

Transition from Early Intervention

A Guide for Parents



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Welcome

While all children experience transitions in their early years, children with developmental challenges and their families may experience more frequent and more intense transitions in necessary services. Transition is change, and much of the anxiety and fear that come along with change is due to the unknown.

The focus of this publication is transition from early intervention services to the next appropriate setting and/or services for your child. The information provided will take the unknown out of the transition process. The more informed you are, the better an advocate you can be for your child.

This booklet was prepared for you by the Missouri Department of Elementary and Secondary Education's First Steps program and Missouri Parents Act (MPACT), the state's parent training and information center. Both organizations hope you find this information to be helpful. If you need additional assistance, please contact First Steps toll-free at (866) 583-2392 or MPACT at (800) 743-7634.



What is Transition?

Transition means giving up something comfortable or familiar and getting used to something new. It is an ongoing process that can be stressful, especially when the change involves relationships with people who work closely with your family.

Your child's life will be marked by several significant transitions. Leaving First Steps and moving on to a preschool program might be one of the first transitions your child and family experience. Each transition is a new opportunity for learning and is an important step in your child's development.

Early childhood transition is the process of changing programs, services, supports and personnel when your child turns 3 years old and leaves First Steps. Your family will have many decisions to make regarding your child's future. This booklet is intended to provide support to your family as you decide where your child will next participate in early childhood programs.

Early childhood transition is a collaborative process that involves four key partners:

- Families
- First Steps personnel
- Public preschool personnel
- Community early childhood personnel.

For a successful transition, these partners should work together to develop and implement a plan for your child's smooth transition to preschool services.

Your next steps

- Identify, with preschool personnel, the next steps for your child at age 3.
- Determine your child's eligibility for Early Childhood Special Education (ECSE) services.
- Consider community early childhood environments with typically developing peers.

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**Your family is the key decision-maker about
the next steps for your child.**
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The Transition Planning Meeting

To ensure a smooth, successful transition for children receiving early intervention services through First Steps to preschool or other appropriate services, a transition planning meeting is held and a plan is developed as part of your child's Individualized Family Service Plan (IFSP).

The transition planning meeting should take place before your child turns 3. Scheduling and convening the meeting is the responsibility of the First Steps service coordinator.

Who should attend the transition planning meeting?

- You, as parent or guardian
- Your First Steps service coordinator
- With your permission, a local school district representative (unless you prefer not to consider ECSE services)
- Representatives from community-based early childhood settings under consideration
- Any other individuals or service providers you feel might be helpful in developing a transition plan

What should be accomplished at the meeting?

Review your child's current development: Early intervention providers should share existing information about your child's present level of development, strengths and needs, and progress toward achieving his or her outcomes on the IFSP. You should add any information that you think has not already been presented regarding your child's development.

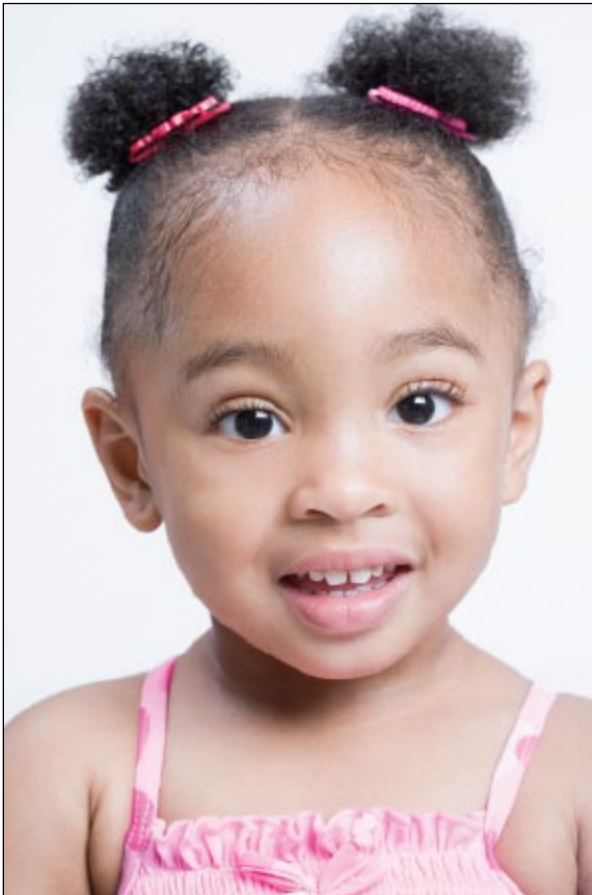
Review the IFSP and revise it as appropriate to include plans for transition: The transition plan may be loosely structured or very formal, but it must be documented in the IFSP. Your plan should include the steps necessary for obtaining preschool services through your local school district if your child is eligible, or alternate plans if your child is not eligible. Remember that the transition plan is a guide; its purpose is to help make the transition smoother for you and your child.

Provide information: Copies of existing information about your child are provided (with your consent) to the local school system representative and other representatives from community early childhood programs under consideration. This information includes IFSPs and progress reports related to your child's current development.

Consider a variety of early childhood settings: The opportunity to participate in community early childhood settings with typically developing peers should be considered for all children transitioning from First Steps. ECSE services should also be considered unless you do not wish to do so. If you decline to consider ECSE services, your decision must be documented.

A formal referral to the school district is not required for children transitioning from First Steps to ECSE. *However, if your child is a late referral to First Steps (within 120 days of his or her third birthday) and you choose to begin the ECSE eligibility process instead of First Steps, a referral must be made to the school district.*

Learn your rights and procedural safeguards: Your First Steps service coordinator should inform you about your rights and safeguards for First Steps. The local school district representative should also do this for ECSE services.



Choices to Meet Your Child's Needs

As you begin planning for your child's next steps, you will want to consider which kind of early childhood setting is desirable for your child, as well as what options are available in your community.

When considering the most appropriate setting for your child, think about:

- What do you want for your child as he or she approaches age 3?
- What does your child need, right now, to grow and develop?
- What would an ideal day for your child look like, and how can you help make that happen?
- Where do you want your child to play and learn?
- Where would your child be if he or she did not have special needs?
- What programs and support services are available for your child and family in your community?
- What community programs will best provide learning opportunities for reaching your child's goals?

Making an informed decision about transition choices means understanding your options. In addition to ECSE classroom settings, you should also consider other community-based options that promote interaction with typically developing peers. The following are just a few of the early childhood settings to consider:

Home

Either your own home or a relative's home provides opportunities for interaction with siblings, friends and members of your extended family.

Child-care centers

A wide range of for-profit businesses and nonprofit organizations provide daily care and education for children of all ages while parents are at work.

Family child care

This is when a licensed provider cares for a small group of children in his or her own home.

Community preschools

Typically, community preschools offer half-day programs up to five days per week in settings such as private businesses, places of worship, college campuses, high school child development laboratories or for-profit organizations that prepare children for kindergarten.

Public school pre-kindergarten programs

Local school districts might offer full-day or half-day programs for children in preparation for kindergarten. Eligibility and availability restrictions could apply.

Special education preschools with typical peers

Some school districts may use an integrated model in preschool special education classrooms to include typically developing children. In these types of classes, significant percentages (50 percent or higher) of slots are reserved for typically developing peers.

Head Start

Head Start is a family-development program that offers a language-enriched preschool program primarily for at-risk children from low-income families. Visit the National Head Start Association online at http://www.nhsa.org/advocacy/advocacy_facts.htm for more information.

Even Start

These are school-community partnerships that integrate early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. These partnerships are targeted at economically and educationally disadvantaged families with young children.

Cooperative play groups

These groups are informal play situations for parents and children organized by families, public schools or places of work.

Libraries/bookstores

Bookstores and libraries frequently offer literacy activities for preschoolers through story hours, puppet shows, educational programs and special events (such as storytelling or readings by children's authors).

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Note: When children receive preschool services in some of the settings listed above, there could be costs. There are no costs associated with ECSE public school services.
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Understanding ECSE Services

There are some similarities and some differences between First Steps and Early Childhood Special Education (ECSE). The following table gives a brief comparison of the two programs. If you have further questions, please discuss them with your service coordinator, your local school district representative or an MPACT regional coordinator.

First Steps	Component	ECSE Services
<p>Developmental services for infants and toddlers with disabilities; support and education for families, which helps young children participate in family and community life</p>	<p>Program description</p>	<p>Special education and related services for students who are 3-5 years old with disabilities; helps children develop the skills necessary for successful performance in kindergarten and other grades</p>
<p>Services are individualized for each child and family and may include family training, counseling and home visits; service coordination; special instruction; speech-language therapy; audiology; OT; PT; nutrition; psychology; diagnostic medical services; social work; vision; assistive technology devices and services; and transportation</p>	<p>Services available</p>	<p>Services are individualized for each preschooler and may include special instruction; speech-language therapy; assistive technology devices and services; transportation and related services; PT; OT; school health; audiology; psychology; social work; and guidance and counseling</p>
<p>Infants/toddlers (0-3 years) who have a diagnosed physical or mental condition with a high probability of developmental delay, or a documented delay in one of five developmental areas, or atypical development</p>	<p>Who is eligible?</p>	<p>Preschool-age children (3-5 years) who have a disability or a developmental delay and need special education and related services due to their disability</p>

First Steps	Component	ECSE Services
<p>Determines a child's eligibility for Part C early intervention and identifies his or her strengths and unique needs; assists families in identifying resources, priorities and concerns related to helping their children participate in family and community life</p>	<p>Purpose of evaluation/assessment</p>	<p>Determines a child's eligibility for Part B preschool services and identifies his or her special education needs</p>
<p>Provided in natural environments (places where children without disabilities typically live, learn and play) to the maximum extent appropriate</p>	<p>Where are services provided?</p>	<p>Provided in the least-restrictive environment with typical peers (to the maximum extent possible) in collaboration with community early childhood partners (public schools, homes, private child care and preschools)</p>
<p>An Individualized Family Service Plan (IFSP), developed by the family and staff, addresses the family's desired outcomes for its children; an IFSP is reviewed after six months and is updated annually and at the family's request</p>	<p>Plans</p>	<p>An Individualized Education Program (IEP), developed by a team of educators and the family, identifies a child's educational goals and the special education and related services necessary to reach the goals</p>
<p>Family cost participation; monthly fees for some families</p>	<p>Cost</p>	<p>Provided at no cost to parents through the public schools</p>

Obtaining Services

Children approaching their third birthday who are determined eligible for special education and/or related services will transition to the local school district for those services upon turning 3 (unless that birthday occurs during regular school vacation times, in which case transitioning occurs when school resumes). The following information will serve as a step-by-step guide to obtaining services for your child if he or she is eligible.

Step 1: Refer your child to the local school district

Your child should be referred to the local school district to determine his or her eligibility for services before his or her third birthday. You, your First Steps service coordinator or a PAT parent educator may make this referral.

With your permission, a representative of the school district is invited to participate in the transition process. Shortly after the referral, the district will give you your procedural safeguards. *(For information, see page 15.)*

Step 2: Hold a transition planning meeting and develop a transition plan

The meeting will occur before your child's third birthday. Your service coordinator will provide you with information about timelines and procedures for the meeting. *(See pages 6-7 for more information.)*

At this meeting, a transition plan should be developed and documented in the IFSP. The plan should include the events and activities that need to take place so your child can start school if he or she qualifies for special education on his or her third birthday.

Step 3: The school district gathers and reviews information about your child (screening, review and referral for evaluation)

The school will need to review information about your child and identify reasons to consider special education as a necessary service. Representatives will speak with you; they will need your permission to review your child's First Steps records. The purpose of this process is to decide if additional screenings and evaluations need to be completed for your child.

Step 4: The school district develops an evaluation plan

The district will develop an evaluation plan as part of the process to determine your child's eligibility and present level of performance. The district is required to notify you in writing of its intent to evaluate your child and to answer any questions you might have about the evaluation or your procedural safeguards. You must sign a Consent to Evaluate form before the school may evaluate your child for the first time.

Step 5: Needed evaluations are completed and an evaluation report is written

Any needed evaluations for your child will be completed by trained and knowledgeable personnel. Information you provide about your child's development is part of the evaluation. After the needed evaluations have been completed, an evaluation report will be written. The report will describe your child's present level of performance and give an educational diagnosis. You will receive a copy of the evaluation report.

Step 6: The school schedules an Individualized Education Program (IEP) meeting

After the evaluation, the school will schedule a meeting to develop your child's IEP if he or she qualifies for special education services. The IEP team (of which you are a member) will discuss and develop goals and objectives or benchmarks, will decide what special education and related services are needed, and will determine the best placement for your child.

Step 7: Your local school district arranges for special education services

The school will provide you with a written notice describing your child's special education program. You will be asked to sign a Consent for Placement form before your child receives special education and related services from the school district.

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**If your child does not qualify for ECSE, you
and your service coordinator will explore
other options within your community and
local school district.**
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Qualifying for Special Education Services

To qualify for special education and related services through the local school district, your child must meet the state's criteria in a category of disability. The disability must also impact your child's ability to learn. Remember that the main emphasis as your child exits First Steps and enters ECSE is the impact of the disability on education and learning.

The Missouri State Plan lists the following categories of disability:

- Autism
- Deaf/blindness
- Emotional disturbance
- Hearing impairment and deafness
- Mental retardation/cognitive impairment
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury (TBI)
- Visual impairment/blindness
- Young child with a developmental delay (physical, cognitive, communication, social/emotional or adaptive).

Your school district's evaluation team (which includes you) determines your child's eligibility. Children who have received early intervention services are not automatically eligible for special education and related services through the local school district.

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**For more information and a complete
description of each category, please
visit the MPACT Web site at
<http://www.ptimpact.com>.**
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Your Procedural Safeguards

The Individuals with Disabilities Education Act (IDEA) provides you, as parent or guardian, with certain rights regarding the special education services your child receives. In brief, your rights under IDEA Part B are:

Written notice: You must be notified in writing before the school evaluates your child; places your child in special education; changes placement or diagnosis; or refuses your request for evaluation, placement or services. This written notice should explain what was considered in making the decision.

Written consent: You must give your written consent before your child is evaluated or reevaluated, as well as before initial services are provided.

Educational evaluation: If you think your child has special needs or a disability that is interfering with learning, you have the right to request that the school conduct an evaluation. The school may turn down this request by providing you with written notice if it thinks an evaluation is not needed. Or, the school may agree that an evaluation is needed and proceed according to established procedures and timelines.

Independent educational evaluation: An independent educational evaluation may be requested if there are areas of the school's evaluation with which you disagree. Ask for a copy of your district's policy on independent evaluations.

Confidentiality of information: The information stored and used by the school district regarding your child must be kept confidential. This information is stored and released in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

Child complaint: If the school is not following the IEP, you may file a child complaint. This should be considered after you have tried without success to settle the issue with the school district. A model child-complaint form can be found on the Department of Elementary and Secondary Education (DESE) Web site at <http://dese.mo.gov>.

Due process: Both you and the school district have the right to request a hearing to settle differences if you cannot agree on the evaluation, identification, placement, or the provision of free and appropriate public education for your child. A model form for due process can be found on the DESE Web site at <http://dese.mo.gov>.

Please contact your First Steps service coordinator, your local school district's special education director or representative, or the MPACT regional coordinator for a full explanation of your procedural safeguards and your child's educational rights.

Tips for a Smooth Transition

Start early!

The transition process should start before your child's third birthday. This early start gives you and your child time to prepare for the changes. It also gives the school time to obtain records, complete needed evaluations, determine eligibility and (if your child is eligible) develop the IEP.

Be a part of the planning process

The more involved you are, the smoother the transition will be.

Understand your child's educational rights and your rights as the parent or guardian

Your local school district is required to provide you with a copy of the procedural safeguards one time per school year. In addition, the safeguards must be given to parents at the following times:

- Upon the initial referral for evaluation.
- When certain disciplinary actions are taken.
- Upon parental request for an additional copy.
- Upon the first occurrence of the filing of a due process hearing request or child complaint, at which time DESE provides the procedural safeguards statement.

(For more information on procedural safeguards, see page 15.)

Know and understand the school district's rights and responsibilities

Know what your child can do and his or her strengths

Also, be willing to share your child's likes, dislikes and favorite activities with the school district representative.

Think about annual goals and short-term objectives for your child

Goals need to be specific, realistic and attainable. Remember that goals generally cover one school year, and objectives or benchmarks help the child to achieve them.

Do not forget that you are also transitioning

You will be saying good-bye to teachers and other individuals who have meant a lot to you. This is difficult to do at any time.

Visit your local school's ECSE program

You might want to visit your local ECSE program. This may help you feel comfortable with the people and the program. Please call in advance; making an appointment helps everyone arrange their time.

Develop a relationship with your child's new teacher

Learn the names of staff at your local school with whom you will be working. It is usually easier to talk with people you know than those you don't.

Ask questions about transition, the services at your local school and the differences in services from First Steps

Understand that both programs – First Steps and ECSE – are regulated by law. The law outlines different guidelines for each program.

(For more information on the similarities and differences between First Steps and ECSE, see pages 10-11.)



Transition Checklist

- 1. My child will soon be 3 years old, and my transition planning meeting is scheduled or has already been held.
- 2. My child has been referred to the local school district.
- 3. I have received a copy of the procedural safeguards. I know that if I do not understand them or have questions, I can contact my service coordinator, the local school district or MPACT, the parent training/information center.
- 4. The following records and information have been given or sent to the local school district:
 - Birth certificate
 - Shot (immunization) record
 - Social Security number
 - Medicaid number (if applicable)
 - Emergency contacts (family members, doctors, special instructions in case of an emergency, etc.)
 - Missouri First Steps records
 - Other preschool program records
 - Regional center records (if applicable)
 - Bureau of Special Health Care Needs records (if applicable)
 - Hospital, clinic or medical records (if applicable).
- 5. All needed screenings and evaluations have been completed.
- 6. Eligibility for special education services has been determined.
- 7. If my child is not eligible for special education services from the school district, other options have been discussed with my service coordinator.
- 8. I have visited my local school district's ECSE program (if available in my district) or have visited other area programs.
- 9. The IEP conference has been held, and the IEP has been developed. Goals and related services (if necessary) have been determined.
- 10. Placement for my child has been determined.
- 11. If needed, transportation has been arranged.
- 12. I have met and talked with my child's new teacher; he or she knows that my child has an IEP and is familiar with what the plan contains.

Glossary of Helpful Terms

Assessment: Individual evaluation of a student's performance and/or development. This information about the child can be used in educational planning. The planning process may or may not result in special education instruction and services.

Categorical disability: Any of the disabling conditions listed in Part B of IDEA.

Cognitive: The brain process used for thinking, reasoning, understanding and judging.

Developmental: The steps or stages of mental, physical and social growth in children under the age of 18.

Due process: The legal procedures or steps available to protect the educational rights of a student.

Evaluation: The process used to determine if a child qualifies for special education services. This process can include parent reports, teacher reports, observations of the child, reviewing records, and formal and informal testing.

Individuals with Disabilities Education Act (IDEA): The federal law that provides guidelines for special education services for children from birth to the age of 21:

- Part B outlines services for children ages 3 to 21.
- Part C outlines services for children from birth to age 3.

Individualized Education Program (IEP): A written educational plan designed to meet the individual special education and related service needs of a child.

Intervention: All of the efforts made on behalf of a child with a disability (or at risk for developing a disability) to help that child live as normal a life as possible.

Least restrictive environment (LRE): The most typical educational setting possible while still being able to meet the special education needs of a child.

Related services: Supportive services required to assist a child with a disability to benefit from special education. Related services are discussed and decided upon during the IEP meeting. These services may be provided by either consultation or direct service. Some examples of related services under Part B of IDEA include occupational therapy, physical therapy, speech and language therapy, recreation, counseling services, psychological services, school health services, social work services, assistive technology services, assistive technology devices, rehabilitation counseling services, parent counseling and training, audiology, and special transportation.

Screening: The process of quickly looking at a child's development to find out if that child is having any problems. Screening is used to recommend children for more in-depth evaluation and assessment.

Service delivery: The manner or setting in which special education and related services will be provided to the child and family.

Therapy: A specialized treatment for certain physical conditions. The most common therapies in public schools are occupational therapy, physical therapy, and speech and language therapy. Therapies listed in the IEP are related services and must be required to help your child benefit from his or her special education.

- **Occupational therapy:** A therapy or treatment provided by or under the direction of a certified occupational therapist. This therapy focuses on using the hands and fingers, coordinated movement, and self-help skills (eating, dressing, toileting, etc.)
- **Physical therapy:** Treatment provided by or under the direction of a licensed physical therapist. Physical therapy helps the child improve use of the muscles, joints, bones and nerves. Physical therapy must be prescribed by a physician.
- **Speech and language therapy:** The treatment provided by or under the direction of a certificated speech pathologist. This treatment focuses on helping the child communicate better by improving the way he or she makes word sounds (clearer speech), the quality of voice (correcting for pitch, nasality, etc.), and being able to express and/or understand verbal communication (talking back and forth). In some cases, speech therapy might be the only special education service; thus, it would not be considered a related service.

Transition: The movement from one place or program to another. In special education, transition means moving from one program to another or moving out of the school setting for older children. Young children with disabilities will transition at age 3 from First Steps into ECSE or other appropriate settings.

Abbreviations and Acronyms

ABA	Applied behavioral analysis
ADD	Attention deficit disorder
ARC	Association for Retarded Citizens Inc.
BD/ED*	Behavior disorders/emotionally disturbed
BSHCN	Bureau of Special Health Care Needs
CF	Cystic fibrosis
CP	Cerebral palsy
D/B*	Deaf / blind
DD	Developmental disability; developmental delay
DESE	Department of Elementary and Secondary Education
DHSS	Department of Health and Senior Services
DMH	Department of Mental Health
ECSE	Early Childhood Special Education
FAPE	Free appropriate public education
FBA	Functional behavioral analysis
HB#	House Bill number
HI*	Hearing impaired
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
IHP	Individual Habilitation Plan
LD*	Learning disabilities
LEA	Local education agency
LPN	Licensed practical nurse
LRE	Least restrictive environment
MA	Mental age
MMR	Mild or moderate mental retardation
MR*	Mental retardation

OT	Occupational therapy; occupational therapist
OTR	Occupational therapist, registered
PAT	Parents as Teachers
PBS	Positive Behavior Support
PL	Public law
POHI*	Physically/other health impaired
PT	Physical therapy; physical therapist
RICC	Regional Interagency Coordinating Council
RN	Registered nurse
SB#	Senate Bill number
SDD	Severely developmentally disabled
SICC	State Interagency Coordinating Council
SP&L*	Speech and language disorders
SPED	Special education
ST	Speech therapy
TBI*	Traumatic brain injury
VI*	Visually impaired

The asterisk (*) denotes areas of categorical diagnoses in Missouri. The two categories not listed are autism and multiple disabilities. For a complete listing of categories, see the Missouri State Plan.

- **Missouri Child Care Resource and Referral Network**

Phone: (800) 200-9017 (to locate the CCR&R serving your area)

Online: <http://www.mocccrn.org>

The Missouri Child Care Resource and Referral Network coordinates the activities of seven child care resource and referral agencies that serve all 115 counties in Missouri. Each of the agencies provides a variety of services geared toward improving the quality and supply of child care in Missouri.

- **Missouri Department of Elementary and Secondary Education**

P.O. Box 480; Jefferson City, MO 65102-0480

Phone: (573) 751-4212

Online: <http://dese.mo.gov>

DESE is the lead agency for administering and supervising the First Steps program and the public schools' ECSE programs.

- **Missouri Department of Health and Senior Services**

P.O. Box 570; Jefferson City, MO 65102

Phone: (573) 751-6400

Online: <http://www.dhss.mo.gov>

DHSS provides a variety of health care and health service programs to qualified citizens of Missouri.

- **Missouri Department of Mental Health**

P.O. Box 687; Jefferson City, MO 65102

Phone: (800) 364-9687 or (573) 751-4122

Online: <http://www.dmh.mo.gov>

DMH provides services and programs throughout Missouri for people with disabilities and their families, as well as many other community services.

- **Missouri Developmental Disability Resource Center**

2220 Holmes, 3rd Floor; Kansas City, MO 64108

Phone: (800) 444-0821

Online: <http://www.moddrc.org>

MODDRC is a resource center providing information on disability-specific topics as well as other types of support.

- **Missouri Head Start Association**

(Contact your local Community Action Partnership or school district for contact information on the Head Start office serving your area.)

Online: <http://www.moheadstart.org>

Head Start is a national child-development program for children from birth to age 5. It provides services to promote academic, social and emotional development, as well as social, health and nutrition services for income-eligible families.

- **MPACT**

8301 State Line Road, Suite 204; Kansas City, MO 64114

Phone: (800) 743-7634 or (816) 531-7070

Online: <http://www.ptimpact.com>

MPACT is Missouri's statewide parent training and information center serving all disabilities. MPACT provides information and trainings to parents on the IEP process, educational rights, and effective communication and advocacy strategies. MPACT staff and parent mentors are also available to provide direct support to parents in the IEP process.

- **ParentLink**

Phone: (800) 552-8522

<http://extension.missouri.edu/parentlink>

ParentLink is an information and referral source for parents and professionals in Missouri who have questions about parenting.

- **Parents as Teachers**

(Contact your local school district.)

Parents as Teachers is a no-cost program for Missouri parents who have children from birth to 3 years of age. This program is operated by your local school.

PAT will provide you with parenting information, in-home or private visits, and screening services.

- **TEL-LINK**

Phone: (800) 835-5465

TEL-LINK is the Department of Health and Senior Services' toll-free information and referral line for maternal and child health care. The purpose of TEL-LINK is to confidentially provide information and referrals to Missouri residents concerning a wide range of health services offered by the state.

- **Yellow Pages for Kids**

Online: <http://www.yellowpagesforkids.com/>

This is an online directory where you can find educational consultants, psychologists, educational diagnosticians, health care providers, academic therapists, tutors, speech language therapists, occupational therapists, coaches, advocates and attorneys for children with disabilities in your state. You will also find special education schools, learning centers, treatment programs, parent groups, respite care, community centers, grassroots organizations and government programs for children with disabilities.

- **Resources at the national level**

There are many organizations and associations across America; not all of them can be listed here. If you are interested in information on other organizations, please contact your nearest MPACT office or call the Missouri Developmental Disability Resource Center at (800) 444-0821.

MPACT

Parent Training and Information

MPACT

8301 State Line Road, Suite 204

Kansas City, MO 64114

Phone: (800) 743-7634 or (816) 531-7070

Web: [http:// www.ptimpact.com](http://www.ptimpact.com)



Missouri Department of Elementary and Secondary Education

Division of Special Education

205 Jefferson St., P.O. Box 480

Jefferson City, MO 65102-0480

Phone: (573) 522-8762

E-mail: webreplypsefs@dese.mo.gov

Web: <http://dese.mo.gov/divspeced> (click on First Steps)

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs may be directed to the Jefferson State Office Building, Title IX Coordinator, 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-751-4212.

The Division's services are primarily supported by federal funds appropriated in accordance with provisions of the Individuals with Disabilities Education Act.