



EARLY INTERVENTION AND SCHOOL READINESS FOR INFANTS AND TODDLERS WITH SPECIAL NEEDS

Welcome to the Early Head Start Webinar on Early Intervention and School Readiness for Infants and Toddlers with Special Needs! We are glad you have joined us!

To get the most out of this training experience:

- ✓ Review the handouts before the start of the webinar. They are designed to help you prepare and use what you hear.
- ✓ Invite your partners to participate with your team in this experience.
- ✓ Schedule time for reflection and/or discussion at the conclusion of the webinar.
 - You can use the “Applying the Information” handout individually, or with your team or program.
 - In most instances, sharing information, strategies, and ideas as a team is ideal for considering what is already in place in your program.
- ✓ The handouts can be used to discuss new information and for future planning and discussion.

Introduction

This webinar will provide practical strategies for EHS staff to support infants and toddlers with special needs. During the webinar, faculty will discuss:

- school readiness as it relates to infants and toddlers with special needs served by EHS programs;
- the partnership between EHS and Part C of IDEA;
- practical approaches, experiences, and interventions to support learning for infants and toddlers with special needs;
- creative approaches to crafting funding strategies to effectively support early intervention services for infants and toddlers with special needs.



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Faculty Biographies



Sandra Petersen, MA – Moderator

Director of Outreach, Research and Innovation
Early Head Start National Resource Center @ ZERO TO THREE

Sandra Petersen is the Director of Outreach, Research, and Innovation for the Early Head Start National Resource Center. She has served in many facets of the field of infant-toddler development and care with a special interest in emotional and cognitive development. She is the co-author with Donna Wittmer of several textbooks on infant-toddler and early childhood learning and development and group care.



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Angie Godfrey

Infant/Toddler Program Specialist
Office of Head Start

Angie Godfrey is the Infant and Toddler Program Specialist in the Office of Head Start supporting Early Head Start Services. Prior to joining the Office of Head Start in December, 2008 Angie was director of the American Indian and Alaska Native Technical Assistance Project. She worked with the project for 5 years. Prior to that, she worked as the Senior Early Childhood Associate for AIAN, providing support to 44 Early Head Start grantees. Angie worked several years as adjunct instructor at Northern Virginia Community College in Alexandria VA, teaching infant and toddler courses for infant toddler child care providers. She is also the former Head Start Director for a Head Start program in Alexandria, VA.



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Mary McLean, Ph.D.

National Center on Quality Teaching and Learning
Kellner Professor of Early Childhood Education
and
Professor, Department of Exceptional Education
University of Wisconsin-Milwaukee

Dr. Mary McLean is Kellner Professor of Early Childhood Education and Professor in the Department of Exceptional Education at the University of Wisconsin-Milwaukee (UWM) where she is Program Director for the Early Childhood Special Education program and is also Director of the Early Childhood Research Center. She is Past-President of the International Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC). Dr. McLean is co-author of three books on assessment of young children with special needs and also is co-author of three books on the DEC Recommended Practices for Early Intervention/Early Childhood Special Education. She is currently working with the Head Start National Center on Quality Teaching and Learning with a focus on ongoing assessment strategies.



M'Lisa L. Shelden, PT, Ph.D.

Director, Family, Infant, and Preschool Program
Morganton, NC

Dr. Shelden is the Director of the Family, Infant and Preschool Program (FIPP) in Morganton, North Carolina. She received her degrees in physical therapy and early childhood special education from the University of Oklahoma. M'Lisa is a graduate Fellow of the ZERO TO THREE National Center for Infants, Toddlers, and Families and a recipient of the National Institute on Disability and Rehabilitation Research Mary E. Switzer Merit Fellowship. She served as a member of the National Early Childhood Technical Assistance Center (NECTAC) Workgroup on Principles and Practices of Services in Natural Environments. Dr. Shelden has coauthored several articles related to early intervention teamwork and book chapters related to physical therapy, personnel preparation, and service delivery and use of a primary service provider approach to teaming. She has coauthored several texts, including Physical Therapy under IDEA, as well as Coaching Families and Colleagues in Early Childhood Intervention, and The Early Intervention Teaming Handbook: The Primary Service Provider Approach. M'Lisa has consulted with over 30 states and numerous programs across the country and presents nationally and internationally on topics related to evidence-based practices, coaching, use of a primary service provider approach to teaming, and provision of services in natural environments.



Key Guidance to Providing Services for Infants and Toddlers with Special Needs

Head Start Program Performance Standards

45 CFR 1304.20 Child health and developmental services.

(f) Individualization of the program.

Grantee and delegate agencies must use the information from the screening for developmental, sensory, and behavioral concerns, the ongoing observations, medical and dental evaluations and treatments, and insights from the child's parents to help staff and parents determine how the program can best respond to each child's individual characteristics, strengths and needs.

- (2) To support individualization for children with disabilities in their programs, grantee and delegate agencies must assure that:
 - (i) Services for infants and toddlers with disabilities and their families support the attainment of the expected outcomes contained in the Individualized Family Service Plan (IFSP) for children identified under the infants and toddlers with disabilities program (Part H) of the Individuals with Disabilities Education Act, as implemented by their State or Tribal government;
 - (ii) Enrolled families with infants and toddlers suspected of having a disability are promptly referred to the local early intervention agency designated by the State Part H plan to coordinate any needed evaluations, determine eligibility for Part H services, and coordinate the development of an IFSP for children determined to be eligible under the guidelines of that State's program. Grantee and delegate agencies must support parent participation in the evaluation and IFSP development process for infants and toddlers enrolled in their program;



- (iii) They participate in and support efforts for a smooth and effective transition for children who, at age three, will need to be considered for services for preschool age children with disabilities; and
- (iv) They participate in the development and implementation of the Individualized Education Program (IEP) for preschool age children with disabilities, consistent with the requirements of 45 CFR 1308.19.

45 CFR 1304.21 Education and early childhood development.

(a) Child development and education approach for all children.

(1) In order to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must:

- (ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) (see 45 CFR 1308.19);

(5) In center-based settings, grantee and delegate agencies must promote each child's physical development by:

- (iii) Providing an appropriate environment and adult guidance for the participation of children with special needs.



The Individuals with Disabilities Education Act (IDEA)

IDEA was enacted by Congress in 1975, and was created to ensure that children with special needs receive a free appropriate public education, just like other children. IDEA has been revised over the years, most recently in December 2004, with final regulations published in August 2006 (Part B for school-aged children) and in September 2011 (Part C, for babies and toddlers).

The Office of Special Education Programs (OSEP) assists states with implementation of IDEA by creating federal policy on early intervention services to infants and toddlers with special needs and on the provision of special education and related services for children with special needs.

Click on the following link for more information about IDEA:

U.S. Department of Education

<http://idea.ed.gov/>

Improving Head Start for School Readiness Act of 2007

The Head Start Program was reauthorized on December 12, 2007, becoming Public Law 110-134: Improving Head Start for School Readiness Act of 2007. The purpose was to promote school readiness by supporting children's cognitive, social and emotional development, and the family's needs around health, education, and nutrition as indicated by the family needs assessment.

Click on the following link for further information about the Head Start Act:

The Early Childhood Learning and Knowledge Center

<http://eclkc.ohs.acf.hhs.gov/hslc/standards/law>



National Early Childhood Technical Assistance Center (NECTAC)

The National Early Childhood Technical Assistance Center was the Office of Special Education Programs' national resource for implementing IDEA provisions. NECTAC offered training and technical assistance through consultation, webinars, and materials to strengthen services to children with special needs. In March of 2008 the Workgroup on Principles and Practices in Natural Environments developed the following key principles for providing early intervention services:

1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.
2. All families, with the necessary supports and resources, can enhance their children's learning and development.
3. The primary role of a service provider in early intervention is to work with and support family members and caregivers in children's lives.
4. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.
5. IFSP outcomes must be functional and based on children's and families' needs and family-identified priorities.
6. The family's priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.
7. Interventions with young children and family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations.

Click on the following link for more information

Early Childhood Technical Assistance Center (ECTACenter)

http://ectacenter.org/~pdfs/topics/families/Finalmissionandprinciples3_11_08.pdf



Applying the Information

The questions below can be used as a guide for either individual reflection or group discussion. They can also support Early Head Start (EHS) and Early Care and Education programs as they support families with young children who have special needs.

1. How does your EHS or Early Care and Education program currently support parents and other caregivers who care for infants and toddlers who have special needs? What strategies are working?
2. Consider the key definitions and *Head Start Program Performance Standards* on child health and developmental services, and education and early childhood development. How does this information guide your work with families who have young children with special needs? How might it inform and strengthen the development of your program in this area?
3. After participating in this webinar, how do you anticipate that your program can expand in your local service area?
4. How do you currently educate potential community partners about your special needs program services? How could you facilitate learning about agency services between and among potential partners to help solidify community partnerships in support of families who have children with special needs? Are there potential opportunities for joint-training on mutual topics of interest, or cross-training between agencies?
5. Who else can help? How would you ensure that this partnership became a permanent part of the work of your program? What position or positions within your program would be responsible for sustaining the partnerships between EHS , Early Care and Education , or other community agencies serving families with infants and toddlers who have special needs?
6. Make a plan! What are the next steps for your program, the families served and the potential community partnerships?



Resource List

Campbell, P. H., Milbourne, S. A. & Kennedy, A. CARA's kit for toddlers. Baltimore: Paul Brooks Publishing Co. (2012).

Division for Early Childhood. DEC recommended practices in early intervention/early childhood special education. (2014).

Retrieved from <http://www.dec-sped.org/recommendedpractices>

Milbourne, S. A., & Campbell, P. H. CARA's kit: Creating adaptations for routines and activities. (2007).

Division for Early Childhood Bookstore: www.dec-sped.org

Rush, D. D. & Shelden, M. L. Checklists for providing/receiving early intervention supports in child care settings. CASEtools, 6(1), 1-12. (2012).

http://fipp.org/static/media/uploads/casetools/casetool_vol6_no4.pdf

Sandall, S.R. & Schwartz, I.S. Building blocks for teaching preschoolers with special needs. Baltimore: Paul Brooks Publishing Co. (2008).

Workgroup on Principles and Practices in Natural Environments, OSEP TA Community of Practice: Part C Settings. Agreed upon mission and key principles for providing early intervention services in natural environments. (2008).

Retrieved from:

http://ectacenter.org/~pdfs/topics/families/Finalmissionandprinciples3_11_08.pdf

Websites:



California Map to Inclusion and Belonging. Making Access Possible
<http://cainclusion.org/camap/>

Council for Exceptional Children
<http://www.cec.sped.org/>

The Division for Early Childhood
<http://www.dec-sped.org/>

Early Childhood Technical Assistance Center (click on “Topics” at top of homepage)
<http://ectacenter.org/>

The Family, Infant and Preschool Program (FIPP)
A National Center of Excellence
<http://fipp.org/>

Institute of Education Sciences, National Center for Special Education Research (click on
“Research Programs” at top of homepage)
<http://ies.ed.gov/ncser/>