



**Department of
Children & Youth**

Help Me Grow Early Intervention

OHIO EARLY INTERVENTION

Transition: What it Does and Does Not Look Like

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Overview

Transition is a dynamic process in which every member of the IFSP team plays an important role. All children and families participating in early intervention must be supported throughout the transition process.

- Families are **supported** by the entire IFSP team.
- Transition is an **individualized** process.
- Transition is a **collaborative** process.
- Transition is completed in a **timely** and **mindful** manner.

Family

Families must be knowledgeable about the transition process and be confident in advocating for their children.

Key Concepts:

- Families are involved from the beginning of their journey in EI and given time to think about and plan for their future and their child's transition at age 3.
- Families are actively involved in all decisions regarding their EI program, therefore building confidence and competence.
- Families are informed about all aspects of transition, including timelines, procedural safeguards, and parent rights.

Looks Like:	Does Not Look Like:
The EISC discusses the transition process with the family from the beginning of their EI journey.	The EISC waits until they are discussing consent for the TPC to start transition conversation with family.
The EI team provides family support on transition outcome development.	The EI team determines what the child/family needs to work on. The EI team uses an existing outcome without adjusting the strategies needed to support the family and child with transition.
The EI team writes strategies that are based on the individual needs of the child and family.	The EI team writes the same strategies for every child. Strategies are not individualized or based on how children learn. Strategies do not build on the child and family interests, familiar activities, and routines.
EI team provides family information on potential resources/settings/placements for a smooth transition.	The EI team only coordinates transition to Part B preschool (their local school district/LEA).
The family chooses who they want to participate in their TPC meeting.	The EISC only invites the LEA to the TPC meeting.
The family understands the timelines, expectations, and their rights in the transition process.	The family is unaware of their role/rights in the transition process.

Service Coordinator

The role of an early intervention service coordinator (EISC) is to work with and support the family to ensure a smooth and timely transition.

Key Concepts:

- The child and family are successful in transitioning out of EI.
- The child and family are prepared for the next phase in their child's life.
- All federal and state mandates are met.

Looks Like:	Does Not Look Like:
The EISC ensures that the family is at the center of all decisions.	The EISC does not include the family in transition decisions and planning.
The EISC informs the family about the Part C transition process and their role as a member of the team.	The family is not aware of the transition timelines and what is expected of them.
The EISC gives the family ample time to think about and plan for their future.	The EISC sticks to their own schedule of when to discuss and conduct transition activities.
The EISC explains parent rights and procedural safeguards regarding the transition process and obtains consent using EI-06 prior to sharing information with the LEA, Head Start, and/or other community programs/services.	The EISC sends the IFSP to LEA, Head Start, and/or other community providers without informed consent (EI-06).
The EISC updates EIDS when a family moves into a new school district.	EIDS is not updated, and the LEA report is sent to the wrong school district, thereby sharing personally identifiable information without consent.
The EISC explains and completes all required transition paperwork (EI-04, EI-06, EI-07, and EI-13) within the appropriate timelines.	The EISC loses track of timelines and obtains consents without explaining them. The EISC then rushes parents and the LEA to schedule a TPC to meet timelines.
The EISC coordinates all steps of the transition process (transition plan, transition outcome, TPC/IFSP with necessary participants).	Transition timelines are not met, and the child may not receive timely services at the age of 3.

Service Provider

The role of the EI/IFSP team is to work with and support families alongside the EISC to ensure a smooth transition for every child.

Key Concepts:

- The EI team follows family-centered practices when discussing transition with families.
- The EI team keeps in mind the child and family priorities and concerns and supports them throughout the process (outcomes/strategies).
- The EI team participates in the transition activities to ensure that decisions are based on the team's knowledge of the child's strengths and needs.

Looks Like:	Does Not Look Like:
The IFSP team supports the family and child to ensure a successful transition plan that is individualized based on the strengths and needs of the child and family.	The IFSP team does not agree with the family and voices their opinion on where and how the child should transition.
The IFSP Team helps create transition outcomes that meet the 6 step criteria and implement strategies that will help support the family and child to address what is needed to be successful in other settings.	The IFSP team uses pre-existing outcomes that are not unique to supporting transition and don't focus on what the family wants for their child after EI (going to preschool, a community setting, etc.).
The EI team shares the responsibility by participating in all transition activities.	The EISC is the only person who shares information and participates in transition activities.
The EI team shares information with parental consent that includes evaluation, assessment, and IFSP (progress with outcomes and strategies), with potential early childhood programs for children aged 3 and older.	The EISC is at the TPC meeting and does not have access to the PSP/SSP information.



Local Education Agency (LEA)

The role of the LEA is to actively participate in the child and family's transition process once the parent has given consent for the LEA to attend the TPC meeting.

Key Concepts:

- The LEA is involved in the planning of the TPC meeting.
- The LEA is aware of the child and family's strengths and needs.
- The LEA explains their process and procedural safeguards.

Looks Like:	Does Not Look Like:
The LEA is knowledgeable and adheres to Part C timelines.	The LEA only considers their timeline.
The LEA reviews information provided about the child and family's strengths and needs prior to IFSP meeting at which the TPC occurs.	The LEA waits until the TPC meeting to review EI documents and learn about the child and family.
The LEA fully participates in the IFSP meeting in which the TPC occurs.	The LEA doesn't participate in the TPC meeting.
The LEA allows other community providers to share their information during the TPC meeting.	The LEA controls the meeting agenda and only allows their information to be shared.
The LEA explains and completes their (Part B) paperwork with families.	The LEA expects the EISC to complete Part B paperwork with the family.

