

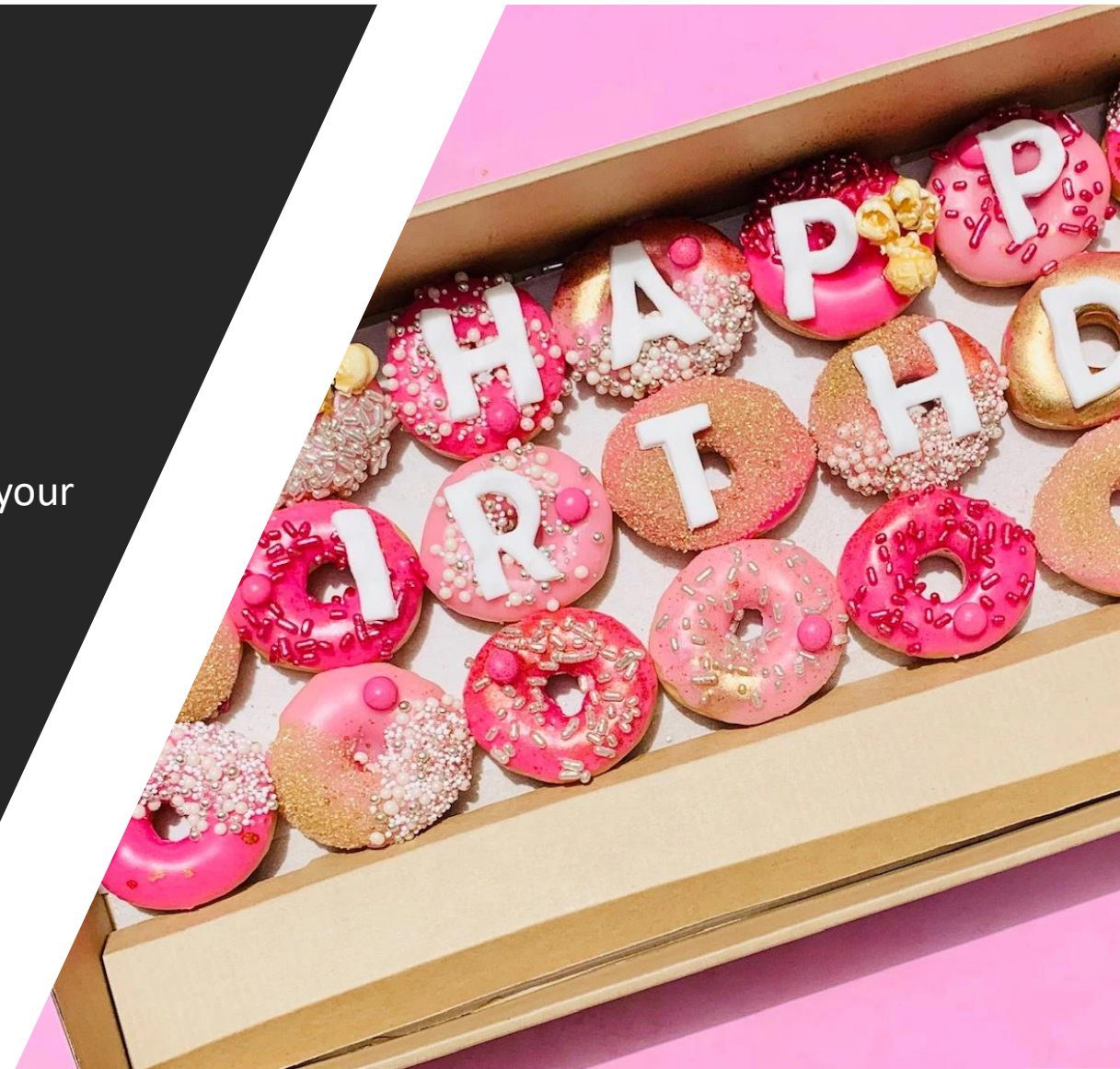
# Transition: Best Practices

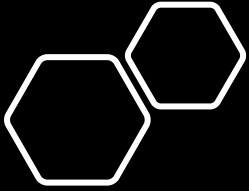
## Reflection:

**Take a moment to think** about a child/family who has recently transitioned that may have been more involved medically, or who had some global delays. Keep this family and child in the back of your mind throughout the webinar.

Reflect on:

- How we support families and children who are transitioning?
- What was needed to support this family?
- What did best practices look like for this child and family?
- What could you do differently in the future?





# Housekeeping:

**CPDUs:** Sign in using your county, name, role. Activation code will be given at end of webinar.

**Questions:** If you have questions regarding this specific webinar please type in the chat /questions box. If you have questions regarding Transition Foundational Practices, refer to rule, guidance, and the one pager for reference. If time does not allow for questions there will be a follow up FAQ.

**Handouts:** In Handouts tab on control panel.

**Tech tips:**

- Close other apps (e.g. email, Word, etc.).
- Use headset if having audio problems.
- Log out and back in to GoToWebinar.
- Make sure you're using Computer Audio.
- Dial-in option- phone # on control panel.

Thank you for joining today's webinar on  
Transition: Best Practices.

Your trainers for today are:

Karen Kincaid, Early  
Intervention  
Program Consultant

and

Shelly Palumbo, Early  
Intervention  
Program Consultant





# Objectives

Team will:

- Gain understanding regarding the importance of being involved in transition conversations with the family.
- Gain understanding regarding the importance of teaming conversations related to transition.
- Gain confidence in the development of transition outcomes.
- Gain confidence in developing strategies for supporting the family and child to successfully transition from EI.





Rule changed the way we think about the transition process:

Conversations start around the 2nd birthday: how is the team supporting these conversations?

Transition outcomes are now a part of the outcome section (no earlier than 9 months and no later than 90 days): how is the PSP/SSP involved in this process?

DODD made changes to ensure the TPC meeting occurs within an IFSP meeting.

To gain further understanding of what the team knows about teaming transition you were asked to answer some questions at registration.

All of this data has led us to the content of today's webinar.

# Key Principles for Transition

- **Key Principle: All families participating in early intervention are supported throughout their 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.





# Transition: Looks Like/Does Not Look Like

## Family

- Families are knowledgeable about transition and are able to advocate 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 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:
EISC discusses with family the transition process from the beginning of EI journey	EISC waits until IFSP nearest second birthday to start transition conversation with family
EI team provides family support on transition outcome development/strategies	EI team determines what the child/family needs to work on; EI team continues an existing outcome without adjusting the strategies needed to support transition
EI team provides family information on potential resources/settings/placements for a smooth transition	EI team coordinates transition only to Part B preschool (their local school district/LEA)
Family chooses who they want to participate in the TPC meeting	EISC only invites LEA to TPC meeting
Family understands the timelines, expectations, and their right's in the transition process	Family unaware of their role/right's in the transition process

## Service Provider

- The role of the EI team is to work with and support families to ensure a smooth transition.

### Key Concepts:

- EI team follows family-centered practices when discussing transition with families
- EI team keeps in mind the child and family priorities and concerns and supports them throughout the process (outcomes/strategies)
- 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:
IFSP Team supports family and child to ensure a successful transition plan that is individualized based on the strengths and needs of the child and family	IFSP Team does not agree with the family and voices their opinion on where and how the child should transition
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/	IFSP team uses pre-existing outcomes that are not unique to supporting transition and focus on the child going to preschool
EI team shares the responsibility for participating in all transition activities	EISC is the only person who shares information and participates in transition activities
EI team shares information with parental consent that includes evaluation and assessment, IFSP (progress with outcomes and strategies), with potential early childhood programs for children age 3 and older	EISC is at the TPC meeting and EISC does not have access to the PSP/SSP information

# Looks Like/Does Not Look Like: Transition planning conversations with the family?

## FAMILY:

Looks Like:	Does Not Look Like:
El team provides family information on potential resources/settings/placements for a smooth transition	El team coordinates transition only to Part B preschool (their local school district/LEA)
El team provides family support on transition outcome development/strategies	El team determines what the child/family needs to work on; El team continues an existing outcome without adjusting the strategies needed to support transition

## PROVIDER:

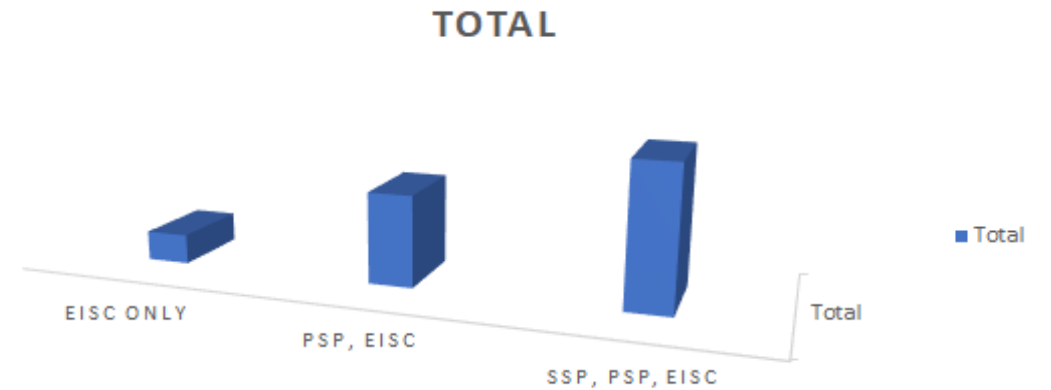
Looks Like:	Does Not Look Like:
IFSP Team supports family and child to ensure a successful transition plan that is individualized based on the strengths and needs of the child and family	IFSP Team does not agree with the family and voices their opinion on where and how the child should transition



# Who participates in transition planning conversations with the family?



Count of Who participates in transition planning conversations with the family?



Who participates in transition planning conversations with the family? ▾

Row Labels	Who participates in transition planning conversations with the family?
EISC Only	56
PSP, EISC	172
SSP, PSP, EISC	266
Grand Total	494

Discussions regarding planning for transition-  
What does this look like  
and when would these  
occur?



WHAT does this include?

- ☐ Child's strengths and needs
- ☐ Parents' priorities
- ☐ Possibilities/options/environments
- ☐ What is happening now, what is needed for next step, and how to plan for the future.

When does this occur?

- ☐ During visits
- ☐ During IFSP the to complete EI-07 or if after the age of 2; whenever eligibility is determined
- ☐ During the IFSP meeting to add the Transition outcome
- ☐ During the IFSP/TPC meeting
- ☐ In the hallway on the way to the lunchroom (those side conversations that occur outside meetings/visits)
- ☐ On the ride to the visit



# Reflection: Transition Planning

Think about your family that you choose at the beginning of the webinar.

- Who was involved in helping the family plan for transition?
- Were the right people involved from the beginning of transition?



# Looks Like/Does Not Look Like: Transition Planning during Teaming?

## Family

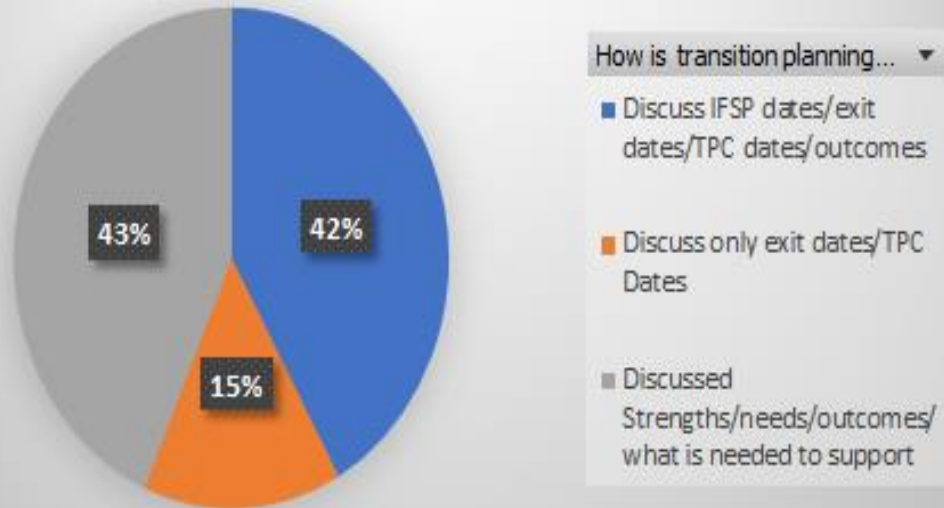
Looks Like:	Does Not Look Like:
IEP team provides family information on potential resources/settings/placements for a smooth transition	IEP team coordinates transition only to Part B preschool (their local school district/LEA)

## Provider

Looks Like:	Does Not Look Like:
IFSP Team supports family and child to ensure a successful transition plan that is individualized based on the strengths and needs of the child and family	IFSP Team does not agree with the family and voices their opinion on where and how the child should transition
IEP team shares the responsibility for participating in all transition activities	IEP is the only person who shares information and participates in transition activities

Count of How is transition planning discussed during team meetings?

Total



Row Labels	How is transition planning discussed during team meetings?
Discuss IFSP dates/exit dates/TPC dates/outcomes	207
Discuss only exit dates/TPC Dates	73
Discussed Strengths/needs/outcomes/what is needed to support	215
Grand Total	495

How is transition planning discussed at team meetings?

# Teaming

- How is transition planning discussed in team meetings?
  - Is this placed on the TEAM agenda?
  - When does this occur?
  - Discussed with entire team?
- What is role and responsibility of the team in transition planning?
- Why is it important to have the team involved in this process?





## Reflection: Teaming

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- When did the Transition discussion initially occur at Team meeting?
- What was discussed during the Team meeting conversations?
- How were other Team members involved in these conversations?



# Question Break

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# Looks Like/Does Not Look Like: Writing outcomes to support transition?

Family:

Looks Like:	Does Not Look Like:
El team provides family support on transition outcome development/strategies	El team determines what the child/family needs to work on; El team continues an existing outcome without adjusting the strategies needed to support transition
El team provides family information on potential resources/settings/placements for a smooth transition	El team coordinates transition only to Part B preschool (their local school district/LEA)

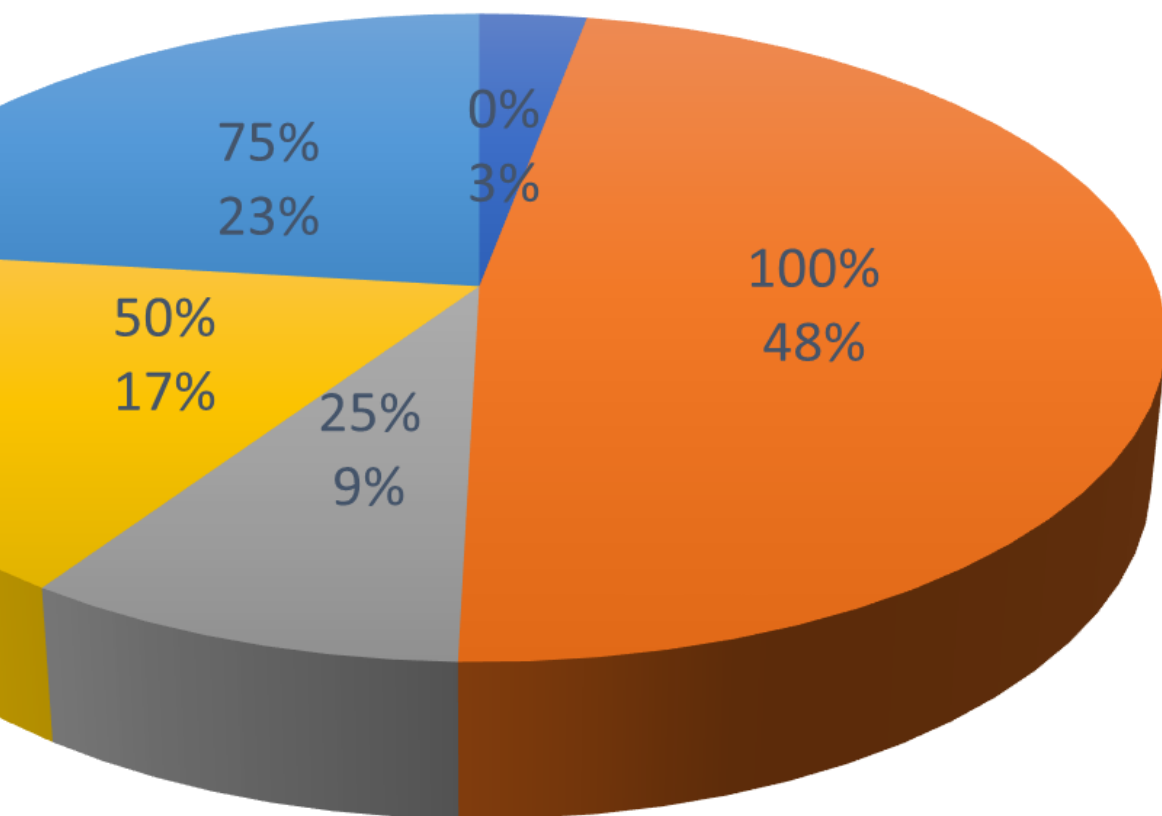
Provider:

Looks Like:	Does Not Look Like:
IFSP Team supports family and child to ensure a successful transition plan that is individualized based on the strengths and needs of the child and family	IFSP Team does not agree with the family and voices their opinion on where and how the child should transition
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/	IFSP team uses pre-existing outcomes that are not unique to supporting transition and focus on the child going to preschool
El team shares the responsibility for participating in all transition activities	EISC is the only person who shares information and participates in transition activities



What is your comfort level writing outcomes to support transition?

## Total



What is your

- 0%
- 100%
- 25%
- 50%
- 75%

What is your  
comfort level  
in writing  
outcomes to  
support  
transition?

# How are transition outcomes different?

- Time Frame
- It is monitored; federal requirement
- Specific steps and services (strategies)
  - Needed discussions regarding future placements/services.
  - Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting.
  - Identification of the transition services steps or services (strategies), the IFSP plan team determines are necessary to support the transition of the child.
  - With parental consent recent evals and assessments, including most recent IFSP is shared with LEA, or other appropriate programs, steps,
- How to incorporate the school if the outcome is something such as the child will play with their siblings, or potty to incorporate the school if the outcome is something such as the child will play with their siblings, or potty trained.





# Transition Outcomes

Who is able to support outcomes?

How do you modify existing outcomes to support transition?

How do you decide whether to modify or write a new outcome?



# Family Directed Assessment

**Family routines:** Our family enjoys participating in the following routines and activities:

They enjoy spending time with family and friends from church. They go to the park down the street and play when the weather is nice. Keisha and Tallie go to a weekly story time at the library (but Tallie is active the entire time). Trevor and Tallie "swim" at the YMCA while Keisha takes her yoga class.

**Family concerns:** The concerns, difficulties, or challenges that our family experiences during daily routines and activities that would be helpful for the EI team to address:

Family wants to clearly understand what Tallie is telling them she wants to eat. They are currently offering her many choices to figure it out and Tallie is getting frustrated and crying. Family would like to be able to sit and read a book together, because they know how important this is for learning language. Family wants Tallie to go to preschool when she turns 3, so that she can learn and be around other children her age.

**Family priorities:** These are the resources that our child and family need, including family support, activities, programs and organizations:

Family would like services to address their concerns. Would like help to make story time at the library more enjoyable. Family would like grandparents to be involved in what is being done to help Tallie. Keisha would like internet resources shared so that she can research how to help Tallie.



# Child Assessment

## Developing Positive Social-Emotional Skills

Summary of how our child interacts and plays with the family, other adults, and other children. This includes skills, such as (1) communicating and interacting with family, friends, caregivers, and others, (2) showing his or her feelings, (3) playing social games, such as a peek-a-book or turn-taking, using words, sounds, signs, or gestures, (4) calming down when upset (5) and showing understanding of social rules, such as sharing and taking turns.

### Child's strengths

Based on observations, and discussions with parents; Tallie spends her day with mom. They go to a weekly story time at the library. Tallie gets excited when they pull into the library parking lot. She will smile and sometimes wave to familiar people when they greet her at story time. She sits for the first couple of minutes and then moves around the room as the story is being read. At the end, when they sing a couple of songs, Tallie will sometimes watch from where she is standing and try to imitate the hand movements for the songs. Keisha and dad spend a lot of time with extended family members; Tallie smiles when she sees them and gives them a hug. Trevor showed assessors a favorite activity they do: looking in the mirror and making faces; Keisha has been using this to encourage Tallie to imitate different facial expressions and words. She has recently started to yell "ma" and "da" when she wants their attention.

### Child's needs

Based on observations, and discussions with parents. At the beginning of the assessors' visit Tallie was inconsolable, crying and clinging to mom. Parents demonstrated several strategies: bargaining with Tallie, offering her cookies, trying to reason with her, offered comfort, wiped her tears and gave her a hug. Offering her a cookie calmed her and she was able to sit on mom's lap during the evaluation. Trevor stated that those strategies work most of the time. Parents shared that Tallie cries when they drop her off at church childcare on Sundays. They stated they are told she plays by herself and doesn't offer toys to the other children when asked. During the assessment Tallie wanted to hold the test items; she didn't want to let anyone else touch or demonstrate the use of items. Parents shared that they would like to see Tallie sit, actively participate and positively interact with children and adults at story time.

### Child Outcome Summary (COS) Statement: Relative to same age peers, our child

- |  |   |
|--|---|
| <input type="checkbox"/> has all of the skills that we would expect of a child his or her age in the area of this outcome.   | <input type="checkbox"/> is not yet using skills expected of his or her age. He or she does use many important and immediate foundational skills to build upon in the area of this outcome.         |
| <input type="checkbox"/> has the skills that we would expect of his or her age in regard to this outcome; however, there are concerns.   | <input type="checkbox"/> is showing some emerging or immediate foundational skills, which will help him or her to work toward age appropriate skills in the area of this outcome.                   |
| <input type="checkbox"/> shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of this outcome. | <input type="checkbox"/> might be described as like that of a much younger child. He or she shows early skills, but not yet immediate foundational or age expected skills in the this outcome area. |
| <input checked="" type="checkbox"/> shows occasional use of some age expected skills, but more of his or her skills are not yet age expected in the area of this outcome.                  |   |

# Transition Outcome

Outcome number	3	This child outcome addresses	<input checked="" type="checkbox"/> Developing positive social relationships	<input type="checkbox"/> Acquiring and using new skills and knowledge	<input type="checkbox"/> Taking action to meet own needs	Outcome addresses family participation, family well-being, or information	Outcome <input checked="" type="checkbox"/> addresses transition
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Given what you've shared about your family's daily life, what would you like to see happen within your family's activities as a result of EI supports and services. How will we know when it is accomplished?

**Tallie will participate in story time at the library by sitting and interacting with the librarian.**

What's happening now?

Natalia moves around the room and watches Mary, the librarian, read the book. When Mary passes out props for her story, Tallie carries them around but doesn't use them to participate in the story. When Mary asks questions about the story, Tallie doesn't look at Mary or make an attempt to respond. Parents have found that Natalia really enjoys pop-up books. Keisha is worried that she will not be able to sit and participate in activities when she goes to preschool, and therefore she won't learn.

Strategies: What steps and activities, including who and when, will help us meet the IFSP outcome?

Keisha will arrive early to give Natalia time to explore the library. During story time, Keisha will give Tallie tight hugs to help her sit and attend to the story. Kate, SLP/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 transition planning conference meeting.

Supports that we currently have available to help us with this outcome (formal and natural, including services not provided by EI).

Family: grandparents, aunt

EISC: Mandy Pearson

Speech-Language Pathologist (SLP)/ Primary Service Provider (PSP): Kate Metz



# Reflection: Outcomes

- How did the outcome support the child/family throughout their transition process?
- How did the transition outcome ensure success for the child/family; regardless of where the child transitioned?



# Looks Like/Does Not Look Like: Transition Strategies

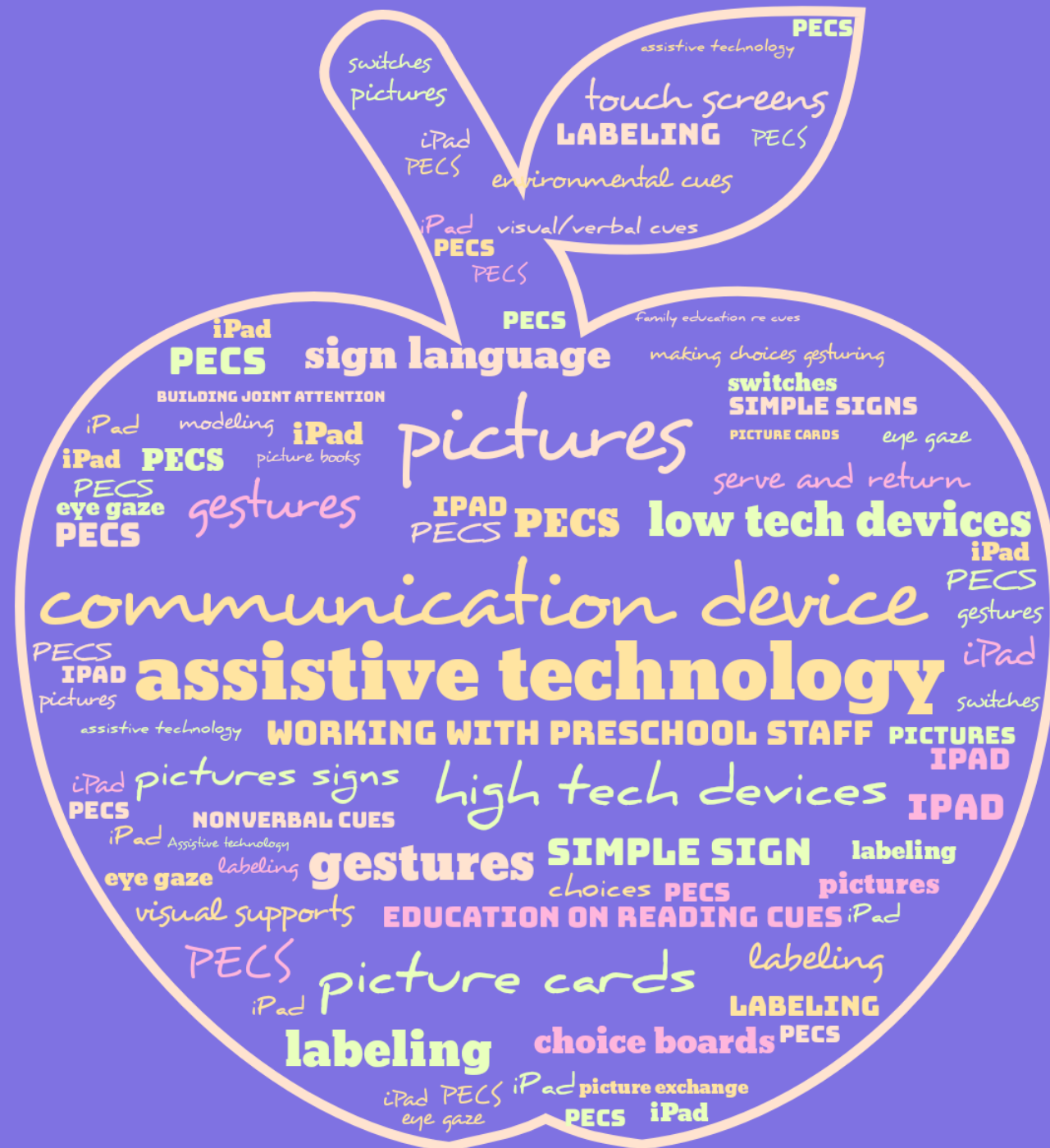
## Family

Looks Like:	Does Not Look Like:
El team provides family support on transition outcome development/strategies	El team determines what the child/family needs to work on; El team continues an existing outcome without adjusting the strategies needed to support transition

## Provider

Looks Like:	Does Not Look Like:
IFSP Team supports family and child to ensure a successful transition plan that is individualized based on the strengths and needs of the child and family	IFSP Team does not agree with the family and voices their opinion on where and how the child should transition

What communication strategies are you using to support children who are non verbal during transition planning?







# Discussion-Strategies

Strategies: What steps and services, including who and when, will help us meet the IFSP outcome?

- The team documents specifically what will occur to help the child and family achieve the outcome. These steps support how children learn and build on child and family interests, familiar activities, and routines.
  - Adapt an existing activity to help the child be more involved in the activity
  - Focus on something the family is interested in doing or learning.
  - Are developmentally appropriate
  - Are relevant to the outcome
  - Are clear, specific, and concrete
  - Are informal, natural, and community based



# Discussion-Strategies

- Strategies answer the question “Who is doing what to help the family achieve the outcome?” and are written with enough detail so that if a family’s provider changes, the new provider can read the IFSP and know exactly how to support the family.
  - Describe what each IFSP Team member, including the family, will be doing to reach outcome achievement
  - Include assistive technology and supplementary aids and supports as needed (e.g. communication devices, PECS)
  - Includes peer and sibling interactions and/or parent and child interactions

Outcome number	1	This child outcome addresses	<input type="checkbox"/> Developing positive social relationships	<input type="checkbox"/> Acquiring and using new skills and knowledge	<input checked="" type="checkbox"/> Taking action to meet own needs	Outcome addresses family participation, family well-being, or information	<input type="checkbox"/> Outcome addresses transition
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Given what you've shared about your family's daily life, what would you like to see happen within your family's activities as a result of EI supports and services. How will we know when it is accomplished?

Tallie will use one to two words to tell mom what she wants to eat for lunch.

What's happening now?

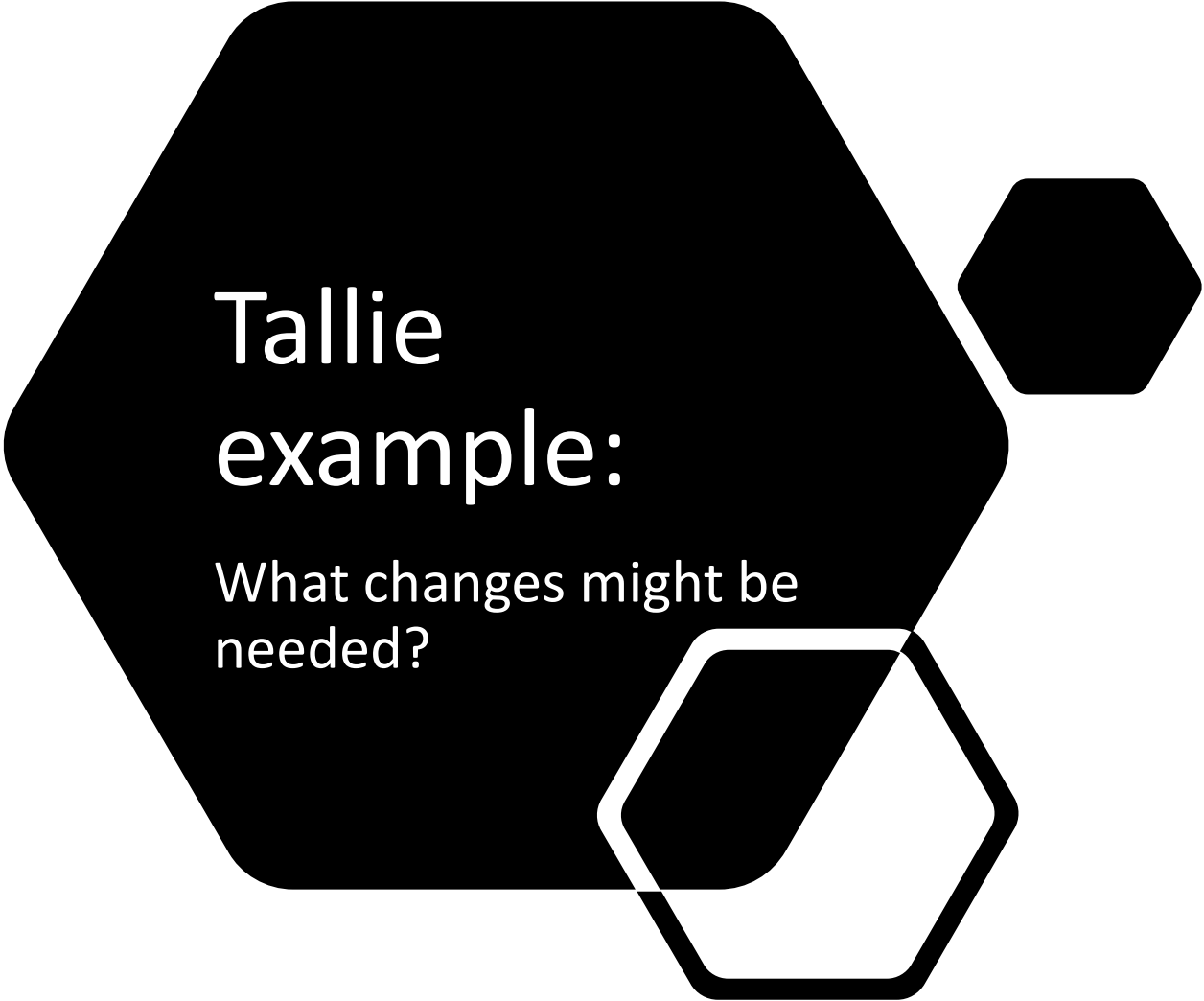
Parents are giving a lot of options to figure out what Tallie is pointing to; Tallie is getting frustrated and crying because she is not understood.

Strategies: What steps and activities, including who and when, will help us meet the IFSP outcome?

During visits Kate SLP/PSP will model and practice with parents baby sign language, using pictures, and encouraging word attempt. Parents will try giving Tallie 2 options for lunch; they will name them and respond when she indicates a choice. Parents will model for grandparents and aunt so that they can do the same when they watch her.

Supports that we currently have available to help us with this outcome (formal and natural, including services not provided by EI).

Grandparents, Aunt, and best friends  
Early Intervention Service Coordinator (EISC)-Mandy Pearson  
Speech-Language Pathologist (SLP)/ Primary Service Provider (PSP)-Kate Metz







## Discussion:

- Current strategies are not working:
  - What changes need to be made to the strategies to assist Tallie in being successful in her next setting?



## Transition Outcome:

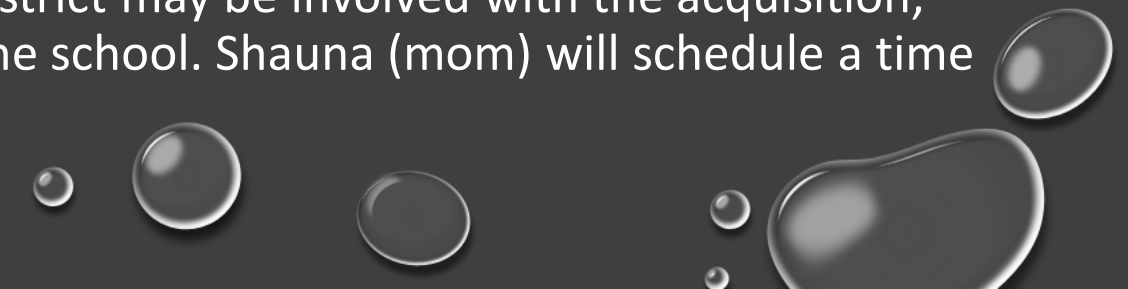
- We want Elijah to be able to hear his teacher in the noisy preschool classroom so that he can participate in story time.

## What's happening now?

Elijah has bi-lateral hearing aids that he uses daily at home. When he has his aids on during family outings to the play group and restaurants, he pulls and tugs at his aids. His mom, Shauna feels that this is due to the background noise amplification.

## Strategies:

John (PSP) will answer questions from the preschool staff related to technology options for use in the classroom. Monique (EISC) will help research grants that may help with the purchase of an FM system for Elijah to use outside of school. Shauna (mom) will complete paperwork required for grant to obtain FM system. Monique (EISC) will coordinate transition planning conference with the LEA to begin the conversation about how the school district may be involved with the acquisition, adjustment, and care of the amplification system for the school. Shauna (mom) will schedule a time to tour the preschool classroom.



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# Reflection: Strategies

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- How did the transition strategies ensure success for the child/family; regardless of where the child transitioned?
- How were child and family interests embedded into the strategies?



# Question Break



# Looks Like/Does Not Look Like: TPC meetings

## FAMILY:

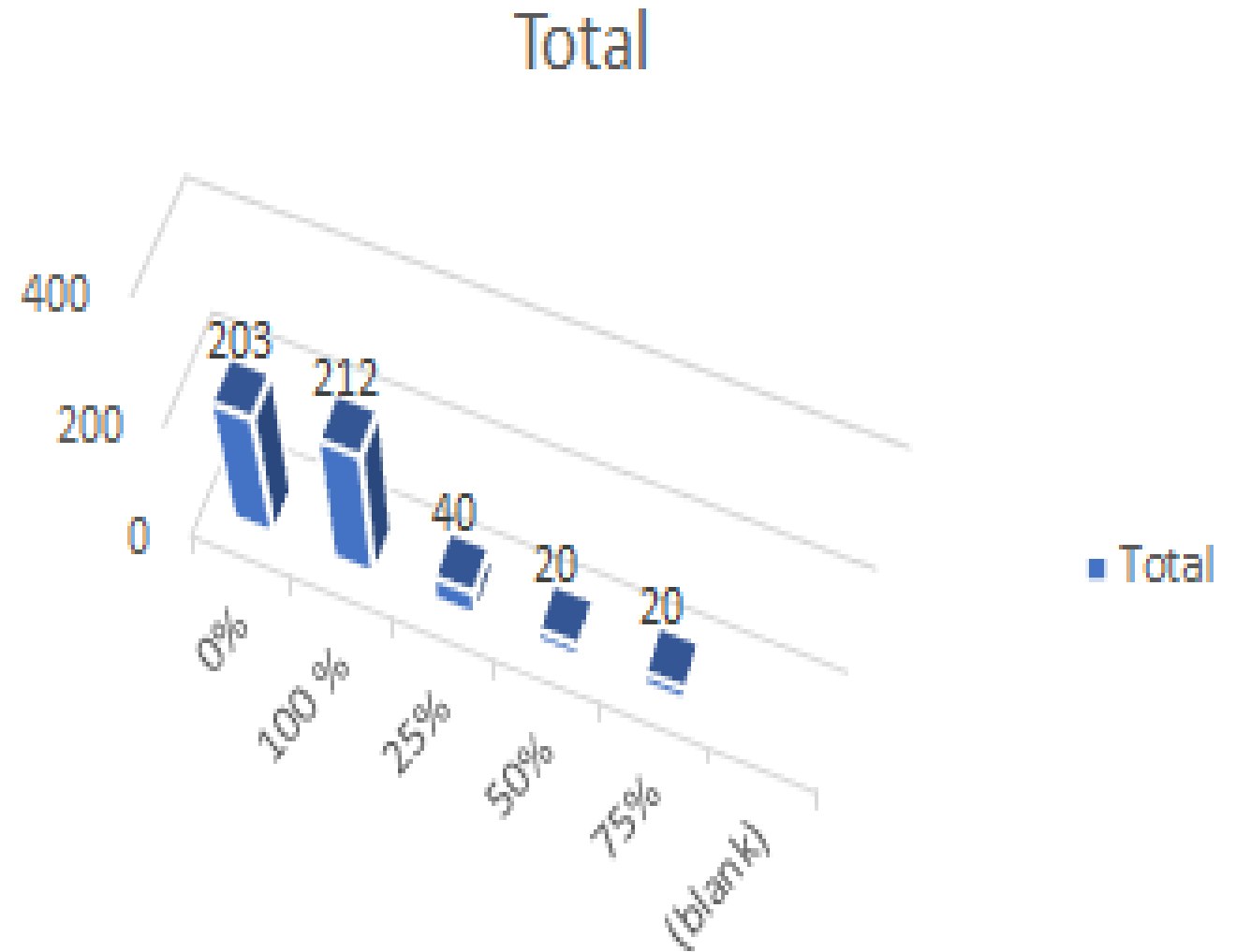
Looks Like:	Does Not Look Like:
Family chooses who they want to participate in the TPC meeting	EISC only invites LEA to TPC meeting

## PROVIDER:

Looks Like:	Does Not Look Like:
EI team shares the responsibility for participating in all transition activities	EISC is the only person who shares information and participates in transition activities
EI team shares information with parental consent that includes evaluation and assessment, IFSP (progress with outcomes and strategies), with potential early childhood programs for children age 3 and older	EISC is at the TPC meeting and EISC does not have access to the PSP/SSP information

How often do you participate in a TPC meeting in writing or report?

Count of How often do you participate in a TPC meeting in writing or...



How often do you participate in a TPC meeting in writing or report? ▼





# Teaming the TPC meeting

Transition Planning Conference attendance:

Who attends the TPC?

How does participation occur (How does this look)?

Face to face /Zoom/Phone/ Written report  
(Verbal info shared with an authorized knowledgeable representative.)

How do you determine what to share if written report only?

- Progress
- Strengths/challenges
- What's working/not working?
- What maybe needed for support in classroom? At home? Child care? Community?

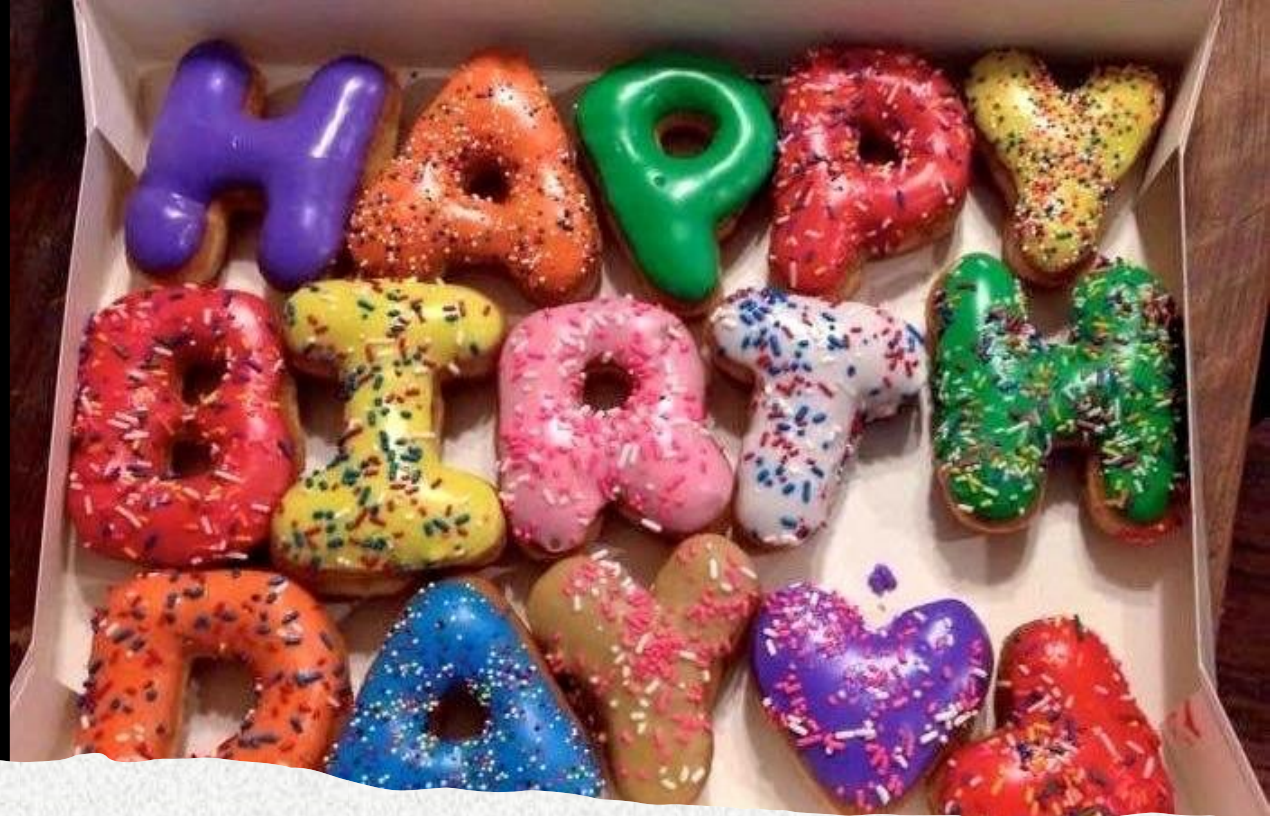
# Reflection: TPC

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- How did the team determine who to invite to the TPC Meeting?
- How did the team prepare the family for the TPC meeting?
- How did the team prepare for the TPC meeting?
- How did the team support the family during the TPC Meeting?







Questions?