Turning Three Years Old

916-455-9500/844-455-9517
Español: 916-922-1490
www.warmlinefrc.org
Email: warmline@warmlinefrc.org
Zoom

- You will find video, audio, chat box and participant icon towards the bottom part of your Zoom screen.
- You can turn your video on or off.
- You will be muted to minimize background noise.
- If you have a question during the workshop – please ask it in the chat box. You can also raise your hand.
This workshop will be recorded. Please turn your video off, if you do not wish to be recorded.

At the end of the session, there will be a poll. Take the time to let us know how we’ve done today.

If you have other feedback, you can leave it in the chat box or send an email to warmline@warmlinefrc.org.
WarmLine consultants can help parents learn their special education rights, brainstorm options & help find appropriate resources.

WarmLine staff are not attorneys & do not provide legal advice.
We’re Going to Discuss

- Transition from Early Intervention
  Compare Early Intervention/Special Education

- Overview of Special Education

- Parent’s Rights

- Assessment

- Parent Participation

- "Profound Suggestions"

Join us for our webinar, “Contents of the IEP” for more exciting information.
Transition from Early Intervention (EI)
Transition to Preschool

- A child receiving EI “graduates” at 3 and may be eligible for special education.

- The process begins at 27-33 months with referral to school district (by agency providing early intervention).

- If the child turns 3 during summer break, he/she must be referred to the school district before the break.

- If eligible for special education, the Individual Education Plan (IEP) must be completed by child’s 3rd birthday.
Transition to Preschool

Transition Meeting with school district (about 33 months):

Who attends: Parent, anyone parent choses, representatives from EI agency and school district.

Discuss your vision for your child’s next steps i.e., preschool (public/private), special education, childcare, home with parent, etc.

At the transition meeting, the school district will obtain your consent for special education assessments. (More later…)

You are not required to have your child assessed for special education, send her to preschool or use special education services.
Comparing Early Intervention & Special Education

When a child moves from Early Intervention to Special Education he may or may not receive the same services. Time and frequency may be reduced.
How Early Intervention and Special Education are DIFFERENT

<table>
<thead>
<tr>
<th>Early Intervention</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early intervention is DEVELOPMENTALLY based.</td>
<td>Special education is EDUCATIONALLY based.</td>
</tr>
<tr>
<td>Such as:</td>
<td>Services are provided so the student can access the school curriculum.</td>
</tr>
<tr>
<td>- Physical (reaching, rolling, crawling, and walking);</td>
<td></td>
</tr>
<tr>
<td>- Cognitive (thinking, learning, solving problems);</td>
<td></td>
</tr>
<tr>
<td>- Communication (talking, listening, understanding);</td>
<td></td>
</tr>
<tr>
<td>- Social/emotional (playing, feeling secure and happy);</td>
<td></td>
</tr>
<tr>
<td>- Self-help (eating, dressing).</td>
<td></td>
</tr>
</tbody>
</table>
How Early Intervention and Special Education are DIFFERENT

<table>
<thead>
<tr>
<th>Early Intervention</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services are provided in “natural environment” such as home, play ground, day care, etc.</td>
<td>Services are provided in a classroom (or other school-based location.)</td>
</tr>
<tr>
<td>Services are provided individually.</td>
<td>Services are (mostly) provided in groups. (i.e., Adaptive PE, Pragmatic Speech, Preschool Classroom)</td>
</tr>
<tr>
<td>Services 1-2 times per week.</td>
<td>Services 1-5 times per week</td>
</tr>
<tr>
<td>Parent present during services.</td>
<td>Parent not present during services.</td>
</tr>
</tbody>
</table>
Regional Center Services After 3 Years Old

Criteria for Regional Center Eligibility:

- Autism
- Cerebral Palsy
- Epilepsy
- Intellectual Disability
- “Other handicapping condition found to be closely related to intellectual disability...can be expected to continue indefinitely and constitute a ‘substantial handicap’ which results in major impairment of cognitive and/or social functioning.”
Regional Center Services After 3 Years Old

If your child will still be a Regional Center (RC) client after three years old, she will be transferred from Early Intervention to Children’s Unit with a new Service Coordinator.

Instead of an IFSP, services will be documented in an IPP (Individual Program Plan).

For more information about RC services after three years old, please contact WarmLine or your child’s RC service coordinator.
Overview of IDEA

Individuals with Disabilities Education Act
What Is Special Education?

IDEA = Individuals w/Disabilities Education Act (Federal law)

- Specially designed instruction at no cost to parents

- Includes Related Services (i.e., speech therapy) which assist the student to access Special Education services.
Six Main Principles of IDEA

1. Free Appropriate Public Education (FAPE)
2. Least Restrictive Environment (LRE)
   (“To the max. extent appropriate, children are educated with same-age, non-disabled peers.”) (See next slide)
3. Appropriate evaluation or assessment to establish eligibility and guide services
4. Individualized Education Program (IEP)
5. Parent (& student) participation in decision process
6. Due Process and Procedural Safeguards
Continuum of Placement

- Residential Placement
- Instruction in Home/Hospitals
- Non-Public Schools
  - State Special Schools
- Special Day Classes (SDC)
  - Self-Contained Classrooms (SCC)
- Resource Specialist Program (RSP)
- Supplemental Support in General Education Class (More later…)
- Instruction in Regular Classroom

Uncommon for Preschooler

5/27/2020 Turning Three Years Old
SELPA = Special Education Local Plan Area

- A SELPA can consist of one school district ("single district" SELPA) or several ("multi-district" SELPA).

- Financial & resource “umbrella” for Special Ed. Dept.

- Every SELPA has a CAC- Community Advisory Committee. The CAC must have a majority of parents of children with IEPs.

- **CAC gives you valuable educational opportunities, the opportunity to meet other parents and the special education administrators.**
RESOURCES FOR IDEA:

Available online

“Understanding Special Education”
WarmLine
www.warmlinefrc.org

“Special Education Rights & Responsibilities”
Disability Rights California
www.disabilityrightsca.org
Parent's Rights

Sorry, we have to get a little technical here.
Parent’s Rights

Parents have the right to:

- **Participate (in special ed. process)**
- Receive “Prior Written Notice” (PWN) of district’s intention to do or not do something
- Consent... or Refuse Consent
- Nondiscriminatory Assessments
- Receive Independent Education Evaluations (IEE) if there is disagreement with assessments (More later.)
- Access to Educational Records
Parent’s Rights

Parents have the right to:

- Be accompanied by a support person to the IEP meeting.
- Have a copy of the IEP and all assessments/reports at no cost.
- Have the IEP implemented as “soon as possible” after it is signed by the parents.
Parent’s Rights

Parents have the right to:

- (Student) “Stay put” in current placement (services) if there is disagreement, until it is resolved
- Due Process
- Have the IEP scheduled at a mutually agreed upon time
- Have an independent language or sign interpreter (Let school district know ASAP if needed.)
- Annual review of their child’s IEP.
Assessment & Evaluation
At the Transition Meeting, the school district will ask you to sign consent to conduct assessments to determine your child’s special education eligibility.

You are not required to have your child assessed for special education. If you change your mind, you can request assessments at a later date.

For a child turning 3, the IEP must be completed by the 3rd birthday.
Requests for (additional or future) Assessments

- Should be addressed to Special Education department.

- Should always be in writing (Email is O.K. Make sure it was received & note date.).

- Keep a copy.
Timelines for Assessment and IEP
Days=Calendar Days

REFERRAL
i.e. from Early Intervention, or
parent Request for Assessment

ASSESSMENT PLAN
15 days

PARENTS REVIEW/APPROVE ASSESSMENT PLAN (15 days)

School breaks > 5 days are not counted.

ASSESSMENT COMPLETED & IEP HELD (60 days)

IEP IMPLEMENTATION
ASAP after being signed by the parents.
(You may take the IEP home to review it before signing it.)

ANNUAL IEP REVIEW (At least once per year)
(Special Education eligibility reviewed every three years.)

5/27/2020
Turning Three Years Old
Assessment/Evaluation

- The assessment plan tells what areas will be assessed and the title of the examiner, e.g.; speech by speech/language pathologist.

- Assessments determine if a child is eligible for Special Education and what services are needed.

- Child must be assessed in all areas of suspected disability.

- If parents disagree with assessment results, they can request an Independent Education Evaluation (IEE) at "public expense". (Only one IEE each time the school conducts an evaluation.)

Tip: Ask for copies of assessments 5 days before the IEP meeting. It helps to review them, even if you don’t understand all the information.
Questions
IEP = Individual Education Program

What the heck does it all mean?

The IEP tells the student’s story.
The IEP is...

- The school district’s plan to provide educational & related services to an eligible child with a disability.
- Legally binding for the school district.
- Can be amended without a new meeting.

Parents can request an IEP at any time in writing to the Special Education department. The district has 30 days to convene meeting. (Minus when school is out for >5 days.)
(There are no “emergency” IEPs.)
The IEP Team

Who is on the IEP team?

• **Parent(s).**

• **General ed. teacher** if the child is or **MAY BE** in the general education environment.

• **Special ed. teacher or service provider** (i.e., speech therapist).

• **School district rep.** who is qualified to provide or supervise specialized instruction; knowledgeable about general curriculum and resources in the district.

• **Assessor(s) or person knowledgeable** about the assessment procedure used and the results.

• **Others with specific expertise or knowledge of the student**, at the parent or district’s request.

• **The student, when appropriate.**
What Happens at the IEP Meeting

These are out of the order they appear on the IEP document.

1. Assessor(s) read their reports and answer questions.

2. Special education eligibility is established.

3. What the student can/cannot do now = “Present Levels”
   a. How the disability impairs access to the general ed. curriculum
   b. Identify “areas of need”. Educational & other (ex. functional) goals written.
What Happens at the IEP Meeting

4. Classroom placement (ex. Special Day Class (SDC) or general education class) w/supplemental aids & supports in the Least Restrictive Environment (LRE).

5. Related services necessary to help the child benefit from special education determined.

6. How much time student will be in/out of general education.

7. How and when progress will be reported.
What Happens at the IEP Meeting

8. The IEP team will also discuss special factors listed below:
   a. Assistive technology devices & services
   b. Deaf/HOH, Deaf/Blind, Blind, Orthopedically Impaired – Equipment needs.
   c. Deaf/HOH - the child’s language and communication needs.
   d. Blind/visually impaired - Instruction in Braille or use of Braille?
   e. Limited English proficiency - How the student will be educated.
   f. Behaviors which interfere student’s learning or the learning of others – Create strategies/goals.
Support is Important!

That’s a lot of people. Do I have to go alone?

NOPE! You can be accompanied by anyone you choose.

It can be helpful to have a support person to assist you in preparing for the meeting.

Your support person can also attend the meeting to take notes and give you feedback after the meeting.
Eligibility for Special Education Services

- Autism
- Deaf-Blindness
- Deaf/Hard of Hearing
- Emotional Disturbance
- Established Medical Disability (birth-5)
- Intellectual Disability
- Hearing Impairment
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Disability must also impair the student’s ability to access the curriculum.
What are Related Services?

Related Services are
“any services necessary to help a student benefit from a Special Education program”.

Student must be assessed for the service to be eligible.
Related Services
(From California Department of Education, Special Education Division)
(On “Offer of FAPE” page)

There are many Related Services. Here are a few:

- Language and Speech Development & Remediation
- Orientation and Mobility (Blind)
- Adapted Physical Education
- Physical Therapy
- Occupational Therapy
- Assistive Technology
- Music Therapy
- Transcription (Braille)
- Behavior Services
- Transportation
Contents of IEP

For complete information on contents of the IEP:

- Join WarmLine for our “Contents of the IEP” webinar,
- Read “State SELPA Form Manual: Writing IEPs for Educational Benefit” on WarmLine’s Special Education page. (www.warmlinefrc.org)
- Call WarmLine at 916-455-9500. Ask to speak with a special education consultant.
At the IEP Meeting

- You may **openly** record the meeting, but only with 24 hours notice.

- Discuss (only) your child’s educational needs. Never district budget, availability of services or personnel schedules. “We don’t do that” is an unacceptable answer to a question about services your child needs to access the curriculum.

- Discuss when and how you’ll communicate with team members. You can ask that it be added to the “notes” page so the plan is clear to everyone.
At the IEP Meeting

- If the district denies a service or support you feel is necessary, ask the reason, i.e., there is not enough data to support the request. Ask that the reason be added to the notes. Be prepared to follow up the meeting with a written request for assessment, if needed.

- Do not sign the IEP until you have considered it carefully. You may take it home. Let them know when you intend to return it, i.e., “next Tuesday”. Ask who to return it to.

- Always ask questions if you don’t understand something! Even after the meeting. “Who should I call if I have questions about this IEP?”
Steps to Prepare for the IEP Meeting

• Write your own “present levels” and “parent report”

• Ask for copies of new assessments prior to the meeting. If you need help understanding an assessment, contact the person who wrote it, i.e., school psychologist.*

• Ask for drafts of goals and present levels of performance 3-5 days before the meeting.

• Plan to take someone to take notes for you and provide moral support.
<table>
<thead>
<tr>
<th>Area of Need</th>
<th>What my child can do</th>
<th>Concerns/What I’d like my child to work on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-academic/Academic/Functional</td>
<td>Knows 2 colors</td>
<td>Learn all colors</td>
</tr>
<tr>
<td></td>
<td>Count to 3</td>
<td>Count to 10</td>
</tr>
<tr>
<td></td>
<td>Hold a crayon</td>
<td>Draw parallel lines</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Non-verbal</td>
<td>Assess for augmentative communication</td>
</tr>
<tr>
<td></td>
<td>Age appropriate receptive (understanding) language</td>
<td>Expressive (expressing ideas) language skills</td>
</tr>
<tr>
<td>Gross/Fine Motor Skills</td>
<td>Skip</td>
<td>Run and dribble ball</td>
</tr>
<tr>
<td></td>
<td>Cannot string beads</td>
<td>String beads using two hands</td>
</tr>
<tr>
<td>Social/Behavioral Skills (How child gets along with others.)</td>
<td>Cannot make eye contact</td>
<td>Make eye contact</td>
</tr>
<tr>
<td></td>
<td>No parallel play</td>
<td>Engage in parallel play</td>
</tr>
</tbody>
</table>

5/27/2020  Turning Three Years Old  45
Parent’s “Present Levels” Worksheet -
Fill out and provide copies for other team members.

<table>
<thead>
<tr>
<th>Area of Need</th>
<th>What my child can do now</th>
<th>Concerns/What I’d like my child to work on</th>
</tr>
</thead>
</table>
| Pre-vocational/Vocational (Incl. following directions, task completion, organization of work.) | Can follow one-step directions  
Put away silverware at home | Follow 2-3 step directions  
Match shapes and colors |
| Adaptive/Daily Living Skills       | Can pull up pants  
Can pull up pants | Button/zip pants  
Toilet training |
| Health/Medical                     |                                              | Include educationally related health concerns to Present Levels. |
Parent Report for: Carl Vespoli

Carl’s strengths - Funny, big heart, wants to please everyone.

Carl’s challenges - Transitions, making eye contact, playing w/ peers.

Carl likes - Playing with favorite toy (wooden train).

Carl doesn’t like - Loud noises, peers playing with his toys.

What to watch for - When Carl is nervous or frustrated, he flaps his hands.

How to help him - Give Carl frequent breaks. Explain what is going to happen before each transition.

Carl is very happy, but needs help to socialize with peers. He needs understanding and patience. Please call me or his dad with any questions that arise about supporting him.

For more examples, go to www.FACToregon.org.
Profound Suggestions from Parents Who Have “Been There”
Start Self-advocacy Early

Ways your three year old can participate in the IEP meeting:

• He can help create a one page profile,
• You can bring photos of him playing with a favorite toy,
• She can sing a song. Record it & play at the meeting,
• She can color a picture.

Other ideas?
Think of the IEP Meeting as an **Opportunity** To:

- **MEET** the members of your child’s team,

- Provide **INPUT** into the design of a program tailored to your child’s unique needs because you have **SPECIAL KNOWLEDGE** about how your child learns.
Questions to ask when you don’t know what to ask.

What service/intervention is being recommended?

Why is it recommended?

What is the goal?

What will it look like when being provided?

Who will provide it?

When will it be provided?

Where/how will it be provided?

How will progress be monitored?
Time Management of Meeting

- Find out how long the meeting has been scheduled to last. Tell the team that if the IEP isn’t completed in that time, you’ll want to plan another meeting before everyone leaves.

  Tip: Don’t feel rushed to finish in one meeting.

- Request to end the meeting 15-20 minutes early to review what was written.
Keep Records

In a binder, keep records of your child’s:

- Assessments/Evaluations,
- IEPs
- Report Cards,
- Staff Communication,
- Relevant Medical Reports,

Bring it to all meetings.

Tip: When seeing a new medical or other provider, ask to be sent a copy of their initial assessment/evaluation and place it in the binder.
Tips

- You are the expert on your child, and the other team members have worked with many, many children. They have a global view of issues and services.

- Consider taking snacks to share at the meeting. It helps relieve (everyone’s) anxiety and lets the members of the team know that you appreciate their efforts for your child.
Thank you for attending!
Call us when you have questions.
916-455-9500

Please fill out the poll.
It lets us know if this training has met your needs.

The contents of this training were developed under a grant from the US Department of Education, #H328M150011. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.