

**Everyday and Formal Transitions:
Considerations for BabyNet IFSP Teams**

**BabyNet State Office
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Preparing families and children for the transition from BabyNet begins at the time of initial eligibility and with the development review, or evaluation of each IFSP.

BRIDGES helps IFSP Teams remember to do this, by preventing development of an IFSP without a transition outcome. Transitions occur at many levels, big and small, obvious or subtle, everyday or formal.

Everyday Transitions

Everyday transitions are defined as any kind of a change in routine for children or families. Some examples of everyday transitions include developmental changes such as weaning from a bottle to drinking from a cup, or moving from one activity to another in the course of a day such as going from dinner to taking a bath, moving from free-play to clean up, a change in child care, etc.

These kinds of everyday transitions often require thoughtful attention, but they can be overlooked because we may not immediately identify them as transitions.

The issue of transitions, whether they are big or small, is a particularly sensitive one for infants and toddlers because of the developmental characteristics emerge during the first few years of life. Infants and toddlers have a limited set of experiences to help them understand and interpret changes, and even fewer resources to deal with the stress change sometimes brings than do older children or adults. Because of this, consistency and continuity in the family's home and community routines and activities (i.e., natural environments) play a very important role in helping children successfully manage both 'everyday' and more formal transitions.

As infants and toddlers, very young children are developing their first relationships with parents and teachers, and learning whether to trust or distrust the world around them through predictable routines and experiences. They thrive on routines that teach them what to expect and how to make sense of their world. They are can then turn their attention to mastering that world through play and interactions with others—reaching out to grasp toys, learning how to roll across the floor to get to that shiny red ball, or pulling up to stand by holding mommy's leg. If life experiences are especially chaotic in the early years, children can become anxious, they can have difficulty learning to regulate their behavior and emotions, and their learning and development in all areas may be impacted.

It is important to keep in mind that the transitions that are the easiest to anticipate and influence are the transitions that happen within or between regular, everyday activities, for example, moving from one activity to another within the daily schedule. These transitions provide natural learning opportunities to develop coping skills such as flexibility, patience, and confidence, and help prepare children and families for the bigger transitions they will face. If IFSP Team members approach all transitions as an opportunity for growth, then they will be giving children and families a strong foundation on which to develop the skills that are necessary for weathering the inevitable changes that happen throughout life.



Formal Transition From BabyNet

Formal transition is also the process of moving from one location to another, such as transition from BabyNet to the next appropriate placement. Examples of next appropriate placements include Early Head Start, Head Start Center-Based Programs, Head Start Home-Based Programs, center or family daycare, nursery school, relative care, special education settings, or other settings selected by parents. The obvious transitions such as entering or leaving a program require formal planning and preparation.


Part C Regulations for Transition

[Complete Part C Regulations and additional non-regulatory guidance](#)




Analysis of Comments contained within the Federal Register

- Transition requirements -  [§303.209](#)
- State option to make services available to children ages three and older -  [§303.211](#)


Subpart A Definitions

- Service coordination services (case management) -  [§303.34](#)


Subpart C - State Application and Assurances, Application Requirements

- Transition to preschool and other programs -  [§303.209](#)
- Coordination with Head Start and Early Head Start, early education, and child care programs -  [§303.210](#)
- State option to make services under this part available to children ages three and older -  [§303.211](#)


Subpart D - Child Find, Evaluations and Assessments, and Individualized Family Service Plans

- Public awareness program - information for parents (c) Information specific to toddlers with disabilities. -  [§303.301](#)

Individualized Family Service Plan

- Content of the IFSP -  [§303.344](#) Transition from Part C Services

Confidentiality of Personally Identifiable Information and Early Intervention Records

- Confidentiality and opportunity to examine records -  [§303.401](#)
(d) Disclosure of information (e) Option to inform a parent about intended disclosure

Because each family's and child's outcomes are required to be individualized, the following are *examples* of knowledge, behaviors, and skills appropriate for IFSP Teams *to consider* in developing transition outcomes for families and children.

IFSP Outcomes for Everyday Transitions	IFSP Outcomes for Formal Transitions
<p>Some children find changes hard. Even though young children are well known for being inflexible about their routines, some children seem to be even more dependent on them. And although few children like to stop an activity they were enjoying, some children have much more difficulty with transitions.</p> <p>"Keep it the Same" children tend to:</p> <ul style="list-style-type: none"> • react to even the smallest of shifts—a new nipple on the bottle, a new food on their plate, or a slight change in a regular routine; • thrive on order and predictable routines to feel safe and secure; • need lots of time and support to get comfortable in new surroundings or with new people, with many “No, No, No's” before they adjust; and • have more tantrums, which can be triggered by either minor changes (a new pair of shoes) or more major (a new babysitter). Tantrums can also unfold during everyday transitions, when children are asked to stop doing something they are happily involved in to begin another activity (going from playtime to lunch). <p>Other children take change in stride. They tend to:</p> <ul style="list-style-type: none"> • find new jackets, new friends, new foods, and new babysitters interesting; and • adapt pretty well pretty much anywhere you take them. These are the babies who can nap in noisy restaurants, nurse wherever you happen to be, and (when older) enjoy looking around, drawing on the paper you tucked in a diaper bag or backpack, or joining in the conversation. <p>Most children fall somewhere in the middle. They may have an easy time with new foods, but a more difficult time with new places. They may be cautious around unknown adults, but perfectly comfortable with new peers. Given some time to get used to a change or new situation, they feel safe, at ease, and eager to explore.</p> <p>Everyday Transition Outcomes and Strategies for a Child Who Prefers Things the Way They Are</p> <ul style="list-style-type: none"> • Use familiar objects to ease anxiety during transitions. A new doctor will be less scary if the child has her favorite blanket or stuffed animal in hand. • Let the child be part of the transition. Let him put the ball in the stroller bag when it is time to head home from the park or press the button to turn off the TV. • Ease into new activities. Talk about new activities first, and arrive early enough to allow the child to get comfortable. • Offer advance notice when an activity is about to end: “When this book is finished, we’re going 	<p>Preschool staff typically identify two critical variables important to the successful participation of children with special needs in their community programs:</p> <ol style="list-style-type: none"> 1) the presence of functional skills; and 2) being able to perform independently in activities <p>Remember that transition outcomes for an IFSP identify the skills and interactions children need to prepare them for participation in a new setting.</p> <p>The following four categories provide an umbrella for selecting specific IFSP outcomes to prepare children for transition. Families and their infants & toddlers providers will decide if IFSP outcomes for <i>each</i> category need to be identified.</p> <p>IFSP outcomes will help children:</p> <ol style="list-style-type: none"> 1. Actively engage in and master their environments: learn to listen to others; manage one’s own materials; follow routine instructions given to a group; ask a question; communicating wants and needs 2. Become socially competent members of groups: observe other children playing and join in; share toys with peers/siblings; initiate and respond to peers; show empathy for others 3. Develop coping/adaptation skills: enjoy self at grandma’s house; learn to console oneself; make choices; increase variety of foods eaten 4. Function more independently: eat/drink without adult assistance; amuse self while mother prepares food; show persistence in completing a small task <p>Formal Transition Outcomes and Strategies to Support Families</p> <p>A primary transition outcome for all families: Parents are prepared to support their child through transition to an early childhood setting(s) when their child turns three. Parents, as the primary decision makers about the “next steps” for their children, must consider the settings and environments they would like their children to participate in when they turn three. Examples of strategies and activities to prepare families for transition:</p> <ul style="list-style-type: none"> • Assist families to consider “next steps” for their children at age 3 • Convene a Transition Planning Meeting(s) when a child is between 27 and 33 months of age. • Provide resources and information about the transition process, including eligibility for special education and other community early childhood programs • Arrange, schedule and/or accompany families on visits to selected programs/settings. Checklists can help families evaluate potential settings/programs for their children • Link families with family-family support through family

<p>home.”</p> <ul style="list-style-type: none"> • Notice and comment when the child has made a transition: “You got into the car seat so quickly. That’s great!” • Give the child a sense of control about how he wants to make transitions. For a toddler, you might say, “Would you like to kick the ball one more time before we leave?” <p>Everyday Transition Outcomes and Strategies for a Child Who Takes Change in Stride</p> <ul style="list-style-type: none"> • Offer the child a variety of experiences. Try a new park, check out the local pool for water play, visit the library for story hour. • Be sensitive to the child’s signals. When a child is extremely easygoing, we can sometimes take for granted that any change is okay. Offer her extra support during the times when she is having trouble with a transition. • Let the child know about new situations ahead of time. For example, tell him before going to a new place or meeting someone new. Children who enjoy new situations also enjoy talking about them and looking forward to them. 	<p>Connection of South Carolina, or PROParents Parent Training and Information Center.</p> <ul style="list-style-type: none"> • Identifying and discussing early childhood programs and settings for children in public school and community settings (e.g., child care, Head Start, private preschool, recreation programs, special education, etc.) • Identifying and discussing supports and resources available to families to guide them through transition (e.g., family/parent support groups, parent workshops, sibling support groups, etc.) • Identifying and discussing how a child's eligibility for Part B services and other community-based early childhood settings will be determined • Evaluating potential early childhood programs and setting through written materials, site visits, and contacts with families of children already participating • Identifying and implementing steps to help the child adjust to new environments • Beginning the process to obtaining residency information that the local school system will require to initiate preschool special education services, if a child is eligible • Beginning the process to obtaining parental consent for the release of information from a child’s early intervention record, if needed, to community and Part B Preschool Programs under consideration
<p>Resources: Early Head Start National Resource Center Maryland Department of Education National Abandoned Infants Assistance Resource Center National Early Childhood Transition Center Zero to Three</p>	