Early Intervention, Transition & Preschool Options

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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

Birth to Three Program (Part C)
- Referral
- Evaluation
- Determine Eligibility
- Individualized Family Service Plan Development
- Services Begin
- Transition Plan
- Referral to LEA
- Transition Planning Conference

Early Childhood Special Education & Related Services (Part B)
- Transition Planning Conference/Referral
- Evaluation
- Determine Eligibility
- Individualized Education Program Development
- Services Begin
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

Observe everyday activities

- Daily living
- Books
- Toys
- Community
- Interactions with adults
- Interaction with peers
- Meals
- Skill levels
- Preferences

From: Early Childhood Technical Assistance Center
Seeing my Child’s Strengths

- Laughs/Smiles During
- Does most often
- Attention grabbing

- Prefers to Do
- Works hard at
- Stays Involved

From: Early Childhood Technical Assistance Center
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 babble 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.

From: Early Childhood Technical Assistance Center
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**

**Entry into Birth to 3 Program**
- Your child enters the Birth to 3 Program
- Transition Process Discussed

When your child enters the Birth to 3 Program, staff will provide you with information about LEA Notification (this is information that will be sent to the school) and Opt Out policy*. They will also begin to talk with you about transitions that will occur when your child leaves the Birth to 3 Program.

* If you do not want information shared with the school, talk with your Service Coordinator about the Opt Out policy.

**2 yrs 3 months (27 mo)**
- LEA Notification - Shortly reach age 3

When your child turns 2 years, 3 months (27 mo), the Birth to 3 Program will notify the school that your child is close to turning three (unless you signed the Opt Out form).

**2 yrs 9 months (33 mo)**
- Transition Planning Conference (TPC)

After your child turns 2 years, 3 months (27 mo) but before he or she turns 2 years, 9 months, the Birth to 3 Program team will determine if your child is potentially eligible for the local school district’s (Part B) early childhood special education program (also known as the Local Educational Special Agency or LEA).

**3 years**
- LEA Notification - REFERRAL
- Your child leaves the Birth to 3 Program

Your child leaves the Birth to 3 Program by his or her 3rd birthday.

If your child is not determined to be potentially eligible for special education services with the school, the Birth to 3 Program will review and discuss other options available to your child to support his/her exit from the Birth to 3 Program. This may include referrals to other programs or agencies with your consent.

If your child is determined to be potentially eligible, the Birth to 3 Program must refer your child to the LEA by the time your child is 2 years, 9 months (33 mo) of age (unless you signed the Opt Out form). The Birth to 3 Program will organize a Transition Planning Conference with the school at least 90 days and not more than nine months before your child turns 3 years (unless you signed the Opt Out form). This meeting is to help make the change from the Birth to 3 Program to the school as easy as possible for your child and family.

Source: Families Are the Foundation
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 3rd 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.

Information Update Bulletin 06.01; Special Education in Plain Language
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

- **Referral Received**
  - Transition Planning Conference
    - At least 90 day prior to 3rd birthday
  - Request Parent Consent for Evaluation
    - Up to 15 business days
  - Notice sent that no additional data are needed
    - Unlimited time, up to parent
    - Within 60 calendar days

- **Determine Eligibility**
  - Receive Parent Consent for Evaluation
    - Within 60 calendar days
  - IEP Developed and Implemented
    - Within 30 calendar days

- **Transition Planning Activities**
  - As appropriate

- **Child’s 3rd Birthday**
  - Within 60 calendar days
  - Within 60 calendar days
  - Within 30 calendar days
  - Up to 15 business days
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
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.”

Federal Register Vol. 64, No. 48, p.12639 (comments to final regulations)
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.

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 **D**i**ff**e**r**e**n**t**

for **e**a**c**h child

in **e**a**c**h community.
It happens one child at a time...
WI Resources

WI FACETS
- (877) 374-4677
- www.wifacets.org

Wisconsin Statewide Parent-Educator Initiative (WSPEI)
- (715) 682-2363 x112
- www.wspei.org

Wisconsin Department of Public Instruction
- dpi.wi.gov/

Wisconsin Early Childhood Collaborating Partners
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

Questions?