

# **Transition from Early Intervention to Early Childhood Special Education**

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**Vermont Family Network**



## Vermont Family Network

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# What is Transition?

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- Activities and processes involved in change
- Babies/toddlers transition from Children's Integrated Services - Early Intervention (EI) services to Early Childhood Special Education (ECSE) services
- Transition should happen by the 3rd birthday
- ECSE begins on the day of your child's 3rd birthday

# Individuals with Disabilities Education Act (IDEA)

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- Law ensuring services to eligible children with disabilities throughout nation
- Governs how states and public agencies provide early intervention, special education and related services to more than 7 million eligible infants, toddlers, children and youth with disabilities

# Individuals with Disabilities Education Act (IDEA)

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- Infants and toddlers with disabilities (birth through 2) and their families receive early intervention services under IDEA Part C
- Children and youth (ages 3 through 21) receive special education and related services under IDEA Part B

# Individuals with Disabilities Education Act (IDEA)

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6 principles of IDEA:

- Free Appropriate Public Education (FAPE)
- Least Restrictive Environment (LRE)
- Evaluation at public expense
- Parent and student participation in decision making
- Individualized Education Program (IEP)
- Procedural Safeguards (Parents' Rights)

# IFSP or One Plan to IEP

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- Individualized Family Service Plan (IFSP) or One Plan
- Individualized Education Program (IEP)
- Focus shifts to inclusive experiences and the child's educational needs under the provision of a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
- Parents are involved in all steps of the process

# Inclusion

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Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and their family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.

The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships, and friendships, and development and learning to reach their full potential.

The defining features of inclusion that can be used to identify high-quality early childhood programs and services are access, participation, and supports.



# Steps for Parents

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Start conversation about transition:

- Family's culture and system of support
- Hopes and dreams
- Challenges and concerns
- Important considerations for your child

# Potential Eligibility

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- Assessed by CIS-EI Team between 6 months and 90 days before child's 3rd birthday
- Based on evaluations, assessments and service provision
- CIS-EI team will coordinate with the school district that your child will attend

# Eligibility for Early Childhood Special Education

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- Actual eligibility for Early Childhood Special Education is determined by school district
- Notification may be on the state Special Education Form 6B or Form 7
- A parent can formally challenge a school's decision

# Early Childhood Special Education Eligibility

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- 25% delay in one or more developmental domains OR
- Medical condition diagnosed by a licensed physician that may result in significant delays by 6th birthday

AND

- Child has received consistent specialized instruction, developmental therapy services and/or speech language services through the One Plan

# Development Domains

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5 developmental domains:

- Speech and language development
- Adaptive development
- Social and emotional development
- Physical development
- Cognitive development

# Transition Planning Conference

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- Takes place between 9 months and 90 days prior to your child's 3rd birthday
- CIS-EI Service Coordinator manages the paperwork and planning
- Inform the Service Coordinator of your meeting availability and what supports (e.g. transportation, childcare, interpreter) you may need to participate
- You may bring a friend or family member with you for support!

# Transition Planning Conference

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Who attends?

- The parent/family
- A school district representative
- CIS-EI Service Coordinator
- Other service providers from the One Plan team or supporting organizations or professionals
- Anyone else you or the Service Coordinator feels can be helpful or supportive to the transition process

# Transition Planning Conference

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What paperwork will be shared?

- Consent forms/contact information
- Your child's One Plan detailing services and outcomes
- Evaluations
- Present levels of functioning
- Form 6B



# Transition Planning Conference

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Questions to ask:

- Contact information at the school
- How might your child's programming look differently and how can the adults best prepare your child for that transition
- What might you, the parent, need to know to help your child in this process and if training is available
- What is the process if the parent disagrees

# Form #6B

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- Form #6b - IDEA part C to Part B Transition
  - Vermont Agency of Education Special Education Rules
  - Form guides discussions and verifies eligibility for ECSE
  - Requires written parental consent for special education placement and services

# Form 5: ECSE IEP

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- Developed and implemented by your child's third birthday
- Developed by the IEP team, which includes the parent
- Form 5: Early Childhood Special Education (ECSE) Ages Three Through Five Individualized Education Program (IEP)

# ECSE IEP Team

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- Parent/guardian and family members
- Early childhood special educator
- Early childhood general educator
- Individual qualified to interpret evaluation results
- Other educators, service and/or related service providers
- School (or LEA) representative
- Any other member deemed appropriate by the team

# Early Childhood Outcome Areas

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- 1. Positive social and emotional skills and relationships
- 2. Acquisition and use of knowledge and skills
- 3. Taking appropriate actions to meet needs
- Across 5 domain areas:
  - Speech and language development
  - Adaptive development
  - Social and emotional development
  - Physical development
  - Cognitive skills

# Developing the IEP

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- Present levels of educational and function performance
- Development of goals and short-term objectives
- Special education and related services
- Accommodations and modifications
- Placement (Where)
- Teachers/service providers (Who)

# How to Prepare

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- Be familiar with evaluations, medical and transition paperwork
- Bring additional sources of information if missing
- List your questions and concerns and write them down
- Think through your child's needs and what they will need
- Visit possible education settings
- Consider bringing a friend or family member for support
- Bring a picture of your child! Keep the focus on what is important

# During the IEP Meeting

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- Ask questions –
  - How will my child's day look?
  - Where, when and how will they receive services?
  - Who will be delivering the services?
  - How will home-school communication work?
  - How will be measure progress?
  - How can I understand the IEP?
  - When and how often should the IEP team meet?
  - What transitional activities can we build in for my child to transition successfully?
  - Does my child need Extended School Year (ESY) services?



# Extended School Year

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- CIS-EI services are year-round
- ECSE services are provided during the school year
- ESY services are decided in an IEP meeting
- Transitional activities can be built into ESY services

# Parental Rights

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- Written parental consent for ECSE IEP services
- When there is a disagreement at the IEP table, the school representative will make the decision and issue a Form 7
- Parents have a right to disagree through a formal process:
  - Administrative Complaint
  - Mediation
  - Due Process

# Early Intervention vs Early Childhood Special Education

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- Eligibility criteria
- The location where your child receives services
- Focus of plan – One Plan vs Individualized Education Program (IEP)
- Coordination of services

# Other Considerations

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- Vermont Early Childhood Standards (VELS)
- Act 35 – Equitable and Inclusive School Environments
- Americans with Disabilities Act (ADA) and preschool settings
- Act 166 – Universal Prekindergarten
- Early Multi-tiered Systems of Supports

# Vermont Early Childhood Standards

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- Resource representing goals for development and learning
- Covers young children ages birth through Grade 3
- Should be used to develop IEP goals
- Answers two questions:
  - What should children know and be able to do to prepare them to succeed in school and in life?
  - What experiences should be available in homes, schools, and communities to help them gain the knowledge and skills that prepare them for school and life?

# Act 35 – Equitable and Inclusive School Environments

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- Bans suspension and expulsions of students under eight years old except in cases of imminent harm
- Applies to public schools, independent schools and private prekindergarten

# ADA and Early Childhood Settings

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- American with Disabilities Act (ADA) pertains to preschool, childcare and other early childhood settings
- Child care providers cannot discriminate based on disability
- Child care centers must have reasonable modifications

# Act 166 – Universal Prekindergarten (UPK)

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- Access to a minimum of ten hours of publicly funded prekindergarten education for 35 weeks a year for all 3- to 5-year-old children
- Funds can be used in any prequalified program even if it is outside your home school district
- UPKs are in prequalified public schools or community-based programs such as Head Starts, prequalified private childcare, and family home providers



# Early Multi-tiered System of Supports (Early MTSS)

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- Improve early learning, social and emotional well-being and competence for children from birth through 8
- Pyramid model of universal, targeted and individualized supports for children
- Reduce exclusionary discipline i.e. suspension and expulsion

# Survey Link

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<https://lp.constantcontactpages.com/sv/awwbF5k>

# VFN Early Childhood Resources

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- [Advocating for Your Child Fact Sheet](#)
- [Children's Integrated Services Early Intervention Fact Sheet](#)
- [Early Childhood Special Education Fact Sheet](#)
- [Early Childhood Workshops](#)
- [Genetics Fact Sheet](#)
- [Parents' Rights in Special Education Fact Sheet](#)
- [Vermont's Early Childhood Developmental Disorders Insurance Fact Sheet](#)

# VT Early Childhood Resources

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- [Bright Futures Child Care Information System](#)
- [Building Bright Futures](#)
- [Child Care Resource](#)
- [Child Development Division](#)
- [Children with Special Health Needs \(CSHN\)](#)
- [Developmental Evaluation Programs](#)
- [Help Me Grow Vermont](#)

# VT Early Childhood Resources

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- [Let's Grow Kids](#)
- [Lund Family Center](#)
- [Parent Child Centers](#)
- [Prevent Child Abuse Vermont](#) and [Vermont Parent's Home Companion](#)
- [STARS Recognition Child Care](#)
- [Vermont Agency of Education Early Education](#)
- [Vermont Association for the Education of Young Children](#)

# VT Early Childhood Resources

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- [Vermont Child Care Providers Association](#)
- [Vermont Early Learning Standards \(VELS\)](#)
- [Vermont Early Multi-Tiered System of Supports](#)
- [Vermont Head Start Association](#)
- [Vermont I-Team Early Intervention Project](#)
- [Vermont Universal Prekindergarten: Act 166](#)

# VT Special Education Resources

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- [Moving On: Planning Your Child's Transition CIS-EI to ECSE](#)
- [Vermont Agency of Education Early Childhood Special Education](#)
- [Sample Early Essential Education Individual Education Program \(IEP\)](#)
- [Vermont Special Education Rules](#)

# Questions?

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