



Understanding Transition from Early Intervention to Preschool

An Overview for Families

New Jersey Department of Education

New Jersey Department of Health and Senior Services



Individuals with Disabilities Education Act (IDEA)

A Brief Legal History

- 1975 marked the beginning of Federal legislation guaranteeing a Free and Appropriate Public Education for school age children with disabilities.
- 1986 created financial incentives for states to ensure early intervention and preschool services for children birth to five.

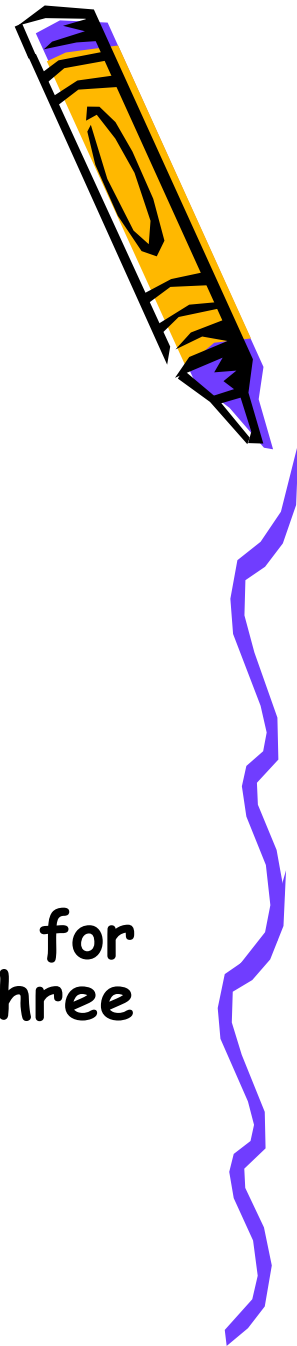
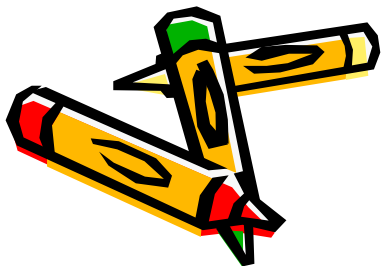


Individuals with Disabilities Education Act (IDEA)

- Early Intervention for infants and toddlers (part C): birth to three years

AND

- Special education programs and services for children and young adults (Part B): ages three to twenty-one years.



Individuals with Disabilities Education Act (IDEA) Special Education Services Part B



- Free, Appropriate, Public Education- FAPE;
- Parent Participation, Shared Decision Making;
- Non-Discriminatory Evaluation;
- Individualized Education Program (IEP);
- Least Restrictive Environment (LRE);
- Procedural Safeguards and Due Process;
- High Expectations



Early Intervention Transition Planning Outcomes

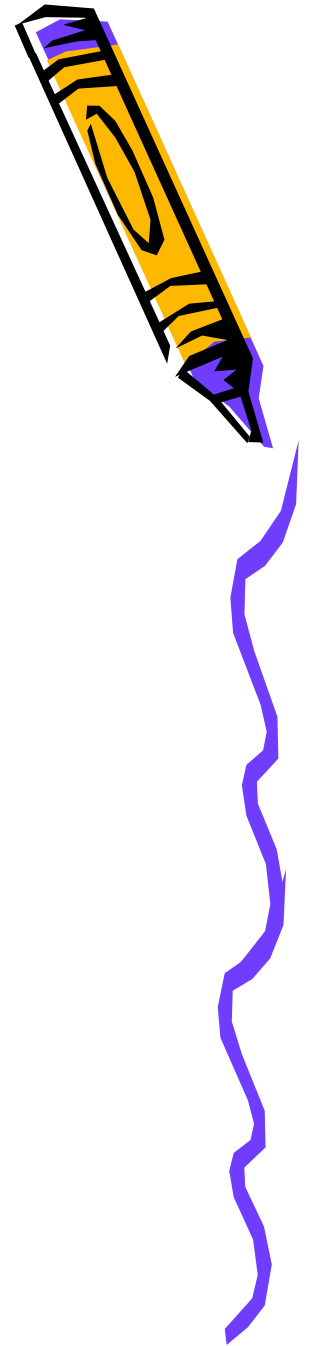


- Timeline-child is 24-30 months old;
- Participants-Family, Service Coordinator, EI Practitioner;
- Receive Transition Booklet;
- Prepare for Transition Planning Conference;
- Transition Information Page in IFSP.



School District Child Study Team Members (CST)

- School Psychologist
- Learning Disability Teacher Consultant
- School Social Worker
- Speech Language Pathologist



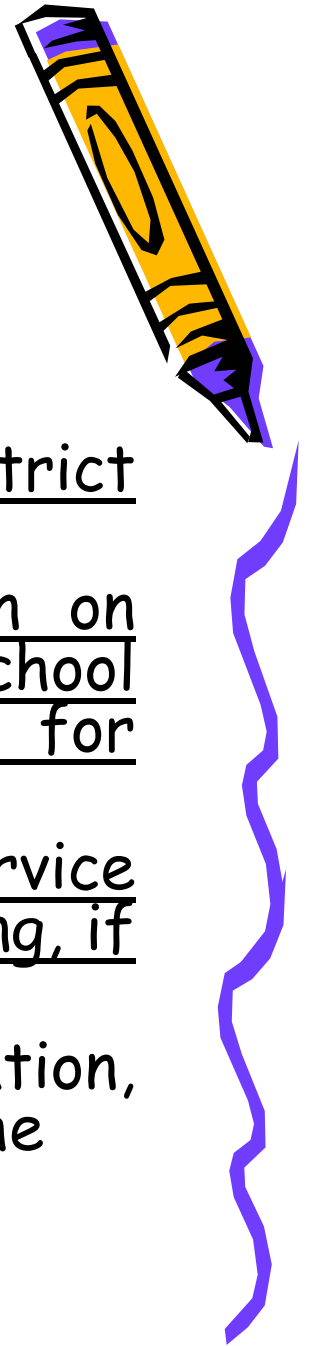
Transition Planning Conference

- Timeline-child is 30-32 months old;
- Participants-Family, Service Coordinator, EI Practitioner, one Child Study Team Member;
- Service Coordinator runs the meeting;
- Parents discuss vision for their child;
- Participants will discuss:
 - Options for community transition;
 - Uniform Application Act;



Transition Planning Conference

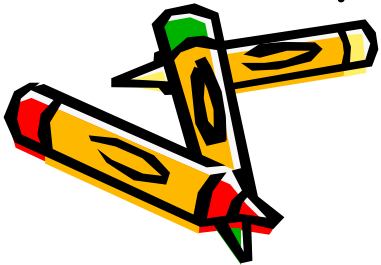
- District Representative shall:
 - review the IFSP,
 - provide the parents written district registration requirements,
 - provide the parents written information on available district programs for preschool students, including options available for placement in general education classrooms,
 - provide parent a form to request that service coordinator be invited to initial IEP meeting, if child found eligible,
 - Outline process of identification, evaluation, eligibility determination, development of the IEP.



Written Referral Request for Eligibility Evaluation

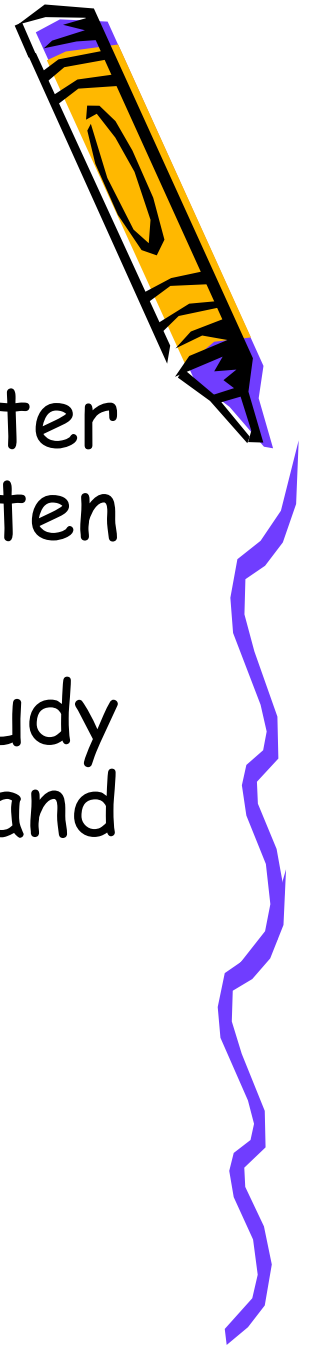
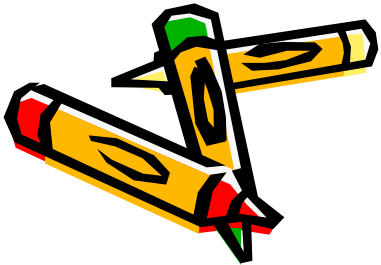


- A written request for an evaluation should be sent to the school district at least 120 days before the child's third birthday.
- Form to request that Service Coordinator be invited to initial IEP meeting, if child found eligible, shall be submitted with request for eligibility evaluation.



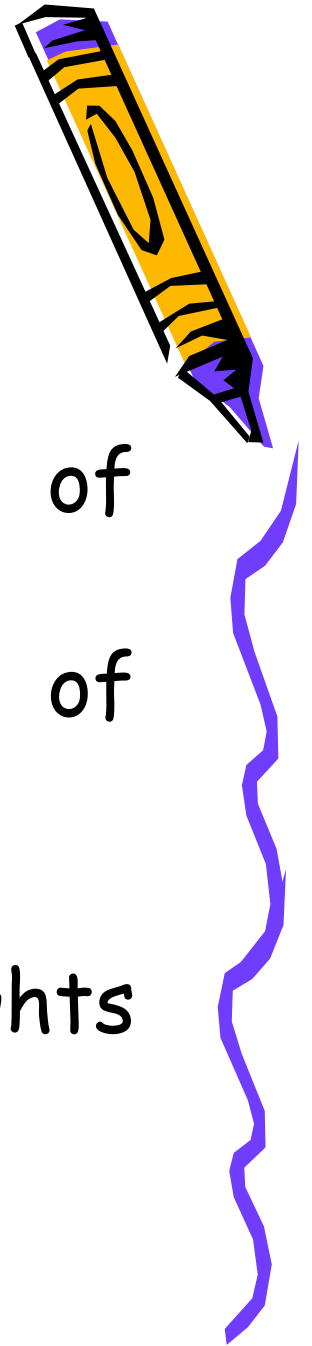
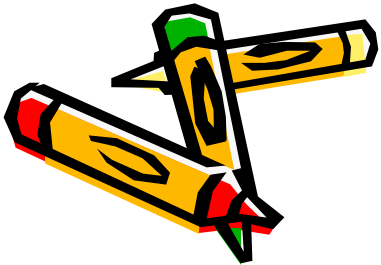
Identification/Evaluation Planning Meeting

- Timeline- no later than 20 days after the District receives written referral letter;
- Participants-Family, Child Study Team, General Education Teacher and Speech/language Pathologist;
- Review current information;
- Determine needed evaluations;



Identification/Evaluation Planning Meeting

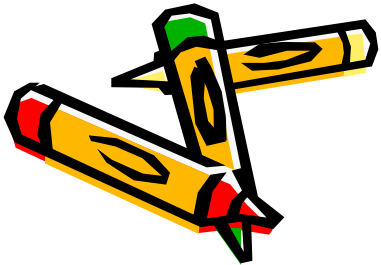
- Determine nature and scope of evaluations;
- Family receives written notice of evaluation plan;
- Family receives informed consent;
- Family receives parental rights document.



Informed Consent for Evaluation

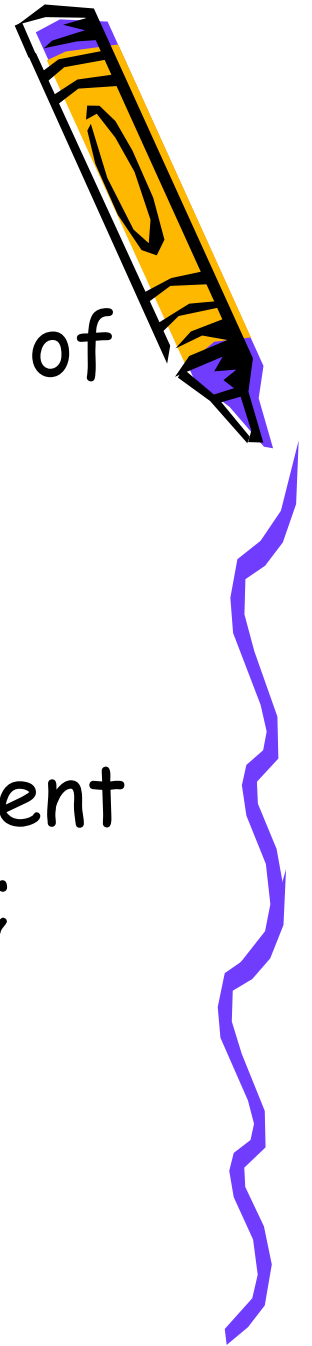


- Timeline- at least ninety days before the child turns three;
- Parents sign informed consent before child can be evaluated;
- Gives permission to school district to evaluate the child.



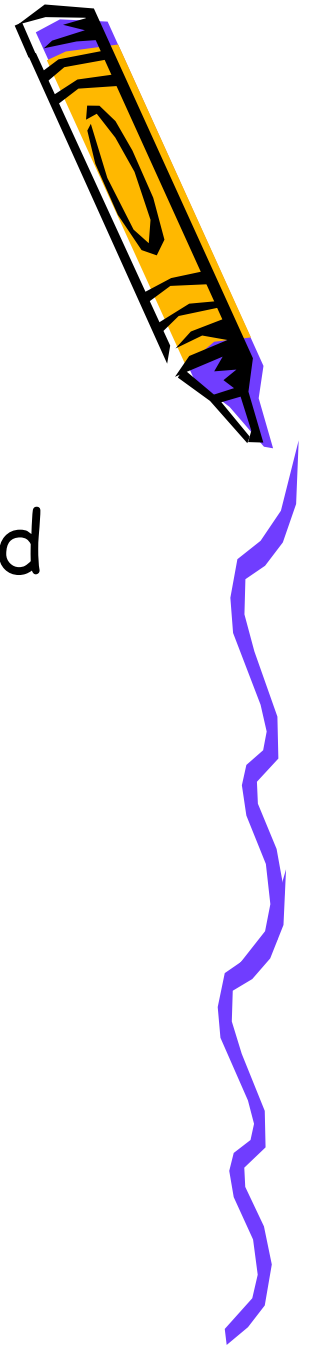
School District Evaluation

- Participants-at least two members of the child study team;
- Determines eligibility and child's strengths and needs;
- Includes multidisciplinary assessment in all areas of suspected disability;
- Review parent report and other important records;

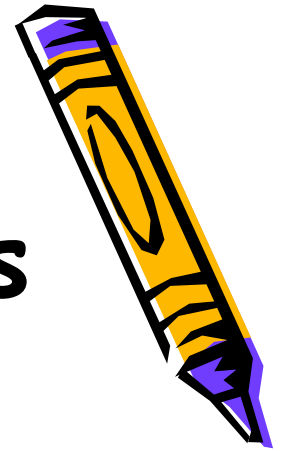


Evaluation...continued

- A functional assessment must be completed (home or early childhood setting);
- Additional assessments (speech/language, occupational or physical therapy).



Eligibility for Preschool Special Education Services



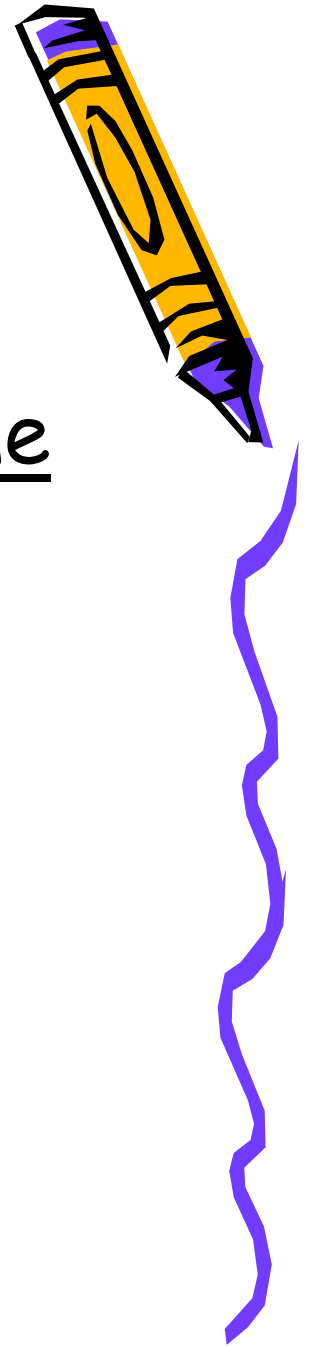
Preschool Child with a Disability:

Means a child between the ages of three and five experiencing a developmental delay, as measured by appropriate diagnostic instruments and procedures, in one or more of the areas below and requires special education and related services:



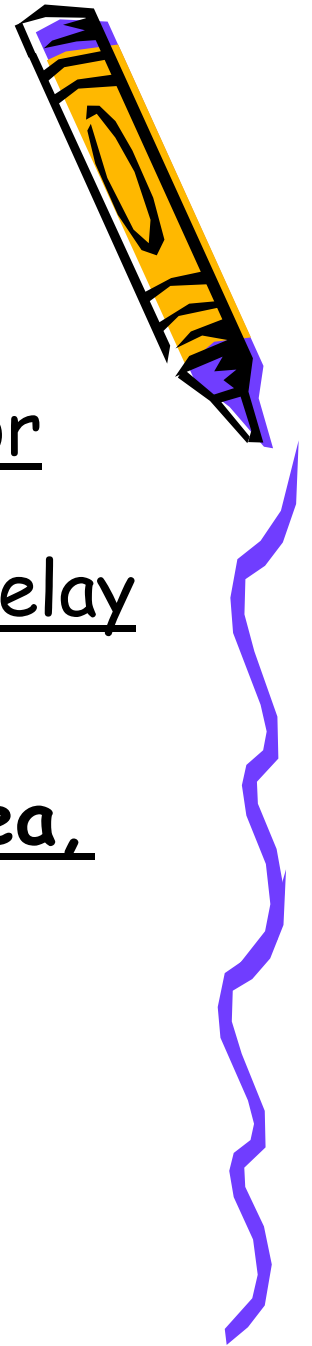
Eligibility...Continued

- Physical, including gross motor, fine motor, and sensory (vision and hearing);
- Cognitive;
- Communication;
- Social and emotional;
- Adaptive



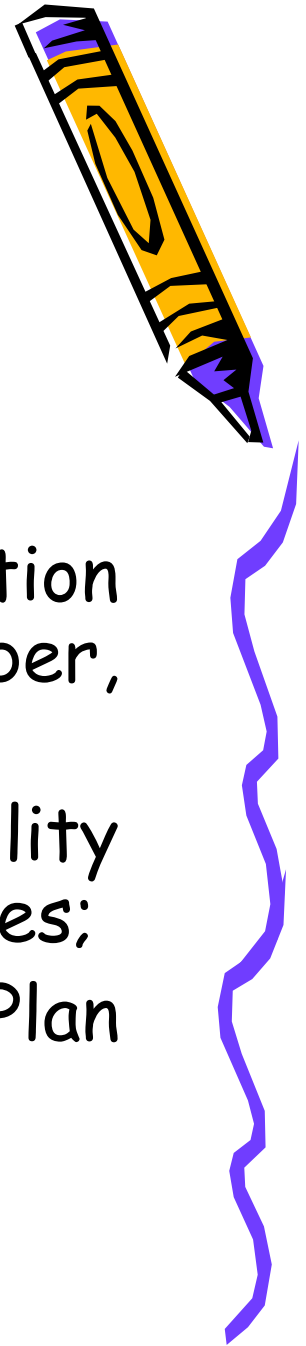
Eligibility...Continued

- When utilizing a standard assessment or criterion-referenced measure to determine eligibility, a developmental delay shall mean:
 - 33% delay in one developmental area,
or
 - 25% delay in two or more developmental areas.



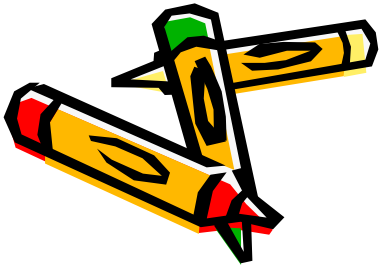
Eligibility Meeting

- Timeline-child is 32 to 35 months old;
- Participants- Family, General Education Teacher, a Child Study Team member, School District Case Manager;
- Review evaluations to determine eligibility for special education and related services;
- If eligible, an Individualized Education Plan (IEP) meeting will be scheduled.



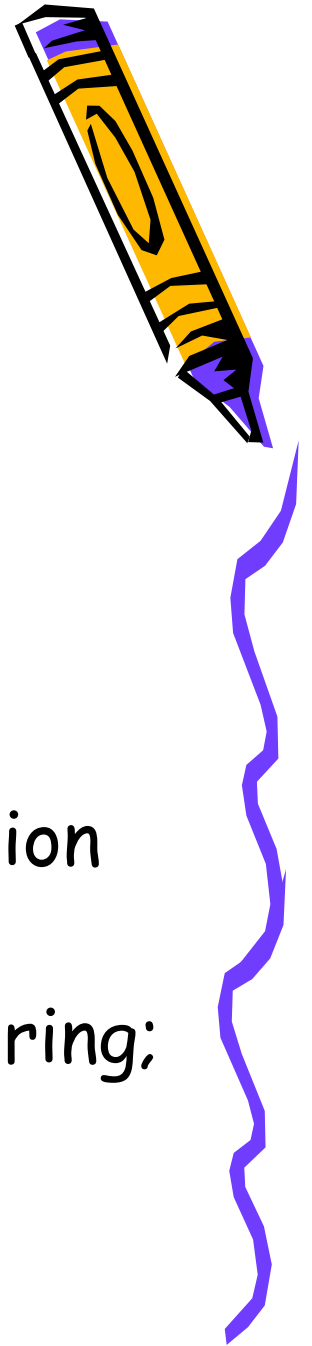
The Individualized Education Plan (IEP) Process

- Timeline-completed before child's third birthday;
- Participants-Family, General Education Teacher, Special Education Teacher, School District Case Manager;
- Identification of child's strengths, needs and skills;
- Consideration of general education curriculum.



The Individualized Education Plan (IEP) Process

- Development of goals and objectives - consideration of general education curriculum;
- Identification of supports and related services;
- Determination of placement-consideration of least restrictive environment (LRE);
- Provision of ongoing support and monitoring;
- Parental consent needed to implement.



The Individualized Education Plan (IEP) includes:

- Statement of eligibility;
- Written description of educational program;
- Goals and objectives;
- Placement/setting (LRE);
- Review of the preschool day to determine what accommodations and modifications may be required to allow the child to participate in the general classroom and activities:
- Related services;
- Date services will begin;
- Length of service;
- Methods to measure progress.



A Families' Vision

- My child's abilities, talents, and interests should be recognized and promoted;
- My child will become a valued and contributing member of a family and society as well as a full member of the community;
- As a constant in my child's life, I expect to be able to participate as a valued member of the team making educational decisions on behalf of my child.



Tips for the Transition Process



- Request copies of all documents pertaining to your child;
- Request list of participants for any meeting;
- Bring a friend, relative, or advocate to any meeting;
- Track important timelines;
- Take notes, when necessary;
- Review all documents before signing;
- Remember that any meeting can be adjourned and rescheduled.



Tips for the Transition Process

- Be an active participant;
- Ask questions to clarify information;
- Raise issues if you disagree;
- Be ready to support your ideas and requests;
- Provide information that will help plan for your child;
- Be involved in your child's education;
- Be positive.

