


Moving on from Early On 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.

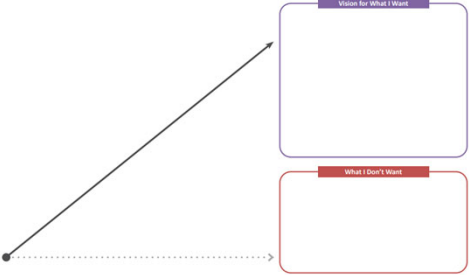


www.michiganallianceforfamilies.org
800-552-4821



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LIFE TRAJECTORY | EXPLORING



What I Want

What I Don't Want

Developed by the Center for the Lifelong Needs of Learning (LINC) at the University of Michigan | LINC 402 | September 2020

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Things You Need To Know

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


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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)



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LAWS AND RULES

<p>Individuals with Disabilities Act (IDEA)</p> <ul style="list-style-type: none"> • Federal Law • Part C: Early Intervention Birth to Age 3 Coordination of Services • Part B: Special Education 3 years to 21 years 	<p>Michigan Administrative Rules for Special Education (MARSE)</p> <ul style="list-style-type: none"> • Michigan Law • <i>Early On</i> Birth to 3 years • Special Education Birth to 26 years 13 categories of eligibility
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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**



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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.




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“Inclusion”

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, to the maximum extent that is appropriate.

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, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

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




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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.




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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*).





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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

MICHIGAN DEPARTMENT OF EDUCATION & PARTNERS ACROSS MICHIGAN

PRESCHOOL INCLUSION COLLECTIVE ACTION PLAN

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Preschool Options

Public Preschools

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

Licensed Private Preschools

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

Home with parents or family

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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"> • Great Start Readiness Programs • Head Start • School District • Early Childhood Special Education Preschool Program <p><i>Licensed Preschools</i></p> <ul style="list-style-type: none"> • Montessori • In-Home • Religious • Community Preschools: <ul style="list-style-type: none"> o Co-operative o Day Care/Preschool <p><i>Home with parents or family</i></p>	Intentionally blank for brainstorming

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Your Child's 3rd 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)
 - o 2 years 3 months - 2 years 9 months.
 - o Notification
 - o *Early On* notifies Local School District of a potentially eligible child.
 - o Child's name, date of birth & parent's contact information
- Transition Conference (Meeting)

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Creating a Transition Plan

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Good Transition Planning

- May require more than one meeting
- 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.

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Supports, Services, and Concerns

Transition Planning: *Early On* 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



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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.

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Part C Only

- Not all children are receiving Michigan Mandatory Special Education Services
- All children, 27 months or older, leaving *Early On* need to 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





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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

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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




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Transition Conference / Meeting

For toddlers moving into special education (Part B of IDEA) and

- Team will connect to discuss what supports and services are needed to assist your child with the transition
- Discuss eligibility requirements, your rights, and the process
- Be prepared to share your hopes and concerns (bring your worksheet)


Please ask questions about anything that is unclear!!



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Special Education: By age 3

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



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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

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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

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

- In the **IFSP** natural environment are settings that are natural or typical for a same-aged infant or toddler without a disability and may include home or community settings.
- In the **IEP** the least restrictive environment for preschoolers may be 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.

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Where will Special Education Services be provided?

- *Early On*
 - Natural Environments
- *Preschool*
 - Free Appropriate Public Education
 - Least Restrictive Environment




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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 and hours.

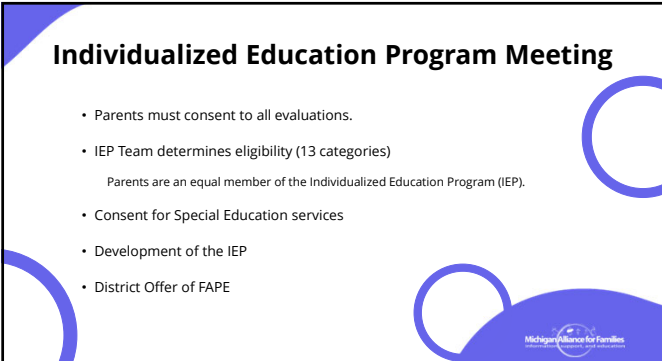


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Individualized Education Program Meeting

- 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



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Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Free Appropriate Public Education

Free: at no cost

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

Public: in the Public Education System

- In some cases, a child 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




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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 appropriate for the student

LRE Applies to Preschool (from Colleague Letter: Dated 1-9-17)
 "providing FAPE to a preschool child with a disability must ensure that FAPE is provided in the LRE where the child's unique needs (as described in the child's IEP) can be met, regardless of whether the LEA operates public preschool programs for children without disabilities. An LEA may provide special education and related services to a preschool child with a disability in a variety of settings, including a regular kindergarten class, public or private preschool program, community-based child care facility, or in the child's home."



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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





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Special Education - Child Find

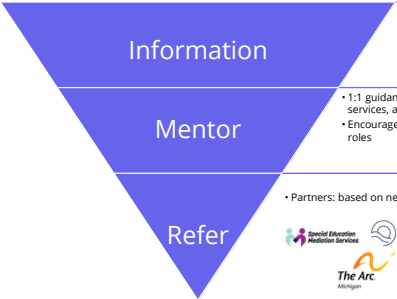
Child Find Responsibility

“Child Find” is a legal requirement that schools find all children who have disabilities and who may be entitled to special education services. In Michigan, Child Find covers every child from birth to age 26. The school must evaluate any child that it knows, or suspects may have a disability.

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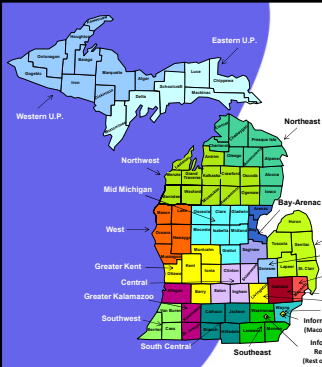
- Provide printed, electronic, and multimedia information/resources.
- Live relevant learning opportunities
- All information FREE

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

- Partners: based on need, some disability specific


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

800-552-4821

www.michiganallianceforfamilies.org



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Questions

800-552-4821 www.michiganallianceforfamilies.org



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Early On Michigan

1-800-Early-On
(800-327-5966)
www.1800earlyon.org




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For more information visit
www.michiganallianceforfamilies.org

Call 800-552-4821
En Español 313-217-1060
لغة العربية 248-963-0607
info@michiganallianceforfamilies.org




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Michigan Alliance for Families In collaboration with


Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education (MDE-OSE); the Michigan Department of Lifelong Education, Advancement, and Potential (MILEAP); and Michigan's Federal Parent-Training and Information Center (PTIC) funded by the U.S. Department of Education, Office of Special Education Programs(OSEP).

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1-800-552-4821
info@michiganallianceforfamilies.org