

New Jersey Department of Education

*Part 1- Transitioning from Early Intervention to
Preschool Students with Disabilities*

*Part 2- Highlights from the Office of Special
Education, Preschool Team*

Office of Special Education
Division of Educational Services

Introduction: Presenter Information

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<https://www.nj.gov/education/specialed/programs/prekdisabilities/>

Agenda (1 of 2) Breakout B 1:00-2:00 pm

**Part 1- Transitioning from Early Intervention to
Preschool Student with a Disability**

Introduction

Early Intervention – Department of Health

Preschool Special Education- Department of
Education




Navigating the Two (2) Systems

Early Childhood Education

Agenda (2 of 2) Breakout C 2:00-3:00 pm


Part 2- Highlights and Initiatives

- Preschool Outcomes
- Child Outcome Summary (COS)
- Highlights
- Initiatives
- Staying Informed
- Resources
- References






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Early Intervention-Department of Health





- Department of Health (DOH)
- 0-3 years old
- Individualized Family Service Plan (IFSP)
- Family Centered
- Home Setting
- Part C of IDEA



- Developmental Delays and /or Medical Diagnosis
- Services are designed to meet the developmental needs of each child and the family's needs related to enhancing their child's development




- Goals and Outcomes
- Service Coordinator
- IFSP Team
- Multidisciplinary





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Preschool- Department of Education





- Department of Education (DOE)
- 3-5 years old
- Individualized Education Plan/Program (IEP)
- Child Centered
- School Setting
- Part B of IDEA



- Preschool Student with a Disability
- Specially designed instruction; related services means developmental and other supportive services required to assist a child with a disability to benefit from special and general education



- Goals and Outcomes
- Child Study Team
- Case Manager
- IEP Team
- Multidisciplinary





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Navigating the Two (2) Systems





Know Your Agency	Know the Process
Learn the Terminology	Prepare for Transition Planning
Identify Your Contacts	



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Transition Between Part C and Part B




- Transition planning begins at least six months, but preferably between 9 and 12 months prior to the child's third birthday for all children eligible under Part C or begins as soon as possible.
- Include parents and personnel from the child's current, past and future settings or service providers, including representatives from the Local Education Agency (LEA).
- If a child is not eligible for Part B preschool services, the transition team will discuss options of other appropriate services with the family.



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Transition Between Part C and Part B

- A representative of the LEA will participate in the transition process, beginning at least six months but preferably between 9 and 12 months prior to the child's third birthday.
- Children transitioning into preschool services must meet the state eligibility criteria.






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Process Timeline






The clock starts before the child's third (3rd) birthday.










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Early Intervention and Preschool Special Education

"Children with disabilities do not need to be "ready" to be included. Programs need to be "ready" to support all children." (DEC/NAEYC, 2009)









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Best Practices (1 of 2)

- All day, every day intentional preschool teachers do certain things each day to ensure they are meeting and supporting all children's learning and development. A critical part of being intentional is constant reflection on the classroom environment, interactions, and assessment information.
- Responsive teaching—being sensitive to individual children, fostering positive relationships, and respecting children's autonomy—supports cognitive, language and literacy, and social development (Hamre, Hatfield, Pianta, & Jamil, 2013).

intentional
in · ten · tion · al
Adjective: Done on purpose, deliberate.

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Best Practices (2 of 2)

- "Play is an important vehicle for developing self-regulation as well as for promoting language, cognition, and social competence" (NAEYC Position Statement on DAP, 2009, p. 14).
- The role of an effective preschool teacher is to create an environment and implement a curriculum that allows all the children in the group to thrive and make progress. Teachers do this by individualizing their program. They get to know each child and keep track of each child's participation and progress. They tailor interactions, maintain appropriate expectations, offer open-ended materials and activities that will offer challenges but not frustration, and scaffold learning by providing just enough support until the child no longer needs assistance.

Individual Needs Active Participation in the Group

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Share Your Thoughts

[Navigating the 2 Systems Feedback Jam Board](#)

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