



Connections

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ASSESSMENT

Part C to Part B Transition

Part C to Part B transition evaluations occur when a child is turning 3 years old. At this time, a child will move from qualifying for services under Individuals with Disabilities Act (IDEA) Part C (Indiana's First Steps program) to potentially qualifying for special education services under IDEA Part B.

A child will need an evaluation to gather specific information to help determining if they are eligible for IDEA Part B at the initial case conference.

The Center has a [transition booklet](#) to help families navigate the transition process, including a checklist for families to enter dates and comments related to each step along transition.



Transition Meeting

Families will have a transition meeting when their child is about 30 months of age with their First Steps Service Coordinator and local school's representative. If the Center is aware of the transition meeting, a representative from the Center will attend.

During this meeting, the transition evaluation will be discussed. Center Assessment members may be proposed to collaborate/consult with a school, conduct part or all of an evaluation, or attend the upcoming case conference. If it is determined that the Center assessment team will participate in the transition evaluation and/or case conference, a [Request for Technical Assistance from the Center's Multidisciplinary Assessment Team](#) should be completed. If a child is not enrolled in First Steps a referral can be completed after 30 months of age. It is important to note that an assessment at the Center is not required for consideration in any school placement nor is placement determined by the Center.

Recommendations to optimize outcomes, goal areas to consider, and accommodations that may be beneficial to enhance access to academic language are the focus of the assessment team's technical assistance— whether that is in the way of an assessment, review of records, participation in case conference or consultation with local school staff. The case conference committee, which includes the parents, can use the information from the Center as they create an education plan.

The Center has an [Early Childhood Services Specifically for Deaf and Hard of Hearing Children document](#) that can be used during a transition meeting to assist families in understanding the roles of different organizations who may be in attendance.

The Center is a statewide resource with a multidisciplinary team available for technical assistance to deaf and hard of hearing children, families, professionals from Part C to Part B transition to school exit.

Referral for Technical Assistance - Assessment Team

The Center Assessment Team will review the referral and contact referring individuals, families and the school district in which the child resides. Referrals can be processed more quickly if a Release of Information (please contact your First Steps provider), [social developmental history](#), audiology reports, and most recent First Steps progress report are included with the referral form. The assessment team will collaborate with the local school district to ensure a plan is inclusive of their staff. The Center assessment team members may participate in a file review, the evaluation, and/or case conference.

They may also provide a consultation with the family and/or school personnel to support planning and implementation of a transition evaluation, analysis of results, and/or creation of recommendations within the child's upcoming educational setting.

Deaf or Hard of Hearing (DHH) Eligibility in the schools

To consider if a child may meet the eligibility for Deaf or Hard of Hearing (DHH) services in the school, the transition assessment will need to gather the following information according to IDEA:

- Social Developmental History
- Developmental or Adaptive Behavior information (most often a parent checklist)
- Language evaluation in all of the modes the child communicates
- Audiology
- Preadademic skills (e.g., colors, shapes, etc.)



Evaluations also need to adhere to IDEA guidelines regarding bilingual evaluations utilizing professionals trained in administering bilingual evaluations.

Find Out More

Collaboration is Key

Establishing a positive relationship between professionals, families, and school personnel is essential to optimize every deaf and hard of hearing child's outcomes. [Check out this parent guide on laws and processes.](#)

Guidelines for Assessment

Center assessment team members provide technical assistance to professionals regarding the assessment of children who are deaf and hard of hearing aligning to the [Guidelines for the Assessment of Educational Evaluation of Deaf and Hard of Hearing Children in Indiana.](#)

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