

# Early Intervention, Transition & Preschool Options



**WIFACETS**  
WISCONSIN FAMILY ASSISTANCE CENTER  
FOR EDUCATION, TRAINING & SUPPORT

Presented by Vicki Davis Dávila  
DPI Grants Coordinator

Revised April 2017

# Planning for The Future



# Individuals with Disabilities Education Act (IDEA) 2004

PART C Birth to Three Program - Early  
Intervention Services for Infants and Toddlers

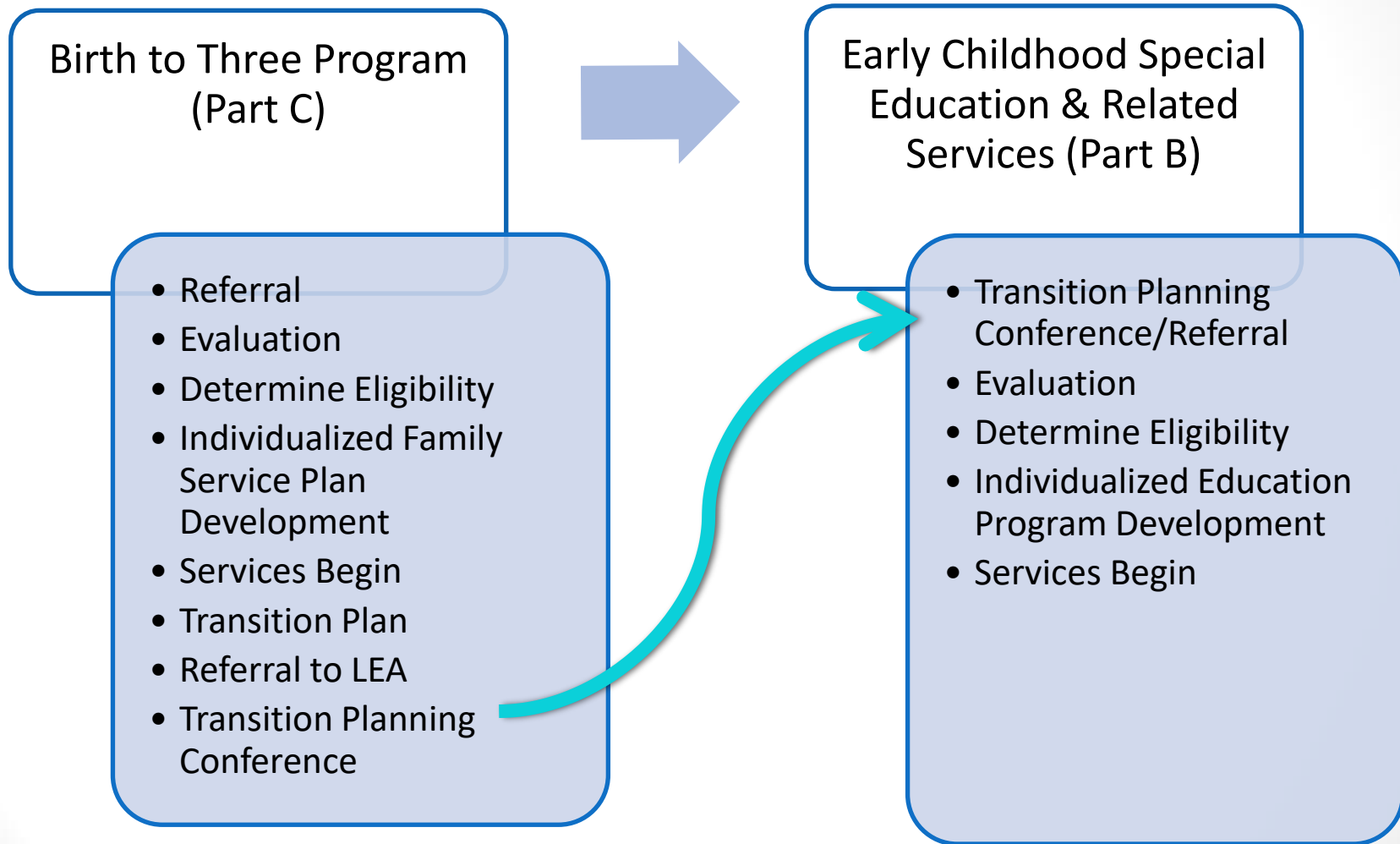
PART B Section 619 Early Childhood  
Special Education - Services for 3 through 5  
year olds.

“Effective partnerships between  
parents and professionals require  
collaboration.

It is hard work.”

-J. Fialka

# The Steps for Services



# Families Prepare for Transition by:

- Talking with others
- Thinking about
  - Hopes, dreams, and goals for your child
  - Your child's strengths, interests, and needs
  - Where you see your child spending his/her day as a 3-5 year old
- Exploring resources and services
- Deciding who will participate in your transition planning
- Asking questions

# Seeing my Child's Strengths



From: [Early Childhood Technical Assistance Center](#)

# Seeing my Child's Strengths

Laughs/Smiles  
During

Prefers to Do

Does most  
often

Works hard at

Attention  
grabbing

Stays Involved



# Seeing my Child's Strengths

## *A Quick Peek*

Olivia watched her son, Mac, play in the backyard wading pool. She was making a special effort to look at what Mac was able to do in the pool and what he enjoyed. She knew that he loved his bath and hoped he would enjoy the pool just as well. Olivia saw Mac laugh as he scooped the water with his hands, making big splashes in the pool. She noticed he seemed delighted when he tried to splash the water by kicking his feet. She noted that Mac watched his sister,



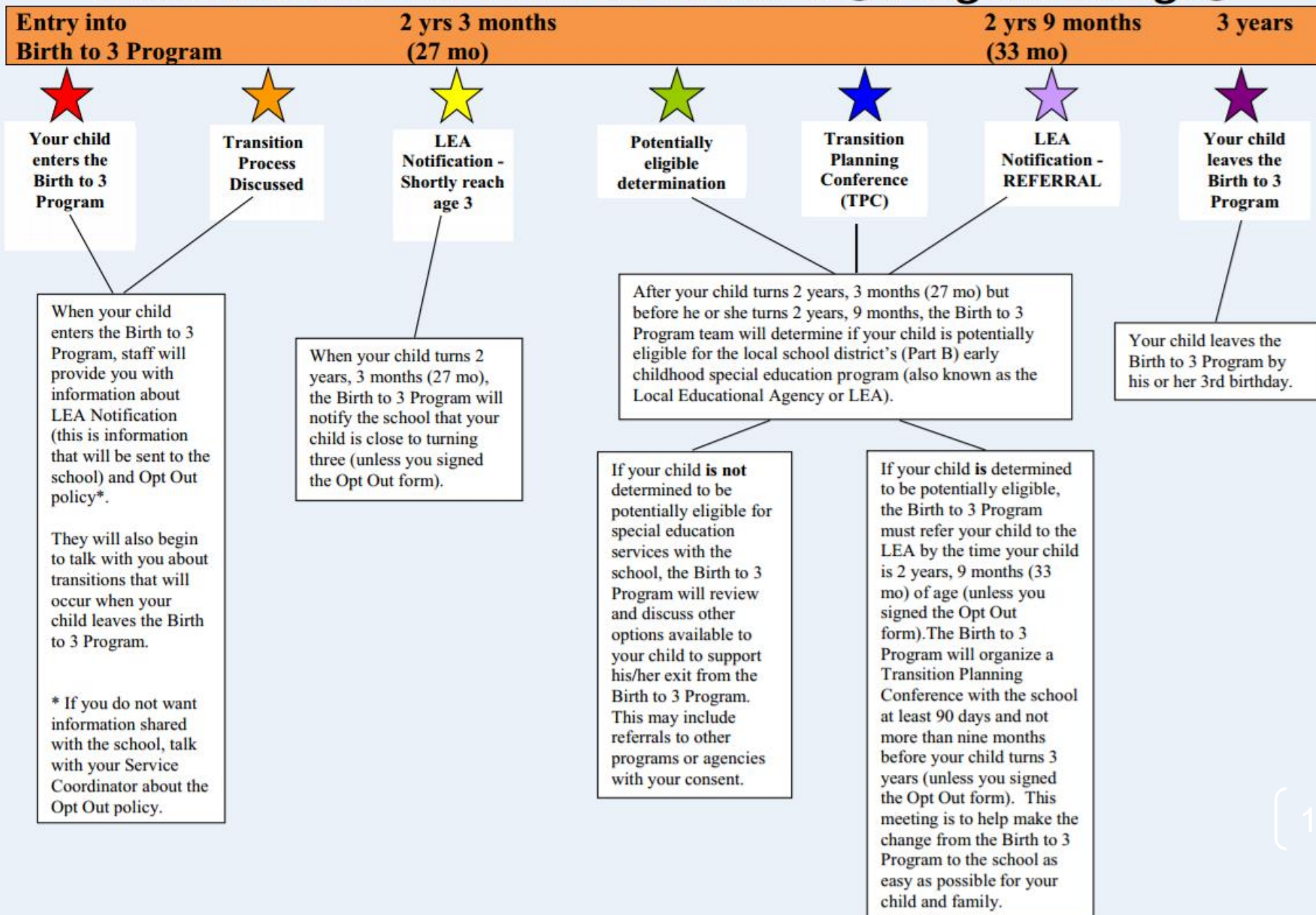
Reese, reached out for her, and babbled at her when she took his hand. He picked up a rubber duck, chewed on it, and dropped it into the water. Olivia recalled that Mac was more reluctant in his uncle's big pool earlier in the summer and recognized that he now was able to do more things in the wading pool. She decided to give Mac lots of opportunities to play with Reese in the wading pool both at home and at the park and planned to add other toys and some containers that the two of them could use with the water.

# Birth to 3 Staff Responsibilities

- Provides information about the transition process (referral, evaluation, eligibility)
- Share options for services or activities after age 3
- Discusses “potential eligibility for LEA services” with the family
- Develops plan with the family for how to support transition out of the Birth to 3 Program



# Transition of Children in the Birth to 3 Program at Age 3



# Referral to the LEA

- Children determined “potentially eligible for LEA services”
- Required by law
- Begins the LEA timelines for responding

# Transition Planning Conference

- If child is determined to be potentially eligible for LEA services, Transition Planning Conference is offered.
- With parental permission, it occurs.
  - Transition Planning Conference must occur between child's age of 2 yr. 3 months and 2 yr. 9 months before child's 3<sup>rd</sup> birthday



# Transition Planning Conference

- IDEA states that the invited LEA will participate in transition planning conferences arranged by the designated Birth to 3 Program lead agency

# The Transition Planning Conference...

- Is focused on the Child (individualized)
- Allows for discussion of transition roles
- Reviews present services
- Discusses future options and possible changes in service delivery
- Begins relationship between LEA and family
- May update or develop a transition plan

# Transition Planning Conference Attendance

Who is required to attend?

- Family
- Local Educational Agency (LEA) representative
- Birth to 3 Program staff

Who *may* attend?

- Friends, relatives or support providers who know the child
- Others:
  - Therapists, medical professionals
  - Head Start or other community programs



# At the Transition Planning Conference, **families** will...

- Share hopes and concerns
- Ask questions
- Learn about transition procedures
- Discuss school referral process
- Sign release of records, if needed
- Discuss Birth to 3 Program staff participation in the first IEP meeting

# At the Transition Planning Conference, the **school** will...

- Learn from you about your child
- Discuss:
  - the referral process
  - eligibility requirements
  - the IEP process
  - Continuum of placement options
- Explain parental rights

# At the Transition Planning Conference, **community programs** will...

- Learn from you about your child
- Discuss:
  - Programs and services
  - Eligibility requirements (if any)
  - Supports or resources needs
- Disclose program costs, if any

# Referrals to Special Education

If the family decides that a referral **is** appropriate at this time...

A written document is submitted to the school (LEA)... which includes the child's name and area(s) of concern.

If the family decides that a referral **is not** appropriate at this time...

The IFSP can include information about the referral process (such as timelines) and the procedures for when and how the LEA (school) will be informed of your decision

# The Timeline:

## Referral to Placement

- Within 15 business days of receiving a special education referral, the LEA must send a request for consent to evaluate the child to the parents.
- Within 15 business days of when the school district receives a referral, the school must either send the parents a request for consent for evaluation or a notice that no tests are needed.

# The Timeline:

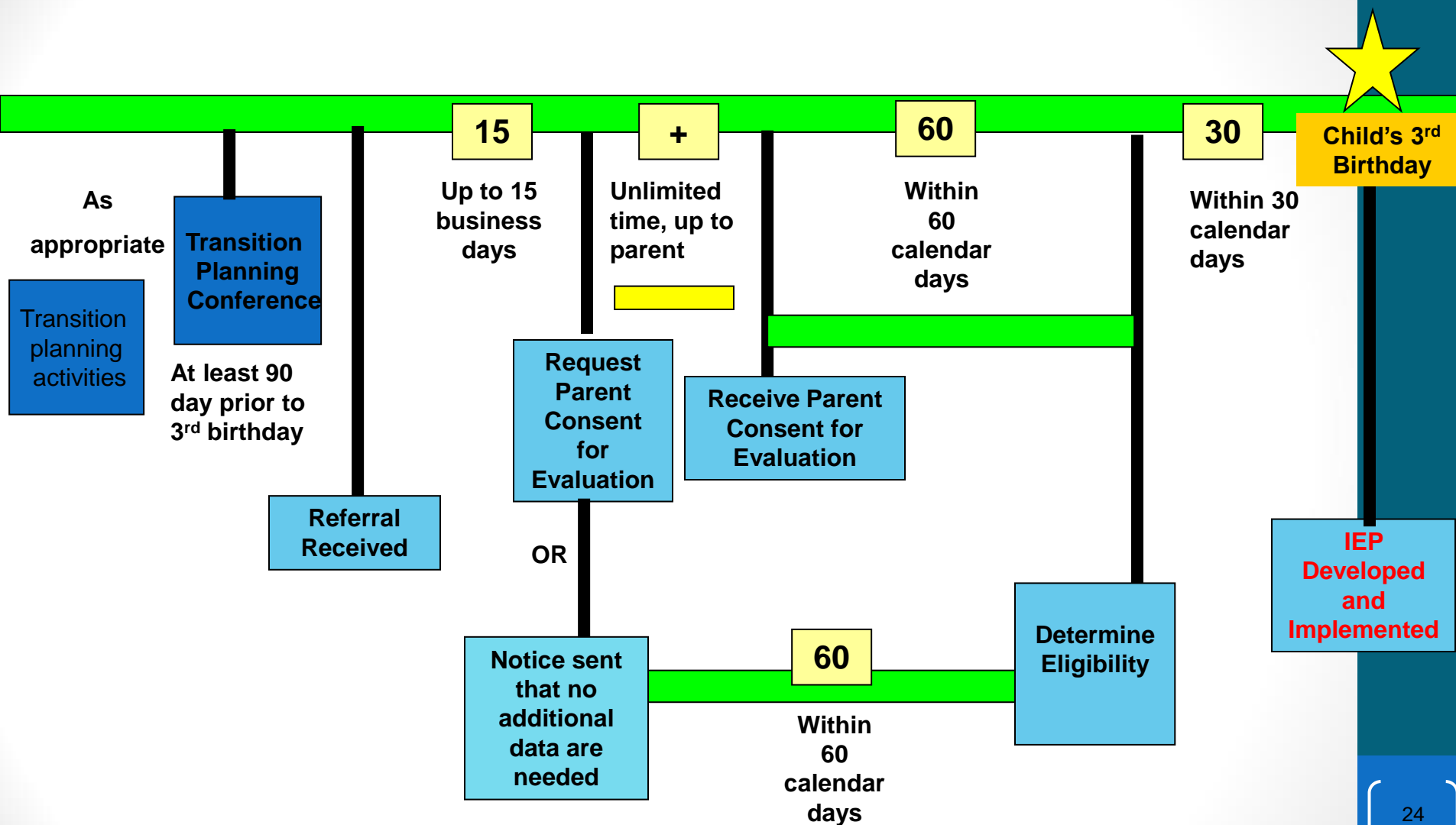
## Referral to Placement

- Within 60 days after an LEA receives parental consent for an initial evaluation, the LEA must determine if the child is a child with a disability.
- The school has 60 calendar days after getting the parent's consent to do an evaluation and decide if the child is eligible for special education.

# The Timeline:

## Referral to Placement

- Within 30 days after a determination that the child is a child with a disability, the LEA must develop an IEP and determine an educational placement.
- If the child is eligible for special education, an IEP must be developed, and a placement identified, within 30 calendar days of when the IEP team decides the child is eligible for special education.



## NEW Evaluation Timeline – Transition from Birth to 3 to ECSE



# Timeline & Summer Birthdays

- If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin:
  - Immediately
  - Before the third birthday
  - At the beginning of a new school year

# Timeline & Summer Birthdays

- LEAs will need to consider Extended School Year Services (ESY)
- If an IEP is in effect to start at the beginning of the school year, the Birth to 3 Program *may* provide services through a transition IFSP.

# The IEP Team:

## Roles and Responsibilities

- Discuss the types of services the child received as part of the IFSP
- Take into consideration the work done by the Transition Planning Team
- Determine **Eligibility**
- If eligible, write goals based on Special Educational Needs (**IEP**)
- Determine the **Placement** for services

# The IEP Team: Determining Eligibility

- Is there an impairment?
- Does the impairment adversely effect the child's educational performance?
- Is there a need for special education and related services?

# Individualize Services for Children with the following:

- **Intellectual Disability**
- **Orthopedic Impairment**
- **Visual Impairment**
- **Hearing Impairment**
- **Speech or Language Impairment**
- **Specific Learning Disability**
- **Emotional Behavioral Disability**
- **Autism**
- **Traumatic Brain Injury**
- **Other Health Impairment**
- **Significant Developmental Delay**

Eligibility Checklists

# The IEP Team - Determination of Placement



Children with disabilities  
must be educated with their  
nondisabled peers to the  
maximum extent  
appropriate.

# Individuals with Disabilities Act (IDEA)

“The full continuum of alternative placements at 34 CFR 300.551, including integrated ***placement options***, such as community-based settings with typically developing age peers, must be available to preschool children with disabilities.”



School districts must consider a variety of educational settings for young children with disabilities.

*See: Part B, 34 CFR SS300.551*



# Children in Inclusive Settings:

- Experienced greater cognitive and communication development than children with disabilities who were in separate settings
- Are more likely to practice new skills
- Are absent less
- Have higher test scores (reading & math)
- Have growth and learning related to their peers' skills - effects are most pronounced for children with disabilities.

# Children in Inclusive Settings:

- Have higher probability of employment and higher earnings
- Demonstrate stronger social-emotional skills and have larger friend networks
- Typically developing children show positive developmental, social, and attitudinal outcomes from inclusive experiences.

Joint Position Statement US DoE & US DHHS 2015

# Terms You May Hear:

- Least Restrictive Environment
- Preschool Inclusion
- Natural Environments
- Typical Settings
- Age Appropriate Settings
- Routines Based Interventions
- Itinerant Services to Preschool Setting



# Settings for serving young children with disabilities in WI



# Possible Settings



- **General Education Settings**
  - 4 Year Old Kindergarten
  - 5 Year Old Kindergarten
  - Title One Preschool
  - Licensed Daycares and Preschools
  - Head Start

- **Special Education Classrooms**
- **Home**
- **One-to-One Services outside the Home**
- **Part-time General Education/Part-time Special Education**
- **Residential Facility**
- **Separate School**

*~Or any combination of above~*

Placement is  
determined  
based on the  
individual  
needs  
of the child by  
the IEP Team





It looks ***DIFFERENT***  
for each child  
in each community.



It happens one  
child at a time....





# WI Resources



## WI FACETS

- (877) 374-4677
- [www.wifacets.org](http://www.wifacets.org)

## Wisconsin Statewide Parent-Educator Initiative (WSPEI)

- (715) 682-2363 x112
- [www.wspei.org](http://www.wspei.org)

## Wisconsin Department of Public Instruction

- [dpi.wi.gov/](http://dpi.wi.gov/)

## Wisconsin Early Childhood Collaborating Partners

[www.collaboratingpartners.com](http://www.collaboratingpartners.com)

DPI Bulletins



Wisconsin DHS  
Birth to 3 Program



# Other Resources

- What Makes Your Child Tick?
  - Using Children's Interests to build communication skills

<http://www.hanen.org/helpful-info/articles/what-makes-your-child-tick.aspx>



- Early Childhood Technical Assistance Center  
<http://ectacenter.org/>



- Strengths Checklist from Understood.org  
<https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-of-strengths-in-kids>





# Questions?