



Understanding Transition from Early Intervention to Preschool

An Overview for Families

New Jersey Department of Education

New Jersey Department of Health and Senior Services

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.

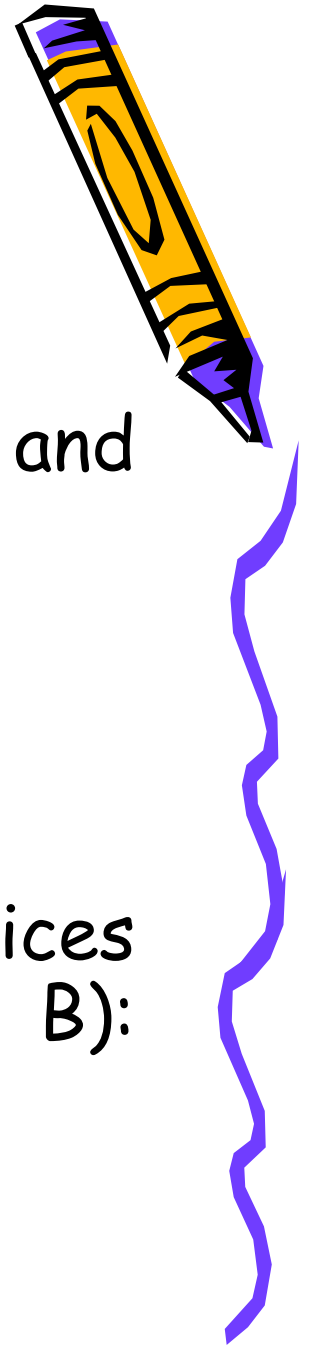
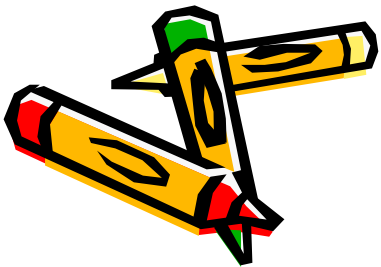


Individuals with Disabilities Education Act (IDEA)

- 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

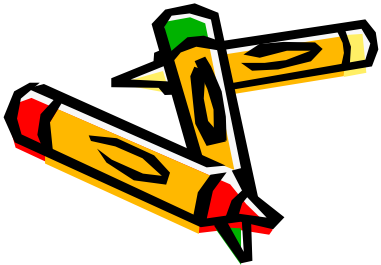


- Free, Appropriate, Public Education- FAPE;
- Parent Participation, Shared Decision Making;
- Non-Discriminatory Evaluation;
- Individualized Education Program (IEP);
- Least Restrictive Environment (LRE);
- Procedural Safeguards and Due Process;
- High Expectations



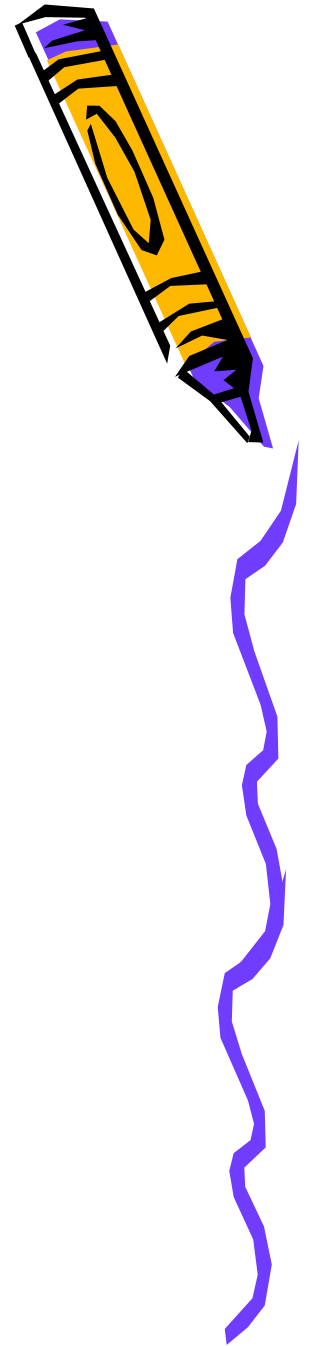
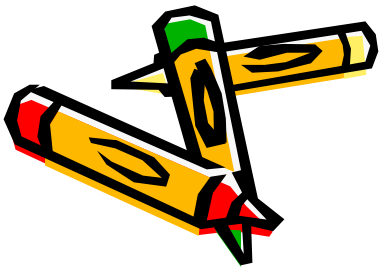
Early Intervention Transition Planning Outcomes

- 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



Child Study Team Members (CST)

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



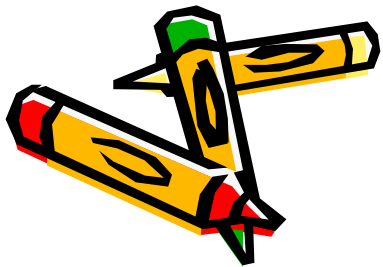
Transition Planning Conference

- Timeline-child is 30-32 months old;
- Participants-Family, Service Coordinator, EI Practitioner, one Child Study Team Member;
- Parents discuss vision for their child;
- Outline process of identification, evaluation, eligibility determination, development of the IEP, and district registration requirements;
- Discuss: Options for community transition; when school district needs records; Uniform Application Act



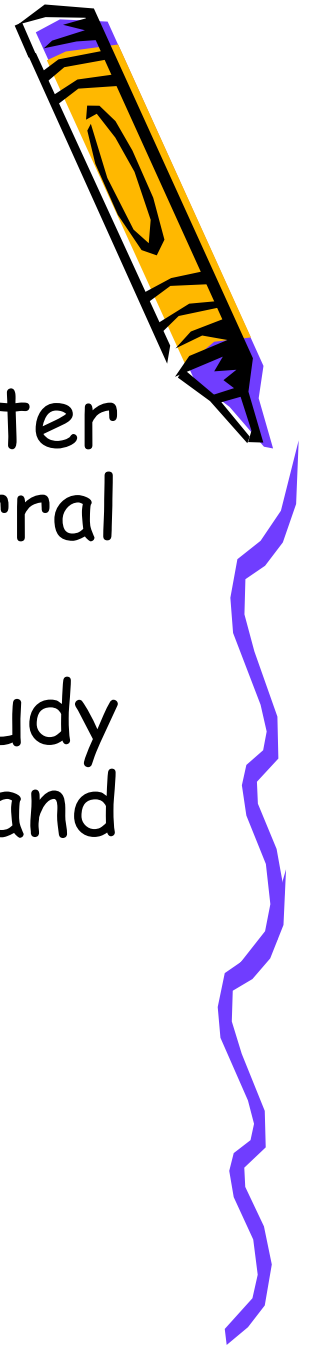
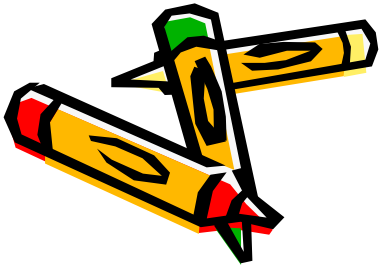
Written Referral Request for Eligibility Evaluation

A written request for an evaluation should be sent to the school district at least 120 days before the child's third birthday.



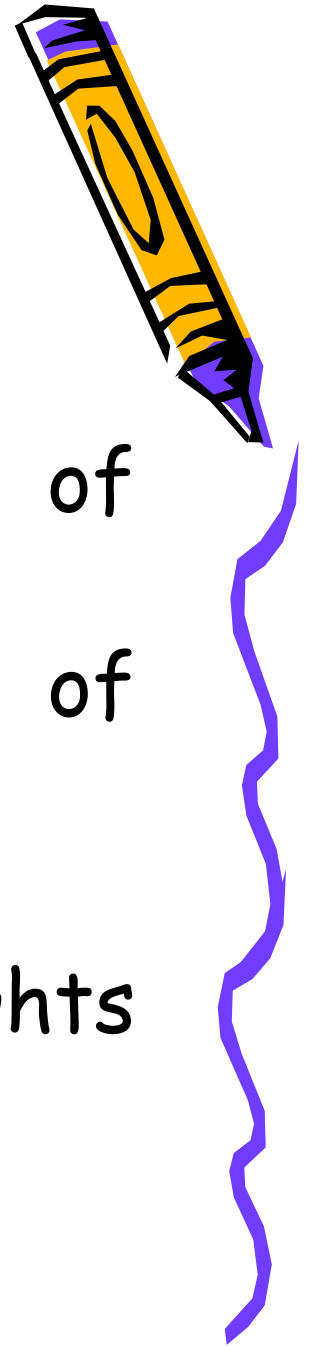
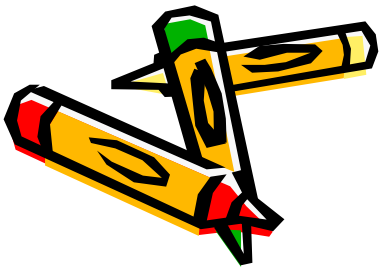
Identification/Evaluation Planning Meeting

- 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

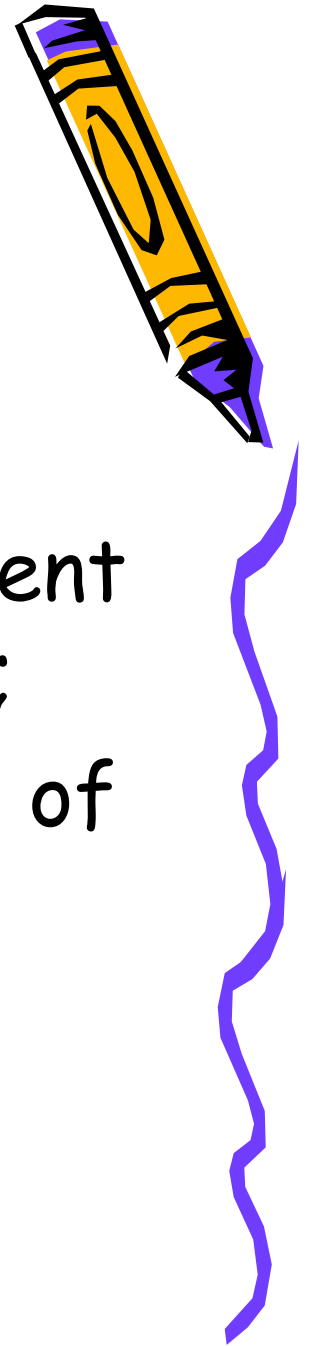


- Timeline- at least ninety days before the child turns three;
- Parents sign informed consent before child can be evaluated;
- Gives permission to school district to evaluate the child.



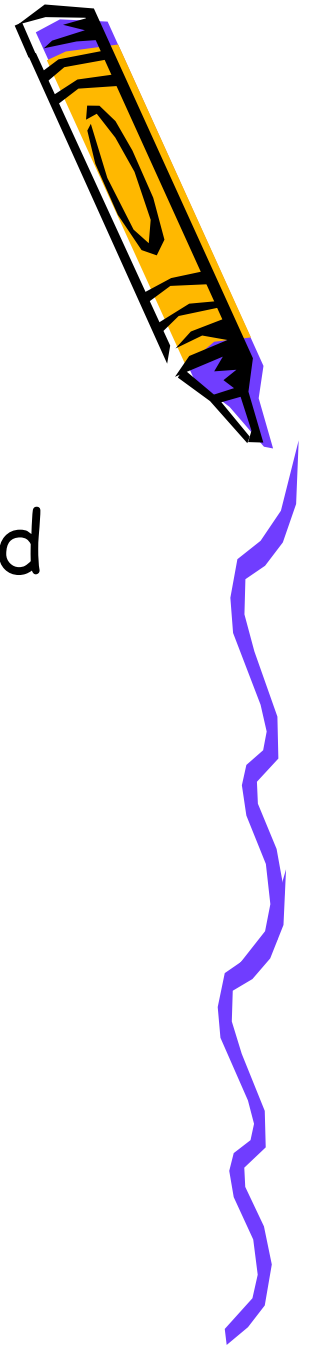
School District Evaluation

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

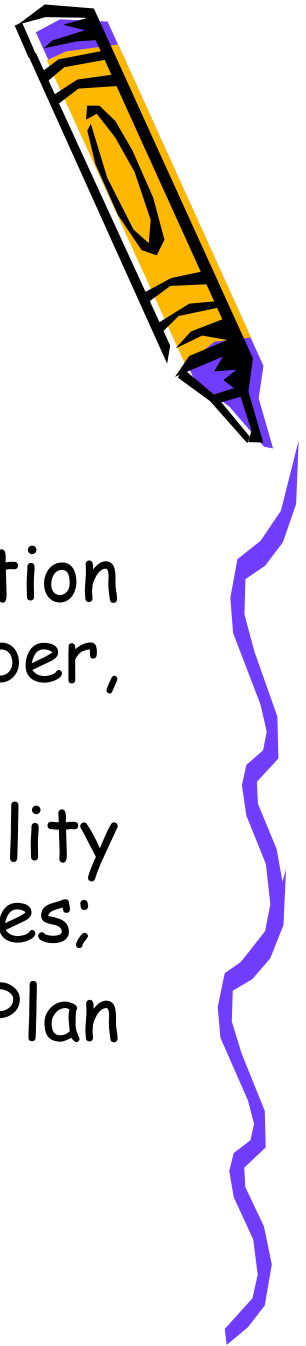


Children between the ages of three and five years are eligible for preschool services when they have an identified disabling condition and/or a measurable developmental impairment that requires special education and related services.



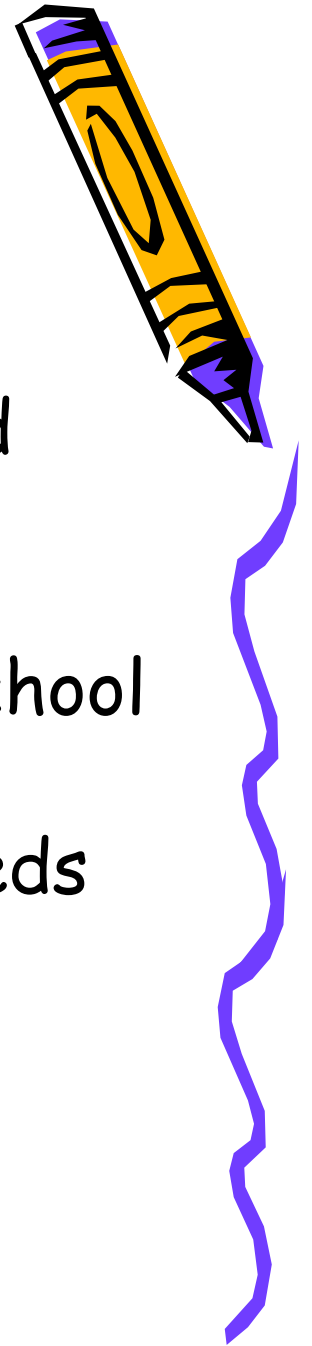
Eligibility Meeting

- 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.



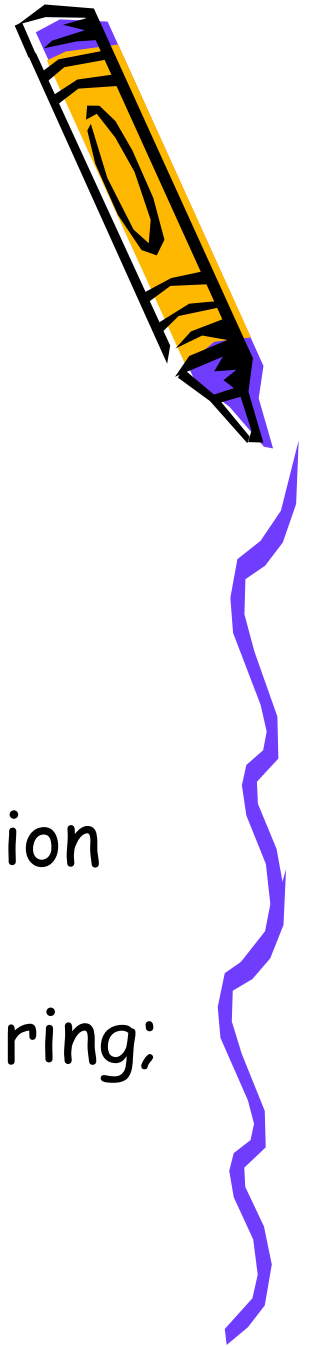
The Individualized Education Plan (IEP) Process

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



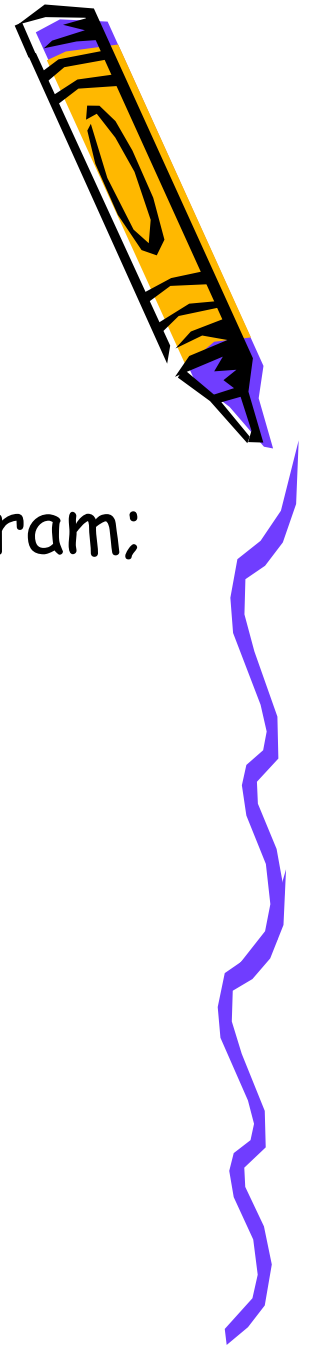
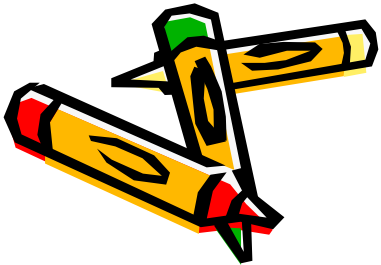
The Individualized Education Plan (IEP) Process

- 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);
- Related services;
- Date services will begin;
- Length of service;
- Methods to measure progress.



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.

