as Fayette County evaluations are returned to review evaluation data and develop sample IEP
Administer speech/language evaluations and assign KSRS
Attend ARC as scheduled
Cross Program Visitation for public school teachers

March

Continue February schedule

April

Continue February schedule

May

Continue February schedule

Post-test Helpful Entry Level Skills Checklist

Review Individual Transition Plan with parents

Complete speech/language report on speech only referrals

Complete follow-up packets

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