# Parental Experiences of Early Childhood Transitions: One Family's Story

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## Aims

- To explore parental experiences of the transition from IFSP to IEP in NC
- To identify key ways OT can support families during this transition

## Methods

- Design: Qualitative descriptive
- Data Collection: Narrative interviews<sup>1</sup>, semi- structured interviews and document review
- Data Analysis: Thematic Narrative analysis<sup>2</sup>

## Participants

Name:	Role in Project:	Profession:
Miles	Focus Family: Child	
Lauren	Focus Family: Mother	Family Physician
Brandon	Focus Family: Father	Dietitian
Jen	Key Informant	Infant Toddler & Family Specialist
Mary	Key Informant	Occupational Therapist

## References

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## EARLY INTERVENTION TIMELINE

## MILES' TIMELINE IDEAL TIMELINE

SEPTEMBER, 2014 Born with Intrauterine Growth Retardation

AT 32 MONTHS OLD

AT 38 MONTHS OLD

Miles begins private preschool

First parent teacher conference

Mother initiates contact with LEA

Parents satisfied with evaluation

Parents surprised at qualification

Mother expresses feelings of shock and sadness

Miles determined eligible under DD category

Miles begins services under IDEA Part B

Teachers express concerns

Miles is evaluated by LEA

AT 43 MONTHS OLD

AT 48 MONTHS OLD

VARIABLE DATE Child born with qualifying condition

## El SERVICES PROGRESS El services follow standard timeline

AT 28 MONTHS OLD Miles "graduates" from El Transition not discussed with family Family is relieved

AT 27 MONTHS OLD

Child referred to Local Education Agency (LEA).

• AT 30 MONTHS OLD

Child's formal transition planning meeting should occur and transition plan timeline should be in place.

• AFTER TRANSITION MEETING Necessary evaluations complete by LEA.

■ 30 DAYS PRIOR TO THE THIRD BIRTHDAY Meeting held to create the child's Individual Education Program (IEP).

AT 36 MONTHS OLD Child is no longer eligible for El services under IDEA Part C.

AFTER THIRD BIRTHDAY

If deemed eligible under IDEA Part B, Schoolbased services will begin following child's IEP.

## Discussion

- Despite challenges, Miles' parents were still generally satisfied with the services he received<sup>3,4</sup>
- Application of the BMD to early childhood transitions enables improved communication and improves transition experiences<sup>5,6</sup>

## Implications

- OTs are uniquely equipped to recognize demands of changing contexts over time<sup>5</sup>
- Consistent communication and direction to available resources is key<sup>6,7</sup>
- Further research needed to fill gaps in diversity that exist within the literature

## Bioecological Model of Development<sup>4</sup>

Adapted by S. Kingsbury, 2019

