

FACT SHEET

Part C to Part B Transition Worksheet for Early Intervention and School-Based Physical Therapists

INTRODUCTION

This worksheet assists with the transition of services from IDEA Part C to Part B for eligible children and provides a baseline of the child's performance and potential needs when entering a school program. The worksheet is intended to facilitate communication between the Part C and Part B physical therapy providers and assist with the Part B evaluation process. It is imperative that children and their families transition to school in a seamless manner, meeting federal and local timelines to ensure the child receives appropriate access to services.¹ EI providers play a significant role in supporting and preparing caregivers for this transition. This includes providing appropriate tools and resources to caregivers to promote self-efficacy and disseminating information to the school district to ease the transition.²

The worksheet is based on the World Health Organization's International Classification of Functioning, Disability and Health,³ as endorsed by the American Physical Therapy Association. The worksheet focuses on the child's activities and participation in their current environment with space to suggest needed accommodations in the preschool classroom. EI providers should receive appropriate permissions from caregivers prior to collaborating with Part B providers and sharing this worksheet with the school therapist.

Student: _____ DOB: _____ Date: _____
 Medical dx: _____ PT dx: _____
 EI PT: _____ Contact information: _____
 School PT: _____ Contact information: _____

Relevant History	
Specialists	
Medications	
Precautions	
Equipment/orthoses	
Intervention history	
IFSP gross motor outcomes	

Family/Caregiver Considerations and Concerns	
What is difficult for you? What is difficult for your child?	
What does your child enjoy and/or like to play with?	
Does your child participate in ADLs? (including clothing management, toileting, etc.)	

Mobility	Current abilities	Accommodations needed for participation in preschool
Preferred mobility method in the: Home Community		
Transitions across a variety of surfaces		
Over/around obstacles		

Maintaining/changing positions and transitional movements	Current abilities	Accommodations needed for participation in preschool
Transitions in and out of sitting from floor or chair		
Can sit on the floor unsupported		
Able to sit on a child-sized chair for a tabletop activity		
Squats to retrieve, pick up, and resume standing		
Balance		
Protective reactions present		
Can stand to manage personal belongings/classroom materials		
Locomotor Skills		
Endurance, distance, and speed		
Can pedal a big wheel or pedal/push other ride-on toys		
Running		
Jumping		
Environmental Mobility		
Ascend stairs		
Descend stairs		
Ramps		
Curbs		
Object Manipulation		
Throwing a ball at a target with intent		
Kicking a stationary ball with intent		
Can walk and carry objects (small/large)		
Participation in the Learning/Play Environment		
Peer play		
Turn-taking		
Following routines/directions		
Communication needs		
Behavior concerns/strategies		
Safety awareness		
Choice making		
Transportation needs (consider lift bus/seating options, etc.)		

Notes:

REFERENCES

1. Transition from Part C to Preschool. Available at: <https://ectacenter.org/topics/transition/transition.asp>. Accessed June 2, 2023.
2. Mahurin-Smith J. Transitions Out of Early Intervention. *Infant Young Child*. 2022;35(2):150-162.
3. International Classification of Functioning, Disability and Health (ICF). Available at: <https://www.who.int/standards/classifications/international-classification-of-functioning-disability-and-health>. Accessed June 2, 2023.

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