

# Moving on from *Early On*<sup>®</sup> Michigan

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# Michigan Alliance for Families:

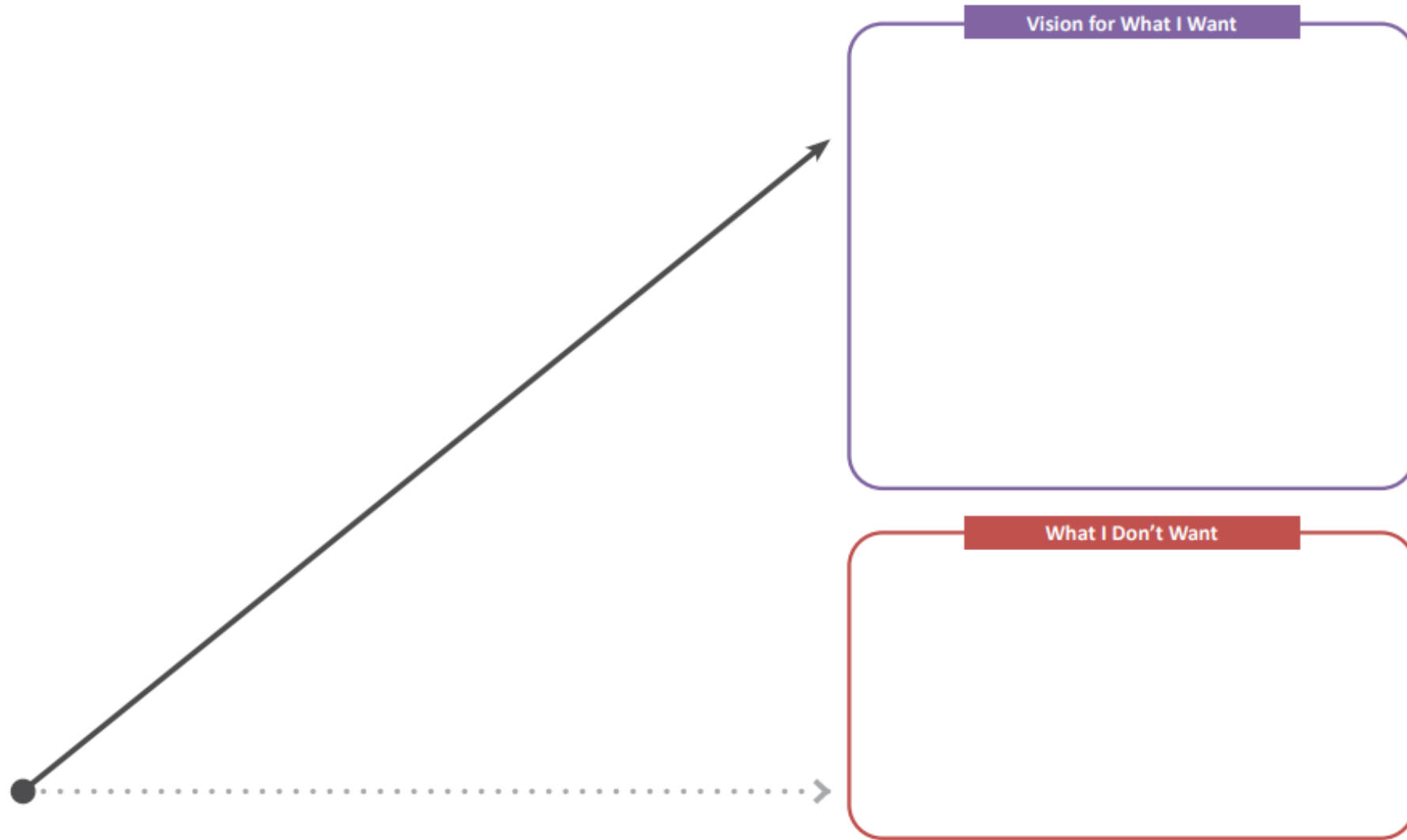
## **Your free guide to special education.**

Michigan Alliance for Families provides information, support, and education for families who have children and young adults (birth to 26 years of age) who receive (or may be eligible to receive) special education services.



[www.michiganallianceforfamilies.org](http://www.michiganallianceforfamilies.org)

800-552-4821





# Things You Need To Know

- 1) Inclusive high-quality early childhood programs
- 2) Individuals with Disabilities Education Act (IDEA)
- 3) Timelines
- 4) Transition Planning & Conference
- 5) Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE)



# Benefits of Inclusive Early Childhood Programs

- Children with disabilities, including those with highest needs, can make significant developmental and learning progress in inclusive settings.
- Children with disabilities in inclusive settings experience greater cognitive & communication development, as well as demonstrate stronger social-emotional skills, than children with disabilities in separate settings.

# “Inclusion”

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## **Natural Environment (Part C):**

Services must be provided, to the maximum extent appropriate, in natural environments including in the home and community settings in which children without disabilities participate

## **Least Restrictive Environment (Part B):**

to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled

# Studies Have Shown...

Spending more time in general education classes was related to a higher probability of employment and higher earnings.

Studies have found that children with disabilities in inclusive classrooms demonstrated more social interactions with peers with and without disabilities, had larger networks of friends, and were more socially competent compared to children in separate settings.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES &  
U.S. DEPARTMENT OF EDUCATION

**POLICY STATEMENT ON INCLUSION OF  
CHILDREN WITH DISABILITIES  
IN EARLY CHILDHOOD PROGRAMS**

September 14, 2015





# Inclusive Classrooms

Students with significant cognitive disabilities who are educated in inclusive settings achieve greater success in the areas of:

- Academic outcomes (*Bowman et al., 2020; Jimenez & Kamei, 2015; Hudson et al., 2013*)
- Social skills (*Asmus et al., 2017; Fisher & Meyer, 2002*)
- Communication (*Kleinert et al., 2019; Buckley et al., 2006*)
- Peer engagement (*Brock et al., 2017; Carter et al., 2016*)
- Positive behavior (*Loman et al., 2018*)
- Post-secondary outcomes (*Mazzotti et al., 2021; Test et al., 2009*)

When students without disabilities are educated in inclusive classrooms, they develop skills like empathy and advocacy, and there is no negative effect on their academic performance (*Carter et al., 2016*).

# Preschool Options

## Public Preschools

- Great Start Readiness Programs
- Head Start
- Early Head Start
- School District
- Early Childhood Special Education Preschool Program

## Licensed Private Preschools

- Montessori
- In-Home
- Community Preschools:
  - Co-operative
  - Child Care/Preschool
- Religious

**Home with parents or family**

# Preschool Options



## Transition Planning: *Preschool Options*

Brainstorm preschool options in your community.

Examples	Your community
<p><i>Public Preschools</i></p> <ul style="list-style-type: none"><li>• Great Start Readiness Programs</li><li>• Head Start</li><li>• Early Head Start</li><li>• School District</li><li>• Early Childhood Special Education Preschool Program</li></ul> <p><i>Licensed Preschools</i></p> <ul style="list-style-type: none"><li>• Montessori</li><li>• In-Home</li><li>• Religious</li><li>• Community Preschools:<ul style="list-style-type: none"><li>○ Co-operative</li><li>○ Day Care/Preschool</li></ul></li></ul> <p><i>Home with parents or family</i></p>	



# Individuals with Disabilities Education Act (IDEA)

- Part C – focuses on helping the family meet developmental needs of their child

Early Intervention Services

Service Coordination

Community Agencies and Resources



- Part B

Section 619: Early Childhood Special Education

Kindergarten through High School (or age 21)

# Laws and Rules

## Individuals with Disabilities Education Act (IDEA)

- Federal Law
- Part C: Early Intervention
  - Birth to 3 years
  - Coordination of Services
- Part B: Special Education
  - 3 years to 21 years

## Michigan Administrative Rules for Special Education (MARSE)

- Michigan Law
- Early On ®
  - Birth to 3 years
- Special Education
  - Birth to 26 years
  - 13 categories of eligibility



# ***Early On***

Some families receive **only** Part C – Early Intervention Services

Some families receive **both** Part C – Early Intervention Services and  
**Michigan Mandatory Special Education**

# Supports, Services, and Concerns

## Transition Planning: *Early On*<sup>®</sup> to Preschool

Review your child's current IFSP and list the supports and services currently provided on the left. List supports and services you think your child will continue to need in preschool and your additional concerns or questions in the right column. Discuss with your Service Coordinator as you begin transition planning.

*Early On*

Preschool







# Your Child's 3<sup>rd</sup> Birthday is an Important Day!

- *Early On* ends for every child
- A written Transition Plan must be completed for every child exiting *Early On*. This is part of the IFSP
- Transition Planning (ongoing process)
  - 2 years 3 months - 2 years 9 months
  - Notification
    - *Early On* notifies Local School District of a potentially eligible child
    - Child's name, date of birth & parent's contact information
- Transition Conference (Meeting)







# Creating a Transition Plan



# Good Transition Planning

- Explores preschool and other options, for when *Early On* ends
- Identifies *Early On* services that are ending
- Identifies how the child will be prepared for change in services

Determined by the IFSP team, which includes the family

Based on the unique needs of the child and family

# Exiting *Early On*® Before 3

Some children leave *Early On* before they turn 3. This happens when:

- Children catch up to other children their age
- Families move (talk with your service coordinator if you want to continue services when you move)
- Families feel they don't need *Early On* anymore
- A child is eligible for a preschool special education program or services



# Services: Part C Only

- Not all children are receiving Special Education Services
- All children, 27 months or older, leaving *Early On* need a Transition Plan
- Still concerned about your child's development:
  - Request an evaluation for Special Education services
- Currently meeting developmental milestones:
  - Find out who to contact if you become concerned

# Exiting *Early On*® at 3

Transition Plan when your child still needs services should include:

- What you hope can happen for your child
- Next steps to be taken
- Who is responsible for the next steps
- Strategies that can help your child prepare for changes, including steps to help your child adjust and learn in a new setting
- Timelines for completion
- How to ensure that your child's record (including the IFSP) transitions with your child



# Transition Conference: Who Attends

- Parents
- Service Coordinator
- Person(s) providing Transition Services
- Person(s) conducting any evaluations/assessments
- Representatives from the school district
- Others, as requested by parents

# Transition Conference

- Parents must consent to all evaluations.
- IEP Team determines eligibility (13 categories)

Parents are an equal member of the Individualized Education Program (IEP)

- Consent for special education services
- Development of the IEP
- District Offer of FAPE

# Who is eligible *Early On*?

Children in Michigan birth to age 3 with either:

## Developmental Delay

When a child takes longer than expected to learn a basic skill

Examples:

- Talking
- Moving
- Responding to others

## Established Health Condition

Examples:

- Down Syndrome
- Autism
- Cerebral palsy
- Hearing loss
- Vision Impairment





# Who is eligible special education?

<https://www.michiganallianceforfamilies.org/eligibility/>

## 13 Eligibility Categories:

- Autism Spectrum Disorder (ASD)
- Cognitive Impairment (CI)
- Deaf-Blindness (DB)
- Deaf or Hard of Hearing (DHH)
- Early Childhood Developmental Delay (ECDD)
- Emotional Impairment (EI)
- Other Health Impairment (OHI)
- Physical Impairment (PI)
- Severe Multiple Impairment (SXI)
- Specific Learning Disability (SLD)
- Speech and Language Impairment (SLI)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)



# Special Education: By age 3 years

- Eligibility under Part B **MUST** be determined
- If eligible, there **MUST** be a written IEP
- If eligible, the IEP services **MUST** be started

# Individualized Family Service Plan (IFSP)

## INDIVIDUALIZED:

written specifically for your child and family

## FAMILY:

focus on changes (called outcomes) you want to see for your child and family as a result of your participation in *Early On*

## SERVICE:

the what, where, when, how often, how long, and by whom services will be delivered to your child and family

## PLAN:

a written document that can be changed as your child's and family's needs change



# Individualized Education Program

<https://www.michiganallianceforfamilies.org/iep/>

## INDIVIDUALIZED:

to address the student's unique needs

## EDUCATION:

prepares all children for their future

## PROGRAM:

written document that outlines the student's needs, goals, programs, and services



# Individualized Family Service Plan (IFSP) to an Individualized Education Program (IEP)

- In the **IFSP** the least restrictive environment for infants and toddlers is considered to be home, community settings or other natural environments.
- In the **IEP**, the least restrictive environment for preschoolers maybe the home, other community locations, childcare settings or a school setting.
- In the **IEP**, the least restrictive environment for school aged students is generally thought of as the general education environment but is determined on a case-by-case basis depending on the individual student's needs.



# IFSP to IEP: Big Change

- The **IFSP** focuses on family as well as child. The **IFSP** focuses on both the child and the family within their daily routines.
- The **IEP** is student focused - The **IEP** focuses primarily on the student's educational needs to access the general education curriculum, extracurricular activities, and non-academic times of the school day.



# Where will Special Education Services be provided?

- *Early On*

Natural Environments

- *Preschool*

Free Appropriate Public Education

Least Restrictive Environment





# Free Appropriate Public Education

## Free Appropriate Public Education (FAPE)

**Free:** at no cost

**Appropriate:** Tailored & planned to meet a child's needs

**Public:** in the Public Education System

- In some cases might be educated in a private school

**Education:** Public Education that includes the services outlined in the child's IEP and prepares your child for the future – future education, employment and independent living.



# Least Restrictive Environment

## Least Restrictive Environment (LRE):

The intent of LRE is to make sure that students who receive special education are included in general education classrooms as often as possible.

**LRE Applies to Preschool**

[Dear Colleague Letter: Dated 1-9-17](#)

# Procedural Safeguards

Procedural safeguards inform parents about the rights and protections available under Individuals with Disabilities Education Act (IDEA).

Procedural safeguards are designed to protect the rights of parents, and their child, and provide a way to resolve their disputes.

Some examples of procedural safeguards include the right to:

- Disagree with decisions that the school system makes
  - Use IDEA's dispute resolution options
- Keep personal information confidential
- Provide consent
- Review records



# Michigan Alliance for Families

Information

- Provide printed, electronic, and multimedia information/resources.
- Live relevant learning opportunities
- All information FREE

Mentor

- 1:1 guidance in special education, related services, and disability specific information
- Encourage and support parents in leadership roles

Refer

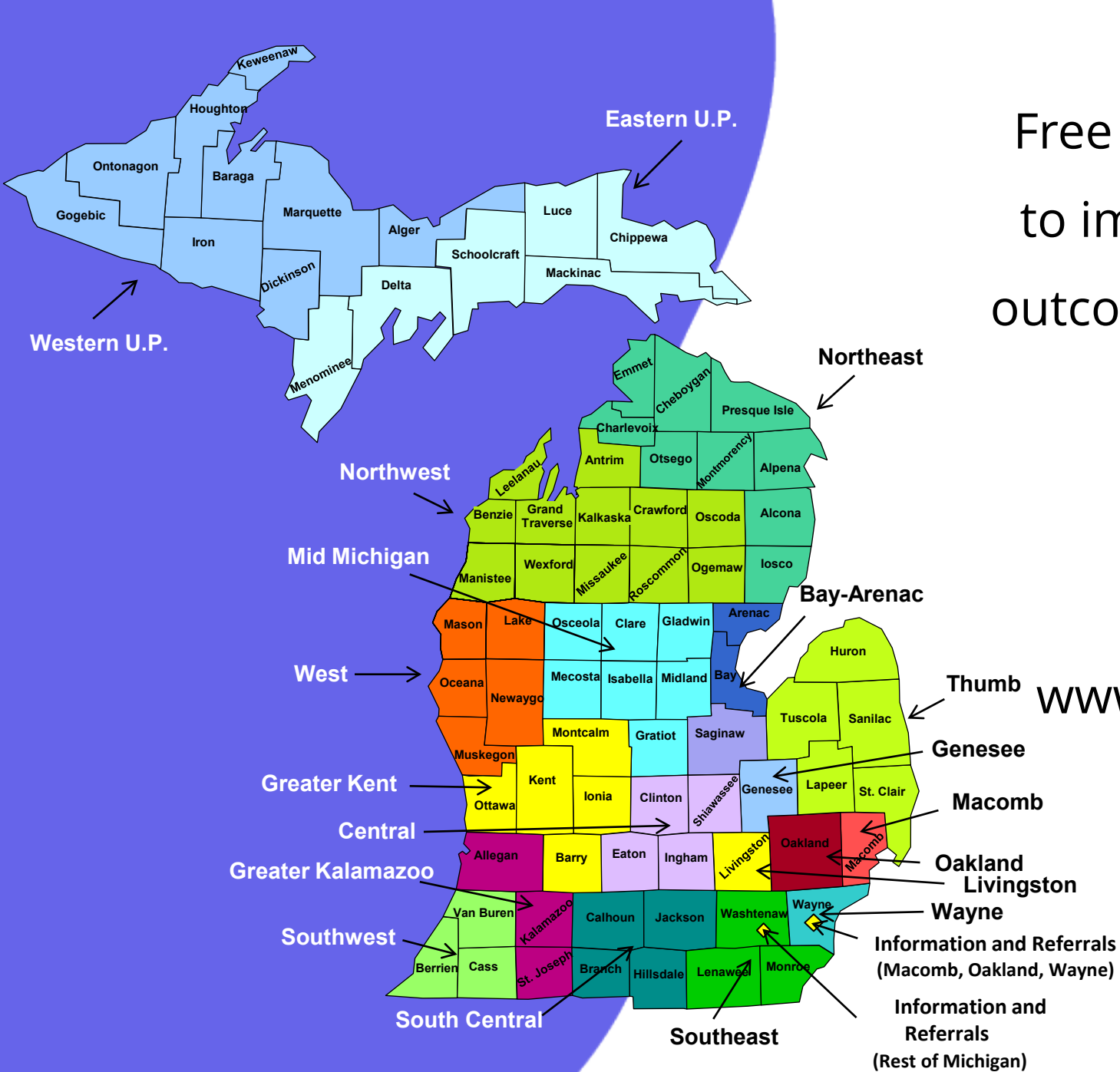
- Partners: based on need, some disability specific



Free parent training and information to improve educational services and outcomes for students with disabilities

800-552-4821

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# Questions

# *Early On* Michigan

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1-800-Early-On  
(800-327-5966)

[www.1800earlyon.org](http://www.1800earlyon.org)



# We are here to support you!

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For more information visit:

<https://www.michiganallianceforfamilies.org>

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# Michigan Alliance for Families

Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education, and Michigan's federal Parent-Training and Information Center (PTIC) funded by U.S. Department of Education, Office of Special Education Programs (OSEP).

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<https://www.surveymonkey.com/r/pconf05>

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