

Idaho Integrated Early Childhood Processes



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Welcome to this Idaho Integrated Early Childhood Processes Training.

Children in Early
Intervention -
Transitions

Identification and
Referral

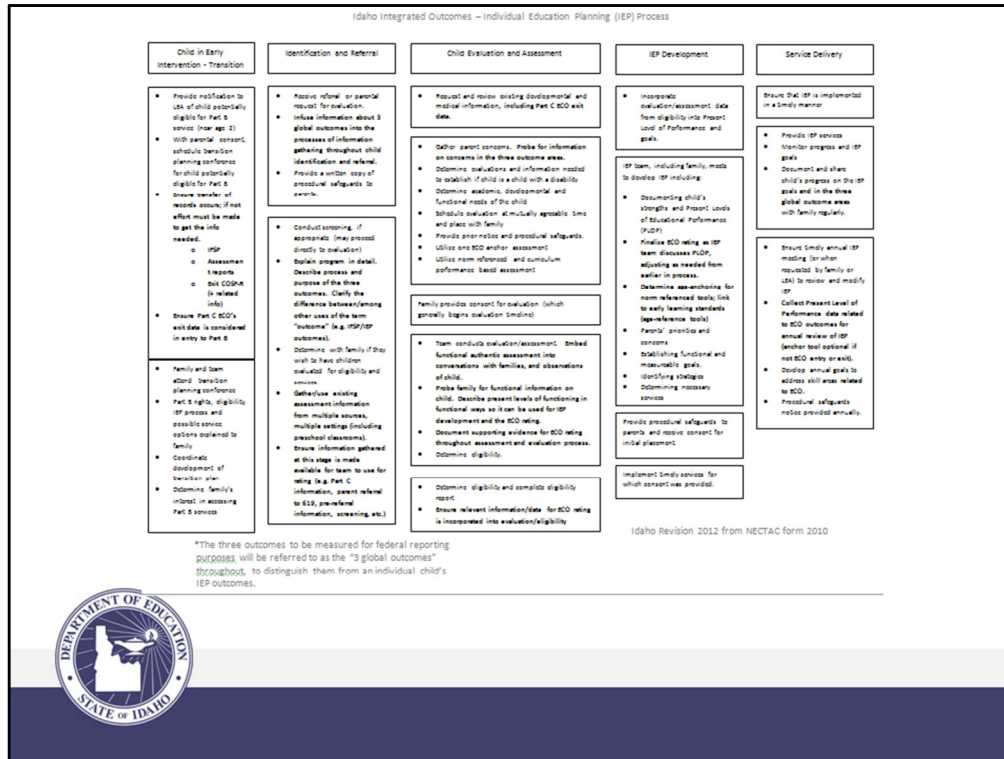
Child Evaluation and
Assessment

IEP Development

Service Delivery



This training will be divided into 5 sections, read slide. We are going to only briefly talk about that actual IEP development and the service delivery section will be a discussion regarding Least Restrictive Environments.



This handout will be used as a reference to outline the process of Early Childhood Intervention.

Activity

Integrated Outcomes – IEP Planning Worksheet

	Currently Doing	Future Ideas	Resources/Guidance Needed	Questions?
Transition	←			
Identification & Referral				
Evaluation and Eligibility				
IEP Development				
Service Delivery				



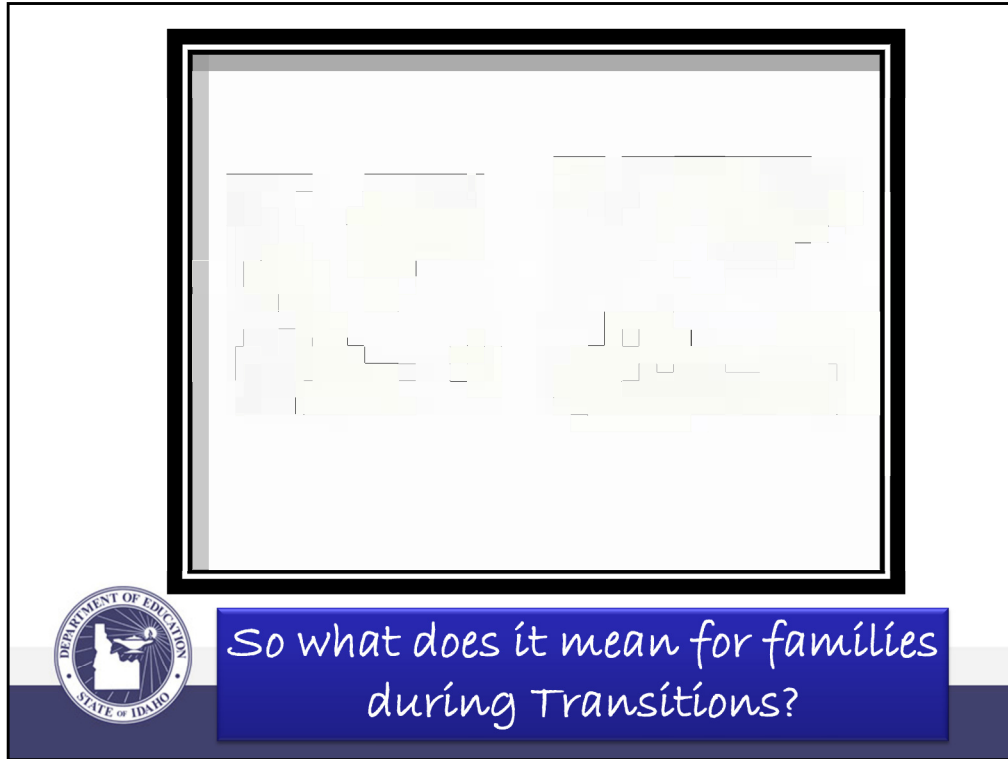
If you will pull out this sheet. We will be coming back to this sheet throughout the day. Take a few minutes and write down what your district is currently doing regarding transitions.

Part 1
Children in Early Intervention - Transitions



Children in Early Intervention - Transitions

We will be following the Timeline Flow Chart – Handout 2



Video is embedded behind the Title: Video clip takes approximately 1 minute. Click in the center of the frame to start the video.

Times of Change



Transitions are times of change or modification in services or personnel for children and families. A significant transition occurs when a child reaches age three (3) and the child and family is no longer eligible for early intervention services under the Infant Toddler Program. Upon reaching age three (3), a child may be eligible for services through the local educational agency or LEA. Planning for transition is an ongoing interagency process that explores options and provides information, support, and linkages to new situations and services. Joint planning between agencies is necessary to ensure a smooth and effective transition for children and their families.

Early Intervention

- Home and Community settings
- Primary Provider supported by a multidisciplinary team
- Coaching style of interaction
- Service Coordination
- Flexible scheduling to accommodate family/child's needs



Part C of Individual with Disabilities Education Act (IDEA) authorize EI services for children with developmental delays or disabilities under age 3. The law is very specific about where and how those services will be delivered. Research over the past several years has identified several practices that increase the effectiveness of early intervention services with families. The Infant Toddler Program is implementing these evidence-based practices across the state. They include the following:

- Services are delivered in Home and Community settings (natural learning environments for children)
- A primary Provider who is supported by a multidisciplinary team
- Coaching style of interaction, (between the provider and the family and also between team members when providing support and information to one another).
- Service Coordination for all eligible children
- Flexible scheduling to accommodate family and children's needs. This may mean visits during meal times or evenings to accommodate the family's schedule or to address a specific issue in the child's life.



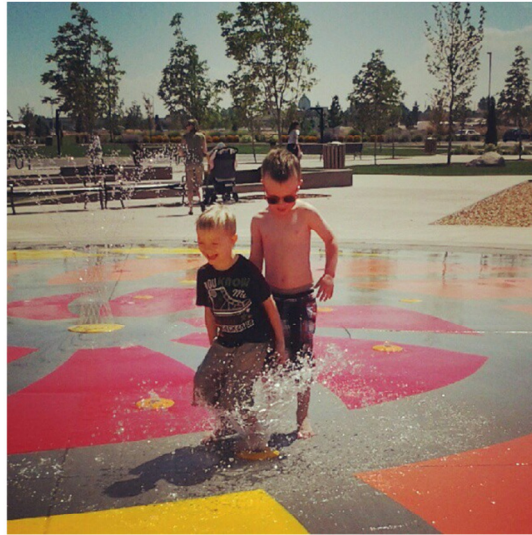
Transition begins around the child's 2nd Birthday



Discussions about transition from the early intervention system will begin at the IFSP meeting closest to the child's second (2nd) birthday to help prepare the family and allow time to coordinate between agencies. Transition activities that need to be accomplished by The Infant Toddler Program prior to age three include the following:

- Orient the family to the concept of transition, the transition process, and possible community resources for when the child turns three (typically this occurs on an ongoing basis between 2 years 3 months of age and 90 days prior to age 3 (except for late referrals).
- Assist the family to review the child's program options that will be available at age three. Options will vary depending upon child's age, geographic location, unique interests/resources and capabilities of the child and family. Sharing information about a variety of community partners is encouraged- including HS, child care centers, private preschool, community groups, or LEA preschool, etc.
- Develop a transition plan as part of the IFSP nearest 2 years 6 months of age that includes the steps and services to ensure a smooth transition to LEA preschool special education or other community services as appropriate.
- Make a referral to the receiving agency.
- Schedule a transition conference with the receiving agency with parent approval.

Need for Thoughtful Planning



Transition issues may include the shift from one service system to another, differences in eligibility requirements, new demands for child participation, differing expectations for child behavior and “readiness”, new types and levels of staff involvement and training, and philosophical shifts in intervention models. Careful and thoughtful joint planning by the local early intervention program and the local school district (LEA) will promote smooth and coordinated movement between programs and services.



Why are Transitions Important

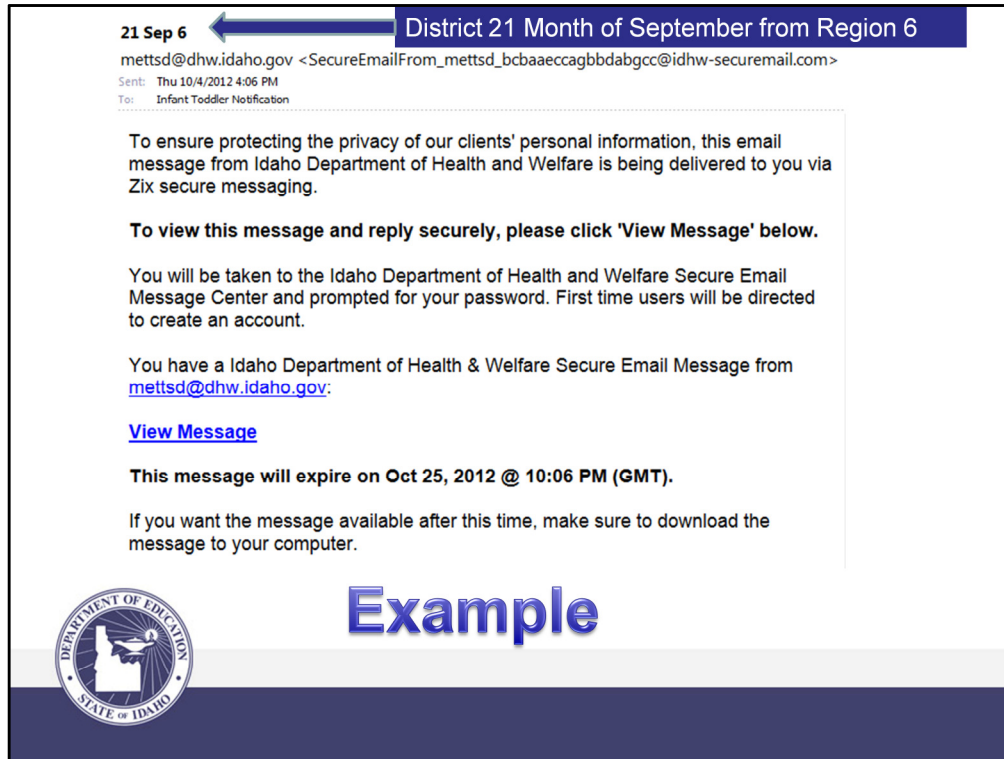
Embed Video on why Transitions are important for families.

http://youtu.be/3kBKyA_TBbg


Infant Toddler Program will
notify State Department of
Education and Local School
Districts of all Potentially
eligible students



Under Part C of IDEA, the Infant Toddler Program is responsible for notification to the State Department of Education (SEA) and a Local Educational Agency (LEA)/School District for potentially eligible children who are at least 2 years 6 months of age. Parental consent is not required for this notification; notification will be provided on all potentially eligible children, even if a parent is uncertain or not interested in pursuing Part B eligibility or services.




To Accomplish Notification to the SEA (State Department of Education), an electronic copy of the list of all potentially eligible children will be sent to the 619 Coordinator at the SDE on a monthly basis. The subject line should contain the District number, the first three letters of the month the notifications apply to, and the number of the DHW region that is sending the information. Districts will be given the same information.



IDAHO DEPARTMENT OF
HEALTH & WELFARE

We promote and protect the health and safety of Idahoans



Welcome to the Idaho Department of Health & Welfare Secure Email Message Center
This Message Center is your secure mailbox to receive, view and reply to secure emails. Please enter your email address and password below to access your mailbox.

Email Address:

Password:


Sign In

Forgot your password?
Reset

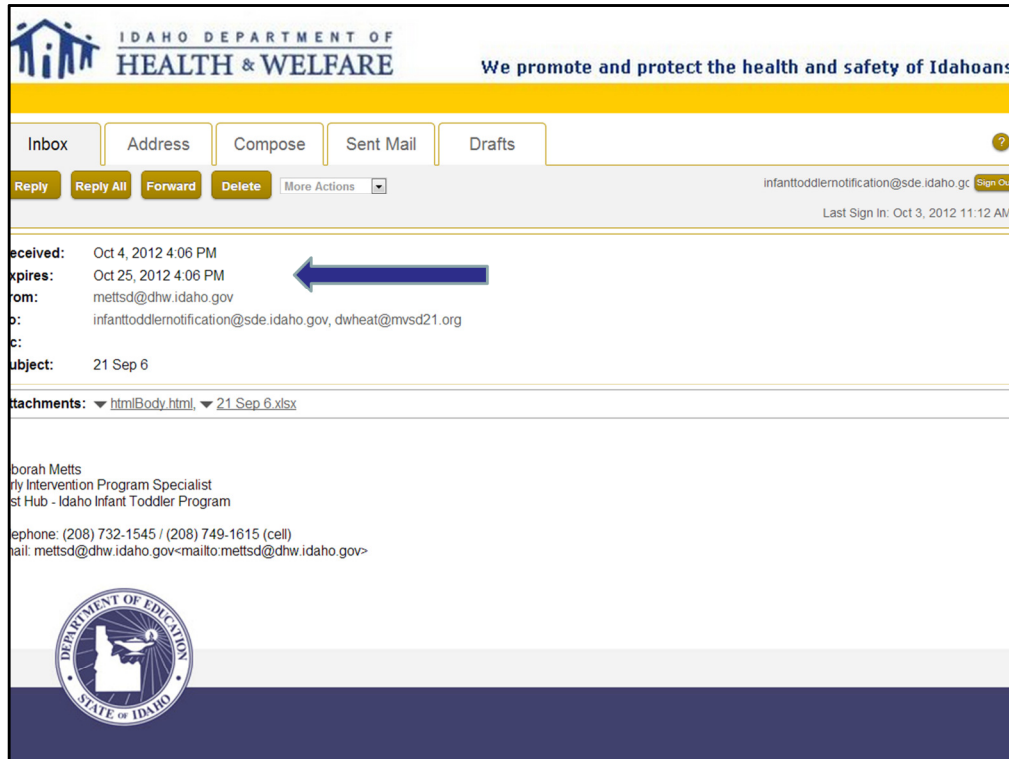
New to secure email?
Register

Need more assistance?
Help

Want to receive your secure messages directly in your inbox? [Learn more.](#)



Districts will be required to set up an unique password to retrieve the list of potentially eligible students. Once this password is created, it will be used each month to access the list of potentially eligible students referred by Infant Toddler Program.





Districts will need to open up the email and save the information to a non-email file within 21 days of receiving the information. If the district does not open the email, they will receive a second notice then the email will not be retrievable. It is very important for districts to set up a procedure to assure that they retrieve these emails.

If there are no referrals the DHW will send a quarterly email that notifies the district that there were no referrals for the last quarter. This is to assure that no students are missed.

Notification

Child's Name	DOB	Language	Eligibility	Caregiver Information	Address	Telephone	Service Coordinator
John Smith	3/28/2010	English	EMC	Cassie & Jess Smith	PO Box 42, Somewhere, ID 82222	208-339-0000	Pat Johansen





Notification to the SEA and LEA of children who are potentially eligible for Part B services at age three is required in accordance with IDEA. This information about potentially eligible children will be used for planning within the LEA and for measurements of Annual Performance Report (APR) Part C Indicator 8b and Part B Indicator 12a.

The Infant Toddler Program will provide a list of all potentially eligible children reaching 2 years 6 months of age, including the child's name, date of birth, and parent contact information (names, addresses and telephone numbers) to each school district and to the State Department of Education on a monthly basis. This may also include the service coordinator's name and contact information and the language(s) spoken by the child and family to further assist the LEA in meeting the child find responsibilities.

Some children with significant involvement may require intensive transition planning; In these instances, it may be necessary and is appropriate to provide notification as early as 2 years 3 months of age.

This limited child find information may be provided electronically or in hard copy to the LEA according to the interagency agreement. Some programs that partner with districts serving small numbers of children may send individual letters as needed rather than a monthly list. This notification is a referral for Part B services.

Starting in March



Starting in March the SDE will send a list of all of the students that were referred to the district 9 months previously. District will be asked to identify what students were found eligible and if the eligibility was completed timely. OSEP looks for 100% compliance to have students served by Infant Toddler to be evaluated and if eligible to have an IEP in place by the student's 3rd birthday.

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Potentially Eligible for Part B If Child is Over Age 2.6 with an IFSP and is Eligible Under:			
Developmental Delay (DD)	Established Condition (EC)		Informed Clinical Opinion (ICO)
	<ul style="list-style-type: none"> Confirmed Sensory Impairment (Deaf/Blind, HI, VI) Physical Impairment (orthopedic) Interactive Disorder Other Health Impairment 	<ul style="list-style-type: none"> Premature Infant under 32 weeks GA Premature Infant +Environmental Risk Factors Medically Fragile Condition 	
Refer	Refer	Individual consideration and decisions about referral as potentially eligible required.	Do not refer unless extenuating circumstances exist



Let's look at who are considered potentially eligible students that might be referred from the Infant Toddler Program.

A child is potentially eligible and should be referred to the LEA for transition planning and a Referral to Consider Special Education Evaluation if they meet the following conditions:

- Child is over age 2.6 (or in some instances, as early as 2 years 3 months) and is eligible for Early Intervention services, and
- Child is eligible for Part C under the category of "Developmental Delay" (DD), or
- Child is eligible for Part C under the category of "Established Condition" (EC) with exception of the following subcategories which have a low likelihood of impacting the child's educational performance and require an individual review and determination of potential eligibility:

Premature Infant under 32 weeks Gestational Age
 Premature Infant with Environmental Risk Factors
 Medically Fragile Condition



Children are
Not
Potentially
Eligible and
are Not
referred to
the LEA if:



A child is NOT potentially eligible and should NOT be referred to the LEA for transition planning and a Referral to Consider Special Education Evaluation if they meet the following conditions:

- Child is over age 2.6 (or in some instances, as early as 2 years 3 months) and has an active IFSP, and
- Child is eligible for Part C services under the category of "Informed Clinical Opinion" (ICO).

District responsibility for potentially eligible students

- Contact Family
- Provide procedural safeguards
- Complete the referral and evaluation process
- Provide written information about Part B and Early Childhood Special Education Services



Following notification, the LEA will do the following:

- Make contact with the family and
- Provide notice of procedural safeguards.
- Provide written information about the Part B and early childhood special education services. This information may be provided in person at a transition conference or by mail.
- Complete the appropriate referral and evaluation responsibilities according to Section E & F of the Idaho Parts C and B Joint Policy/Guidance On Early Childhood Transition .

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http://www.youtube.com/watch?v=CUHkAENZiRc&feature=player_detailpage
Start at :09 and Stop at 1:31

Transitions Starts Child's 2nd Birthday



I have provided you with a timeline that was developed by NECTAC that is a visual representation of this process.

- In Idaho, discussion about the upcoming transition from Infant Toddler Program to other services will begin during the IFSP meeting nearest the child's 2nd birthday. At the IFSP meeting nearest 2.6 years of age, the team is responsible for developing the transition plan as part of the IFSP. The transition plan must include steps and services needed to support the transition of the child and family to preschool special education or other appropriate services. This planning must address the following:
- Discussions with parents regarding a transition conference that occurs no later than 2 years 9 months of age, future placement options, and the potential benefits of participation in early childhood learning programs;
- Procedures to prepare the child and family for changes in service delivery, including steps to help the child adjust to and function in a new learning environment; and
- If appropriate, plans for transmitting information about the child to the LEA to ensure continuity of services. With parental consent, information to be shared may include evaluation and assessment information and copies of IFSPs.
- Options available from the child's third birthday through the remainder of the school year.
- The transition plan is revised at subsequent IFSP meetings and/or the transition conference as appropriate.

Transition Conference to Discuss Services



Transition Conference to Discuss Services

The purpose of the transition conference is to introduce the child/family to program or service options the child may access after age three. Unless the parent requests otherwise, the Infant Toddler Program agency is required to invite an LEA representative to the transition conference for those children that are “potentially eligible” for Part B services.

- The transition conference takes place as part of an IFSP meeting and must be held at least 90 days before the child turns 3 (and at the discretion of all parties, up to 9 months before their third birthday). The transition conference typically occurs between 2 years 6 months and 2 years 9 months years of age. However, for children with complex needs or those requiring more time, it can be scheduled as early as 2 years 3 months of age. Timing will vary according to local protocol and the unique needs of the family.
- Cross-agency planning may require sharing specific and personally identifiable information about a child (such as the most recent evaluations or medical diagnosis reports) with people outside the early intervention system. The ITP service coordinator must obtain written consent from the parent prior to exchange or release of information about their child.
- All families are routinely provided written information about Part B services by their ITP service coordinator. If a parent is not interested in Part B services, or does not provide consent to share evaluation and service information with the LEA, transition planning will proceed without participation of the LEA. However, the LEA must still provide information to these families.
- If the family is interested in receiving early childhood special education services in their local school district, the Infant Toddler Program staff will prepare a written invitation to a transition conference and provide it to the parent, school district staff, early intervention providers, and others as requested by the family.

Unique Circumstances



Unique Circumstances: Late Referral to Infant Toddler Program , Late Referrals to Part B from ITP , and Summer Birthdays

“Late Referral” to Infant Toddler Program – For children who are referred to ITP late (after 2 years 6 months of age), different procedures will be followed in making transition based upon the child’s age when referral occurs.

- Children referred to Infant Toddler Program between 2 years 6 months and 2 years 9 months of age - Children who are referred to ITP between 180 days and 90 days prior to the child’s third birthday must have the following activities completed by the Infant Toddler Program:

Evaluation and assessment and eligibility determination

If eligible, an IFSP outlining the services required, including a strong focus on steps and services necessary to effectively transition the child and family into the next learning environment at age 3

Notification of children who are potentially eligible is provided to the SEA and LEA as soon as possible after IFSP is completed. This will ensure that the LEA has sufficient time to complete the initial evaluation for eligibility within the required timelines and develop an IEP by the child’s third birthday. (Please see section B, *Level 2b* for definition of potentially eligible.)

A Transition Conference prior to 90 days before the child’s third birthday.

For children referred close to 90 days before the child’s third birthday, the transition conference should be held at the initial IFSP meeting. (See D.

Transition Conference above for more information about Transition Conference requirements).

- LEA must complete all responsibilities related to the initial evaluation for determining Part B eligibility and IEP Development (For more detail, see section F, *Evaluation and Eligibility for Part B*, and section G, *IEP Development*).

Children referred to Infant Toddler Program between 2 years 9 months and 2 years

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Activities Timeline

Part C to Part B Transitions

Child's Age in Months Years: Months	24 2	25	26	27 2.3	28	29	30 2.6	31	32	33 2.9	34	35	36 3	36+ 3+
Transition Events														
Discuss "transitioning" with all families whose child is nearing age 2														
Include transition steps/activities in 2 nd birthday IFSP														
Send Notification to District														
If consent given, share existing evaluations/records with District														
Schedule, invite, & hold transition conference (consider combining with IFSP review)														
Schedule visit to school &/or observation by District (Recommended)														
District conducts additional assessment/evaluation (if needed)														
Eligibility determined by District														
IEP developed														
IEP services begin														
COSF exit scores shared w/ District														


Idaho Timeline

- The LEA is responsible for developing an Individualized Education Plan (IEP) for all children who received services under Part C and have been determined eligible under Part B prior to the child's 3rd birthday.
- The IEP may be developed at a transition planning meeting (if all required IEP members are in attendance and procedural safeguards requirements have been met) or at another meeting prior to the child's third birthday. The meeting to develop the IEP shall be held at least within 30 days of a determination that the student is eligible and needs special education and related services.
- The IEP team must include at least the parent, district administrator, special education teacher or service provider responsible for implementing the IEP, general education teacher, individual who can interpret implications of evaluation results and other individuals who have knowledge or special expertise regarding the child. A Part C representative will also be a member of the initial IEP team, if requested by the parent.
- Parents shall be informed of their right to invite ITP representatives to the initial IEP meeting.
- The IEP team, including the parent, will develop an IEP or accept the IFSP, which includes the IEP components. The district must consider the IFSP content, but are not required to use it as an IEP. If the district and parent agree to use an IFSP as the initial IEP, the district shall provide the parent with a detailed explanation of the differences between an IFSP and an IEP and obtain written consent. If the IFSP will serve as the initial IEP, the additional IEP components that must be included are transportation, statewide testing, ESY, LRE, annual goals, special considerations, etc.
- The IEP/IFSP team, including the parent, will review all service and placement options after annual goals are selected. Placement discussion should be centered on the least restrictive environment in which the goals can be addressed with supports and

Activity

Integrated Outcomes – IEP Planning Worksheet

	Currently Doing	Future Ideas	Resources/Guidance Needed	Questions?
Transition				
Identification & Referral				
Evaluation and Eligibility				
IEP Development				
Service Delivery				



Let's look at this form again. What are some of your ideas to help your district transition process improve? What resources might you need or guidance developed.

After taking a few minutes to do this lets look at your district practices around identification and referral. Please take a few minutes and write down what your district is currently doing.

Part 2 Identification and Referral



Now let's talk about identification and referral.

Identification and Referral from Infant Toddler Program



Referral to Part B Preschool Special Education Services from the Infant Toddler Program

- If the child will be/is referred to the LEA to determine eligibility for Part B services, both Infant Toddler Program and the LEA must complete certain activities.
- The Infant Toddler staff or Service Coordinator must get written parental consent to release information (use form HW0322 Authorization for Disclosure). Then the following documents will be compiled and included in a referral packet:
 - Signed "consent to release information"
 - Existing ITP evaluations/assessments, including specific test/cut off scores when available
 - Current IFSP

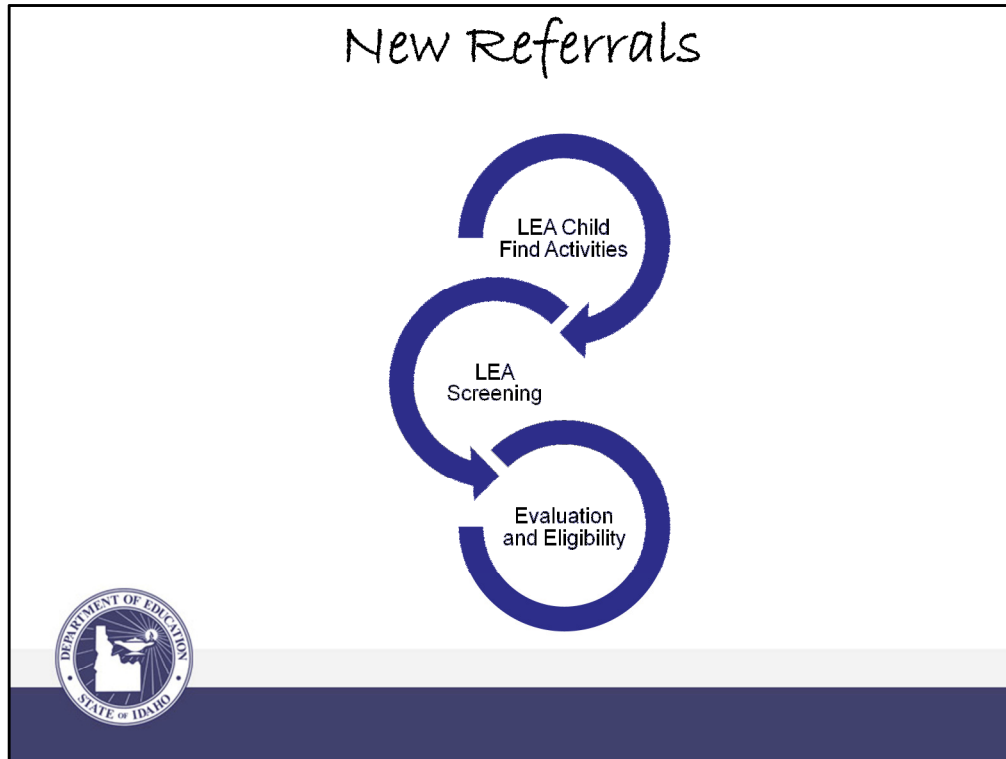
The LEA must:

- Review or complete a *Referral to Consider a Special Education Evaluation form*.
- Provide the parent a copy of the *Procedural safeguards Notice* and discuss and explain their importance.
- Afford the parent an opportunity to provide input regarding the need for and scope of the initial evaluation.
- Review all available information and records, including family and health history, and previous assessments and evaluations conducted if parental consent for release of information has been obtained by Infant Toddler Program (use form HW0322 Authorization for Disclosure).
- Decide what additional information, if any, is needed. If additional assessments are needed, parental consent must be obtained by the LEA and written notice provided to the parent. This review and determination process can take place at a face-to-face meeting of the evaluation team or through an alternate format, unless the parent desires that a meeting be held.
- IF the child is determined eligible, the IEP must be developed and implemented by the



Teachers perspective

<http://community.fpg.unc.edu/connect-modules/resources/videos/video-2-1>



What are your districts Child Find Activities, how often do you provide screening, time and process for evaluation?


There are sticky pads on your table – please list one of the following things: Now go and place these on the corresponding large sheets of paper:

1. District Child Find Activities
2. District Screening Process
3. Who participates in the screening process and when
4. What tools are used
5. How is this information used/shared with parents
6. Anchor assessment and Eligibility Assessments used

Activity

District Eligibility and Screening Process

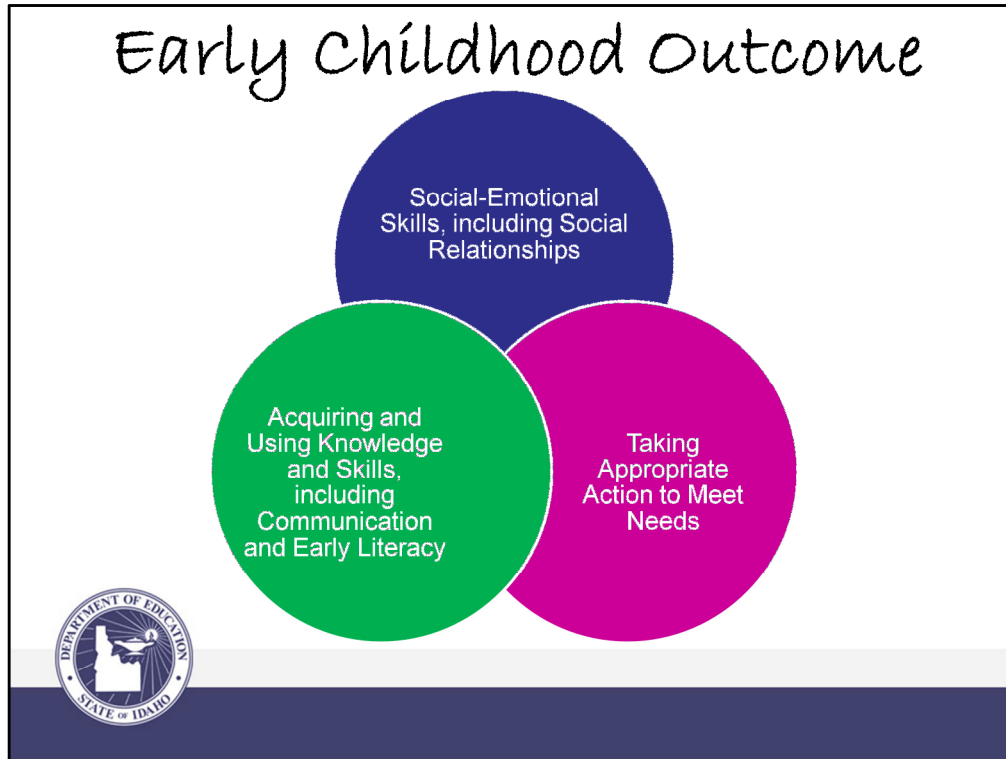
	Currently Doing	Future Ideas	Resources/Guidance Needed	Questions?
District Child Find Activities				
District Screening Process				
Who participates in the screening process and when				
What tools are used				
How is this information used/shared with parents				
Anchor assessment and Eligibility Assessments used				



I would like to you to capture this information in the next Activity sheet. Now Stand up, make eye contact with a person not at your table and go and share what your district is currently doing regarding each of these areas.



How might you and your district collect observational information during the screening process?



Early Childhood Outcome: How are you gathering information regarding the 3 – Outcomes areas during the screening process, parent partnership activities, and formal and informal assessment process?

Capturing information

Screening Process Worksheet

	Social and Emotional	Acquiring New Skills	Getting Needs Met
Observation			
Parent Interview/Questions			
Screening Assessment			
Other			

Person Completing Form: _____ Position: _____

Student Name: _____ Date: _____ Location: _____



I would like you to take out this sheet and see what information you might capture watching the next two videos.

Think about what questions you might want to ask the parent.



After we watch this video lets discuss what we saw.

http://www.youtube.com/watch?feature=player_embedded&v=pn1UjotjNIE

Parents as Partners

- Parent Friendly (formal and informal ways to gather information)
- Parent Interview forms
- Routine's Based Interview
- Parent Questionnaires
- Discuss where the child spends time and with whom
- Family History



Use parent friendly formats (formal and informal) to gather and collect information from the parents about how their child functions in typical family activities and routines. Start with informal conversations, in addition to parent interview forms, Routine's Based interview, parent questionnaires, etc. Discuss child's functional routines, interaction with other children, where they spend their time, etc.

You might need to help the parent by asking more probing questions. Professional may have to interpret and check for understanding in identifying skill strengths and needs of their child. (for example if a parent shares that their child does not talk you might follow up with "does your child use one or two words utterances").

Information provided by the parent will be used to help identify whether the child is exhibiting specific skills that are similar to same age peers or the skills of a younger or a much younger child.

Parents

Teachers Think:

- I am uneducated
- I am uninvolved
- I am unaware
- I am difficult
- I don't understand

How they feel:

- Isolated
- Fearful
- Anxious
- Grief
- I am not doing enough



Recently working with Idaho Parents Unlimited they shared that there is miscommunication on how parent perceive teachers and how they think teachers perceive them.

What Parents Want

- The PROCESS to get help for their child;
- What to expect from the school district;
- Who can provide help if my child **do not** qualify for Special Education services;
- What can I expect if my child **does** qualify for Special Education services; and
- Is the school district going to love and care for my child?



IPUL stated that the majority of their calls are around:

Process

What to Expect

Who will help them if they do not qualify

Will they love my child.

If the child was served in the Infant Toddler Program, the family is used to having professionals in their home which is a much more intimate experience than the child attending a preschool program. The services were one-on-one with the family and now their child is going to be in a group of other children, will they get the care and attention they need?