

Ohio Early Intervention

# **STEPS FOR A SUCCESSFUL TRANSITION**

Used in Conjunction with the Timeline Checklist

[www.ohioearlyintervention.org](http://www.ohioearlyintervention.org)

## **Ohio Early Intervention**

Transition planning begins after the child is referred and continues throughout the child's journey in EI. Transition planning is an ongoing conversation with the parents to discuss their questions and helps prepare them for upcoming changes (e.g., coming home from the hospital, going to a new babysitter, having a new sibling coming home, and exiting from early intervention).

In early intervention there are specific federal and state requirements around transitioning at age 3 when the IFSP team believes that the child is eligible for Part B services. The required components of the transition process are due to occur between the child's second birthday and 90 days prior to the child's third birthday: local educational agency (LEA) notification, transition outcome with steps and services to create a plan to support a smooth transition of the child from early intervention, transition planning conference (TPC), and, when applicable, a timely transition from Part C to Part B. (federal and state requirements are noted throughout the document)

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## **Benefits of Transition Planning**

Transition planning involves discussions with parents regarding their vision for their child at age three. These discussions may include ways to prepare the child and family for potential changes in service delivery, adjusting to a new setting, possible learning opportunities they want for their child and what the family wants access to when their child turns three. Some parents envision their child being at home with them, while others see their child in a more structured preschool setting playing with many friends. Planning allows for a smooth transition from early intervention services under Part C to preschool services under Part B, to the extent those services are appropriate, or to other appropriate services/places/activities.

### **Benefits for child:**

A plan to help them be successful and adjust to:

- new settings (new building, using technology, group therapy, new classroom)
- new challenges (walker in a classroom setting, amplifier in the classroom; being around a group of children)
- new expectations (eating with a group of children, sitting at circle time)
- new situations (field trips, bus ride, going to the bathroom in a group)
- new faces (new therapists, new teacher, new friends)
- new routines (snack, lunch, play time, taking coat off, taking turns)

### **Benefits for Parents:**

- Parents need to know what to expect from the transition process as well as what is expected of them. They need to know what their role will be and the expectations within the transition process.
- Consistent and effective communication is vital during the transition process. Parents must feel that their input is valued and is incorporated into their child's plan. Parents should be encouraged to ask questions and seek clarification of information.
- Increased parental and early intervention team collaboration on steps needed for a smooth transition.

- Increased competence and confidence in advocating for their child's needs, by building their capacity and knowledge around their child's developmental needs, strategies that will work for their child, and knowledge of the new system/provider of services.
- Increased awareness of available resources, to support the family well-being, social support network, community resources, etc.
- A sense of accomplishment and commitment in their ongoing involvement in the education of their children.

## **Conversations with the Parent about Transition**

### **EISC will have multiple conversations with parents about transition throughout their journey in early intervention:**

- EISC:
  - ▶ Explains the purpose of transition: helping a parent and/or child plan to move on from EI.
  - ▶ Explains the steps of transition in detail, potentially include discussion regarding sharing information with the school districts.
  - ▶ Explains to parent the differences between Part B and Part C.

### **At IFSP meeting closest to 2nd birthday (or whenever child is determined eligible after 24 months):**

- EISC:
  - ▶ Explains Part B eligibility determination process and how it differs from Part C.
  - ▶ Explains role of LEA in determining eligibility for Part B.
  - ▶ Discusses and potentially identifies possible program options, such as public preschool, Head Start, preschool special education, or childcare.
  - ▶ Explains parent rights and ensures informed consent to coordinate transition.
  - ▶ Ensures parent has copy of Parent Rights brochure.
  - ▶ Places consent in record and documents transition activities completed in case notes.

## Mandated Activities

### LEA Notification:

EI Service Provider notifies LEA **where the child resides** that the child will be turning 3 (if parent consents on top of EI-07) using Quarterly LEA report. Children who are at least two years old and have an active IFSP will be automatically included on the LEA quarterly report unless the parent opts out of consenting to sharing personal identifying information (PII) prior to the report being sent to the LEA.

- EISC:
  - ▶ Verifies the address of where the child resides, determine the appropriate school district, and thus ensure the LEA reports go to the correct school district:
  - ▶ Explains each section of EI-07 and parent signs EI-07 regarding consent to share personal identifiable information with LEA and state educational agency (SEA), and bottom of EI-07 consent to the TPC and involving the LEA at TPC.
  - ▶ Completes EI-07, has parent sign, and provides copy of consent to parent.
  - ▶ Ensures consent status is correctly entered in EIDS. EIDS defaults to "yes" unless changed to "no."
  - ▶ Make sure all information is correct in EIDS (correct address, LEA, spelling of name, date of birth). If child lives in an out-of-home placement, ensure the address being input into EIDS is the kinship/foster address/shelter.
  
- CM or EISC supervisor:
  - ▶ Completes the LEA reporting after confirming that the reports are accurate (address of where the child resides and appropriate LEA)
  - ▶ Send copy of Feb 1 Quarterly report to DODD.
  - ▶ Maintain a copy of the LEA reports on file, along with documentation that they were sent to the LEAs timely
  - ▶ Run quarterly LEA reports no more than 10 calendar days in advance and send to applicable LEAs by Feb 1, May 1, Aug 1 and Nov 1

## Transition Plan

Not fewer than 90 calendar days, but not more than 9 months before the child's third birthday.

The IFSP must include at least one transition outcome to create a plan to support a smooth transition of the child from early intervention services under Part C to preschool services under Part B or to other appropriate services. The EISC must ensure that transition outcomes include the steps that will be taken and the services that will be provided. ORC 5123-10-02-(L)(2)(a)(i-iv)

## Outcomes

- EISC ensures the transition outcome placed on IFSP occurs within the timelines listed above.
- EISC checks the box stating this is an outcome that addresses Transition on the IFSP.

The screenshot shows a software interface with two tabs: "Transition Planning Conference" and "Transition Steps and Services". The "Transition Steps and Services" tab is active. The interface displays the following information:

- Child's School District: Smithville S.D. 0000
- Child's Third Birthday: 9/28/2019
- Days Until Child's Third Birthday: 115
- \* Transition Steps and Services Date: 01 / 12 / 2019
- \* Transition Steps and Services: Kate, PSP/SLP will join family for story time at the library next month and observe Tallie. Kate will work with parents to

At the bottom right, there are two buttons: "Add Note" and "Save".

- Transition outcomes and planning should be individualized to the priorities and needs of the child and/or family including consideration of the time that may be needed to incorporate steps and services to ensure a smooth transition.
- Transition outcomes and planning include discussions with, and training of, parent regarding future placements and others matters related to the child's transition. For example, Tallie will participate in story time at the library by sitting and interacting with the librarian.
- Transition outcomes should reflect the 6-step criteria.

- An outcome currently listed on the IFSP can become a transition outcome with revised strategies addressing transition needs (what is EISC doing, what is parent doing, what are providers doing).
- For children who come into EI close to their third birthday, a transition outcome may sometimes be supported solely by the EISC. In this case, no service is placed on the grid on the IFSP; steps and services will need to be reflective of what the EISC is doing to assist the family with transition planning. In cases where service coordination is the only service being utilized to support the transition outcome, select "Transition-based outcome-service coordination only" from the EI Service type dropdown to add this in EIDS.

### **Steps and Services**

- Transition outcomes and planning must include steps and services to prepare the child for changes in service delivery, including steps to help the child and family adjust to and function in a new setting.
- Transition steps and services describe who, what, when, and how (identify services, steps, or activities necessary to support the transition of the child) For example, Mom will arrive early to give Tallie time to explore the library; during story time, mom will give Tallie tight hugs to help her sit and attend to the story. PSP will model and practice techniques with parents during their story time and at the library. Parents will share Tallie's book preferences with the librarian. EISC will help parents prepare questions for preschool visits and the TPC meeting.
- Please reference IFSP guidance document p24 for more information on writing steps and services.

### **Documentation**

- EISC documents in case notes, that the IFSP was completed and a transition outcome was added with steps and services.
- EISC should document all of their support/services that address transition outcomes.

### **EIDS**

- EISC will need to enter transition steps and services into EIDS.



## **Prior to Transition Planning Conference (TPC)**

Not fewer than ninety calendar days, but not more than nine months before a child's third birthday, with parent consent

### **Service coordinator tasks:**

- Review your county's Inter-Agency Agreement (IAA). In some counties, the LEA or the EISC could potentially do different things to prep and there are different expectations of the team. Ask your supervisor if you are unable locate the IAA.
- Review Transition report in EIDS to ensure compliance with timelines.
- EISC discusses the purpose of the TPC and ensures EI-07 was completed, signed and provided to parent. Consents include sharing info with LEA and Consent to have the TPC as well as consent to invite the LEA.
- Obtain written parental consent for the release of records and release and/or exchange of information using form EI-06, as applicable, and provide copy to the parent. Explain what information will be shared and purpose of sharing information. Include any TPC participants who do not work for an EI participating agency.
- Identify possible program options, such as public preschool, Head Start, preschool special education, or childcare.
- EISC will gather pertinent information regarding transition needs for child and family (history, progress, present levels of functioning).
- With parental consent EISC coordinates potential dates and times for TPC with all requested participants.
  - ▶ Holding conversation with family to confirm dates and times.
  - ▶ Ensuring participants are informed about HOW (in person, phone, virtually, and written report)they can attend TPC.
- EISC sends all TPC participants an IFSP meeting notice (EI-13).
  - ▶ Check box needs to indicate meeting is for TPC.
  - ▶ Provide written meeting notice to parent and participants early enough to ensure they will be able to attend (or will be able to provide relevant information if they cannot attend).
  - ▶ Document and place in records.

**Provider Tasks:**

- Participate in conversations with the EISC regarding transition planning.
- Assist with outcome development and strategies to address transition.
- Document all their support/services that address transition outcomes.
- Prepare requested information prior to the TPC and provides to EISC when provider cannot attend.
- Attends the TPC and provide needed information requested by the LEA.

**Preparing the family:**

- EISC reviews how eligibility for Part B is different from Part C.
- Discuss transition in terms of what the parent wants to happen and who needs to be at the TPC to support those discussions.
  - ▶ Consider whether the child is likely to be eligible for Part B.
  - ▶ Discuss what transition might look like for the individual child, ensure discussions include transportation needs, best time of day, considerations regarding diet, equipment, amount of support needed.
  - ▶ Inform the family of their role, if desired, to request the EISC and/or EI providers to be invited to attend the initial Individualized Education Program (IEP) meeting.
- EISC discusses potential programs and services that maybe helpful to the child and the family after exit from EI (e.g., support groups, community programs, case management agencies, and financial programs).

**Preparing for meeting with LEA, and other potential providers:**

- With consent from parent, EISC ensures that the appropriate people are invited to the TPC at a mutually agreed upon date and time for the TPC.
- If the child is suspected of having a disability at age 3, the LEA representative, with parental permission, must be invited to attend the TPC.
- With consent from parent, EISC will share information with LEA and other potential providers including any assessments/evaluations, child history, progress, current levels of functioning, and most recent IFSP.

## **The Transition Planning Conference**

### **If the parent does not consent to holding TPC, regardless of whether the child is potentially eligible for Part B:**

- EISC ensures that parent has indicated their decision on the bottom of EI-07, and documents the conversation.
- EISC understands that the parent may change their mind up until the child's third birthday.

### **If the child is not potentially eligible for Part B and parent consents to have the TPC:**

- EISC determines who the family would like to have at the TPC and coordinates this with family and potential providers.

### **If the child is potentially eligible for Part B and parent consents to having the TPC but NOT inviting the LEA:**

- EISC ensures family understands the potential outcome of not inviting the LEA to the TPC, on future placements in Part B.
- EISC will hold the TPC at the IFSP meeting, involving the potential providers of the parents choosing.

### **If the child is potentially eligible for Part B and parent consents to having the TPC AND inviting the LEA: TPC must be held during IFSP meeting.**

- EISC reviews IFSP ensuring EI team, LEA, and other participants invited by the parents are a part of the discussion.
- Add transition outcome with steps and services, if not already completed.
- Review transition outcome to ensure it is still appropriate to meet needs of child and family, and review strategies including the steps and services to ensure a smooth transition.

### **If child may be eligible for Part B services at age 3:**

- LEA or school district representative may inform family of due process and procedural safeguards.
- LEA or school district representative may review the child's records.

- LEA or school district representative may decide with family and other team members if there is a suspected delay.
- If a disability is suspected, LEA may complete a referral for evaluation.
- LEA may obtain written permission from parents for a multi-factored evaluation.
- EISC will document date of TPC on IFSP header and in EIDS.
- EISC will document all conversations with LEA and events in case notes.
- LEA's forms are the responsibility of the LEA; they come with parent rights and procedural safeguards.

**If the child may be eligible for Part B services at age 3, but parent has chosen not to share personal identifying information with the LEA:**

- EISC ensures informed consent and that parent understands potential ramifications (e.g., child will not have an IEP in place at age 3, options may be limited if parent changes mind later.)
- Provide parents with LEA/school district info and inform parents they have a right to change their mind at any time.
- Hold TPC (with consent) with any community service providers identified by the team.
- Document TPC (if applicable) on header of IFSP and in EIDS.
- Document all conversations and events in case notes.

**If the child is determined not to be potentially eligible for Part B services at age 3 and parent consents to TPC:**

- Include any community service providers identified by the team.
- Document TPC (if applicable) on header of IFSP and in EIDS.
- Document all conversations and events in case notes.

**If parent does not consent to a TPC, the team addresses transition based on the family's needs and priorities:**

- Document in case notes transition activities to support a smooth transition.

## Resources

### State Resources:

- ★ <https://ohioearlyintervention.org/data-system>
- ★ <https://ohioearlyintervention.org/storage/ocali-ims-sites/ocali-imsoei/documents/IFSPGuidanceDocument07012019.pdf> (p24)

### Additional Transition Planning resources and guidance:

#### County Boards:

- Some CBDD's serve children at age 3 and use the information from the Part B evaluation team report (ETR) to determine eligibility for county board services such as Service and Support Administrator (SSA) services, family resources and other supports.
- There are specific eligibility requirements for these services.
- The EISC should be aware of the local CBDD's SSA intake process and be able to link the parent with their local CBDD at age 3.

#### Head Start

<https://www.acf.hhs.gov/ohs/about/head-start>

#### Training Opportunity

<https://www.ocali.org/project/CtoBTrainingOpportunity>