



**Department of  
Children & Youth**

Help Me Grow Early Intervention

## OHIO EARLY INTERVENTION

### Transition: Steps for Success

Used in conjunction with the Transition Checklist

#### **Prepared by**

Early Intervention Program Consultants  
Early Intervention Data and Monitoring Team  
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Ohio Department of Children and Youth  
246 N. High St  
Columbus, Ohio 43215

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

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## Overview

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 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 federal and state requirements that guide transition at age 3. The required components of the transition process 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, a transition planning conference (TPC) with consent, and, when applicable, a timely transition from Part C to Part B or community program/services. Federal and state requirements are noted throughout the document.

## 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 preschool setting playing with 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 the Child

Transition planning creates 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, following adult-led instruction, communicating with unfamiliar people).
- 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

Transition planning creates a plan to help the family to:

- Know what is expected of them throughout the transition process.
- Understand their role in their child's transition process.
- Understand their input is valued and incorporated into their child's plan.
- Collaborate with their team on steps needed for a smooth transition.
- Increase competence and confidence in advocating for their child's needs.

- Enhance awareness of available resources to support the family well-being, social support network, community resources, etc.
- Increase active involvement in their child’s education.

## Conversations with the parent about transition

The early intervention service coordinator (EISC) will have multiple conversations with parents about transition throughout their journey in early intervention.

### Upon entry into Early Intervention, the 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, including activities and timelines.
- Explains the differences between Part B and Part C.

### When the child is approximately 2 years of age, the EISC:

- Explains Part B eligibility determination process and how it differs from Part C.
- Explains the role of the 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.
- Ensures parents have a copy of *Parent Rights* brochure.

## Mandated Activities

### Local Education Agency (LEA) Notification

The EISC (coordination agency) notifies the LEA where the child resides that the child will be turning 3 using LEA quarterly notification. Children who are at least two years old and have an active IFSP will be automatically included on the LEA quarterly notification.

The Early Intervention Service Coordinator:

- Verifies the address of where the child resides, determines the appropriate school district, and ensures the LEA reports go to the correct school district.
- Makes sure all information is correct in EIDS (correct address, LEA, spelling of name, date of birth).
- Ensures the address entered in EIDS is the kinship/foster address/shelter, if the child lives in an out-of-home placement.

The Contract Manager or EISC Supervisor:

- Completes the LEA reporting after confirming that the reports are accurate (address of where the child resides and appropriate LEA).
- Sends a copy of Feb 1 Quarterly report to DCY.
- Maintains a copy of the LEA reports on file, along with documentation that they were sent to the LEAs timely.
- Runs the quarterly LEA reports no more than 10 calendar days in advance and sends to applicable LEAS by Feb 1, May 1, Aug 1, and Nov 1 each calendar year.

## Transition Plan

Every child must have a transition plan not fewer than 90 calendar days and not more than 9 months before the child's third birthday. On the initial IFSP and the annual IFSPs thereafter, in section 5, the EISC documents the dates between which the transition plan may be developed.

The IFSP must include at least one child or family 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/community setting. The EISC must ensure that transition outcomes include the steps that will be taken and the services that will be provided for (ORC 5123-10-02-(L)(2)(a)(i-iv)):

- i. Needed discussions with, and training of, the parent as appropriate, regarding future placements, and other matters related to the child's transition;
- ii. Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting;
- iii. The identification of the transition services, steps, or activities that the individualized family service plan team determines are necessary to support the transition of the child; and
- iv. Confirmation that child find information about the child, and with parent consent, a copy of the most recent evaluation and assessments of the child and the family and the most recent individualized family service plan, has been transmitted to the local educational agency.

## Outcomes

- The EISC ensures the child and/or family transition outcome is placed on the IFSP not fewer than ninety calendar days, but not more than-nine months-before a child's third birthday.
- 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 planning (and outcome development) begins as early as 9 months before the child's third birthday to plan for and address these specific types of needs and priorities – ones that the parent may not have even considered, having had no experience with a new setting, or the ending of EI services.
- Transition outcomes are specifically derived from assessing what the child may have difficulty with or need extra support with when adjusting to a new place or routine. These are new skills and behaviors the child will need to thrive in their potential new place or routine.
- Examples of these kinds of skills for children to be successful in the new environment might be:
  - Getting on and off the bus.
  - Adjusting to being away from a parent or other family member.
  - **Communicating in a way that is understandable to someone other than an immediate family member.**
  - **Obtaining and learning to use an augmentative communication device.**
  - Comfort with being near other children.
  - The need for other assistive technology.
- Family transition outcomes are related to supports and resources that the parent needs to help their child transition to a new setting. This may include help with preparing their child for a new environment, practicing for a new routine, or understanding how the new placement is set up. This may include considerations about supports (personal and professional) needed after EI ends. Parents may be

particularly concerned about “gaps” in the child’s services (wait list for opening in a childcare, what happens before the start of a “school year”).

- Transition outcomes should reflect the 6-step criteria.

## Steps and Services

Transition planning and transition outcomes 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 or routine.

Transition steps and services describe who, what, when, and how (identify services, steps, or activities necessary to support the transition of the child). The [IFSP guidance document](#), pages 21-23; 28 has more guidance on how to write steps and services.

Example of steps/services for a transition outcome: *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.*

## Identifying Transition Services

The process for determining the specific **services needed** to address an outcome is the same as those for **all outcomes**. The child has the same EISC and PSP for transition. The EISC coordinates all EI services including the mandated transition timelines. The EISC helps to guide families through the transition process by providing support and assistance in exploring options and connecting them to necessary services and supports. The EISC may support family transition outcomes by scheduling observations at different settings or researching family/peer/disability community or internet supports.

**All** transition activities are documented in case notes; however, they are not part of an IFSP transition outcome.

For children who are determined eligible less than 90 days but more than 45 days prior to their third birthday, a transition outcome could be supported solely by the EISC.

- In this case, no service is placed on the IFSP grid; steps and services will need to be reflective of what the EISC is doing to assist the family with **resources** needed for transition planning. In cases where **resource-based 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 in EIDS.
- If the EISC is the only service supporting a transition outcome, the EISC must type in the transition outcome in the “service needed to meet the following outcome(s)” section of EIDS.

## Documentation

- The EISC documents in case notes that the IFSP was completed and a transition outcome was added with steps and services.
- The EISC documents the date the transition outcome with steps and services was developed on Section 5 of the IFSP.
- The EISC should maintain a comprehensive record of all supports and services provided related to all transition activities.



- Select the “Transition Steps and Services” tab on the transition page.
- Enter the date the transition steps and services were included on the IFSP along with the NCR, if applicable.
- The Transition Steps and Services date must be **no more** than nine months prior to the child’s third birthday to save the page in EIDS.
- Add the specific steps and services needed to achieve the transition outcome(s) exactly as they are documented on Section 5 of the IFSP form under “Strategies: What steps and activities, including who and when, will help us meet the IFSP outcome?”
- Press “Save” to add the Transition Steps and Services information.

## Prior to the Transition Planning Conference (TPC)

Not fewer than ninety calendar days and no more than nine months before a child's third birthday, a transition planning conference is held (with consent).

### EISC Tasks:

- Review your county's Inter-Agency Agreement (IAA). In some counties, the LEA or the EISC could do different things to prepare and there may be different expectations of the team. Ask your supervisor if you are unable to locate your local IAA.
- Review the transition report in EIDS to ensure compliance with timelines.
- The EISC explains the purpose of the TPC and verifies the parent has consented in writing (EI-07) to the TPC meeting and to invite the LEA, if applicable.
- Obtain written parental consent for release and/or exchange of information using form EI-06, as applicable. Explain what information will be shared and the purpose of sharing information. Include any TPC participants who do not work for a participating EI agency.
- Identify possible program options, such as public preschool, Head Start, preschool special education, or childcare.
- The EISC will gather pertinent information regarding transition needs for the child and family (history, progress, present levels of functioning).
- With parental consent, the EISC coordinates potential dates and times for the TPC meeting with all requested participants.
  - Hold conversations with the family to confirm dates and times that work well for them.
  - Ensure participants are informed about options for attending the TPC (in person, phone, virtually, and



via written report).

- The EISC sends all TPC participants an IFSP meeting notice (EI-13).
  - Check the box to indicate the IFSP meeting is for TPC.
  - Provide the written IFSP meeting notice to the parent and participants early enough to ensure they can attend (or will be able to provide relevant information if they cannot attend).
- Document in case notes and place all EI forms in child record.

#### **Provider Tasks:**

- Participate in conversations with the EISC regarding transition planning.
- Assist with outcome development and strategies to address transition.
- Document all supports/services that address transition outcomes in case notes.
- Prepare requested information prior to the TPC and provide it to the EISC when unable to attend.
- Attend the TPC and provide information requested by the LEA.

#### **Preparing the Family:**

- The EISC explains how eligibility for Part B is different from eligibility for Part C.
- The EISC discusses 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 services.
  - Discuss what transition might look like for the individual child. Ensure discussions include communication, transportation needs, best time of day, and considerations regarding diet, equipment, amount of support needed.
  - Inform the family of their role in the TPC meeting.
  - Inform the family that they can request the EISC and/or EI providers to be invited to the initial Individualized Education Program (IEP) meeting.
- The EISC discusses potential programs and services that may be 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 the TPC meeting with the LEA and other potential providers:**

- With consent from the parent, the EISC ensures that the appropriate people are invited to the TPC at a mutually agreed upon date and time.
- If the child is suspected of having a disability at age 3, the school district representative, with parental consent, must be invited to attend the TPC.
- With parent consent (EI-06), the EISC will share information with the LEA and other potential providers, including any assessments/evaluations, child history, progress, current levels of functioning, and the most recent IFSP.

## The Transition Planning Conference (TPC)

### **If the child is potentially eligible for Part B services and the parent consents to having a TPC meeting AND inviting the LEA:**

- The TPC must be held during the IFSP meeting.
- The EISC reviews the IFSP, ensuring the EI team, LEA, and other participants invited by the parents are part of the discussion.
- The EISC adds a transition outcome with steps and services to the IFSP, if not already completed.
- If the transition outcome with steps and services has already been developed, review the transition outcome to ensure it is still appropriate to meet the needs of the child and family, and review strategies including the steps and services to ensure a smooth transition.
- The LEA or school district representative may inform the family of due process and procedural safeguards.
- The LEA or school district representative may review the child's records.
- The LEA or school district representative may decide with the family and other team members if there is a suspected delay.
- If a disability is suspected, the LEA may complete a referral for evaluation.
- The LEA may obtain written permission from the parents for a multi-factored evaluation.
- The EISC documents TPC date on the header of the IFSP and in EIDS.
- The EISC documents all conversations and events in case notes.
- The LEA's forms are the responsibility of the LEA; they come with parent rights and procedural safeguards.

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

- The EISC ensures informed consent (EI-07) and that the parent understands the potential outcome of not inviting the LEA to the TPC on future placements with Part B services.
- The EISC will hold the TPC at the IFSP meeting, involving the potential providers of the parent's choosing.
- The EISC provides parents with the LEA/school district info and informs parents they have a right to change their mind at any time.
- The EISC documents TPC date on the header of the IFSP and in EIDS.
- The EISC documents all conversations and events in case notes.

### **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 the family and potential community providers.
- The TPC meeting occurs during an IFSP meeting.
- The EISC documents TPC date on the header of the IFSP and in EIDS.
- The EISC documents all conversations and events in case notes.

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

- The EISC ensures that parents have indicated their decision on form [EI-07](#) and documents the conversation in case notes.
- The EISC ensures that the parent understands that they may change their mind up until the child's third birthday.
- The EISC documents in case notes transition activities to support a smooth transition.
- Prior to exit, the EISC ensures that the family has the contact information for the LEA/school district.

## **Additional Guidance**

### **County Boards of Developmental Disabilities**

- 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. All county board information can be found here:  
<https://www.ocbdd.org/main/member-directory/>.

## **Resources**

Data Entry Guide:

[https://ohioearlyintervention.org/storage/ocali-ims-sites/ocali-ims-oei/documents/EI-Data-Entry-Guide\\_ongoing-edits\\_new-rules-July-2024-2.pdf](https://ohioearlyintervention.org/storage/ocali-ims-sites/ocali-ims-oei/documents/EI-Data-Entry-Guide_ongoing-edits_new-rules-July-2024-2.pdf)

Head Start:

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

OCALI C to B Training:

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

IFSP Guidance Document:

<https://ohioearlyintervention.org/guidance-documents-and-memos>