



New York State Education Department  
Office of Special Education  
**Educational Partnership**





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# Transition from Early Intervention to Preschool Special Education

Early Childhood Family and Community Engagement Center

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Developed by the Technical Assistance Partnership for Behavior

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# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Today's Facilitators

Name

# Goals for Today

Learn about the role of Early Intervention Program (EIP) and Committee on Preschool Special Education (CPSE) as it relates to the transition process

Learn about timelines and vocabulary

Learn about the role of the family/guardian, the provider, the county and the CPSE



# Planning for Transition

Three Options:

Transition to Preschool Special Education

Not eligible for Preschool Special Education services

Connection to community programs or resources

A transition plan is developed for all children exiting Early Intervention Program prior to their 3<sup>rd</sup> birthday.

# Notification to CPSE

Early Intervention (EI) Service Coordinator notifies school district of your child's potential eligibility for Preschool no fewer than 90 days before the child's potential eligibility for Preschool Special Education services.

# Transition Conference

Develop a transition plan

Learn the differences/similarities between the EI and CPSE systems

- Evaluation process
- Eligibility
- Program options
- Transportation

Decide whether the child should be referred to preschool special education

Begin relationship with the district

Learn about timelines



# Decisions, Decisions

If parents prefer, children can continue to receive EI services beyond their 3<sup>rd</sup> birthday, only if:

1. the child is referred to the CPSE
2. an evaluation or review of records is conducted
3. the child is found eligible for preschool special education prior to their 3rd birthday
4. AND an IEP is developed



# When do children transition?

If child's birthday is between **January 1 and August 31**, they can remain in EI until **September 1** of the year they turn three.

If child's birthday is between **September 1 and December 31**, they can remain in EI until **January 2** of the next year.

If eligibility for CPSE is not determined **prior** to the child's 3rd birthday, EI services cease the day before their birthday.



## When Can Preschool Special Education Begin?

If a child is determined eligible, the start of services will be discussed at the CPSE meeting and on the IEP.

In general:

- If child's birthday is between **January 1 and June 30**, services can begin on **January 2** of the year he/she turns three years old.
- If child's birthday is between **July 1 and December 31**, services can begin on **July 1** of the year he/she turns three years old.



# EI AND PRESCHOOL SAME VERSUS DIFFERENT

## SAME

Parents are involved with the process of developing their child's plan.

Parents can make a referral

Parents can say "no" to a referral and services

No cost to parents for the evaluation and services

Parents select a State Education Department (SED) approved Multidisciplinary Evaluation (MDE) provider to conduct evaluation

Both systems stress the provision of services for children in natural settings (EI) or least restrictive environment (CPSE)

## DIFFERENT

No appointed service coordinator, but a service provider is designated to coordinate the provision of services.

EIP Provides family centered services to meet the developmental needs of eligible children; CPSE provides special education and related services to meet the educational needs of identified preschool students with disabilities

Under EIP services provided in natural environments where children under three years of age are typically found such as the child's home, day care or family day care settings; Under CPSE services provided in a least restrictive environment where age-appropriate peers without disabilities are typically found in a setting as close as possible to the student's home.

IFSP reviewed every 6 months, IEP reviewed annually

Under CPSE, children are identified as Preschoolers with a Disability

CPSE Meetings are typically held at school and not in the home, but exceptions may be made

Under EIP services must be available during calendar year; Under CPSE Services must be available 180 days during the ten-month school year and at least 30 school days during July and August (when 12-month extended school year services are recommended for eligible children by the CPSE).

# Questions

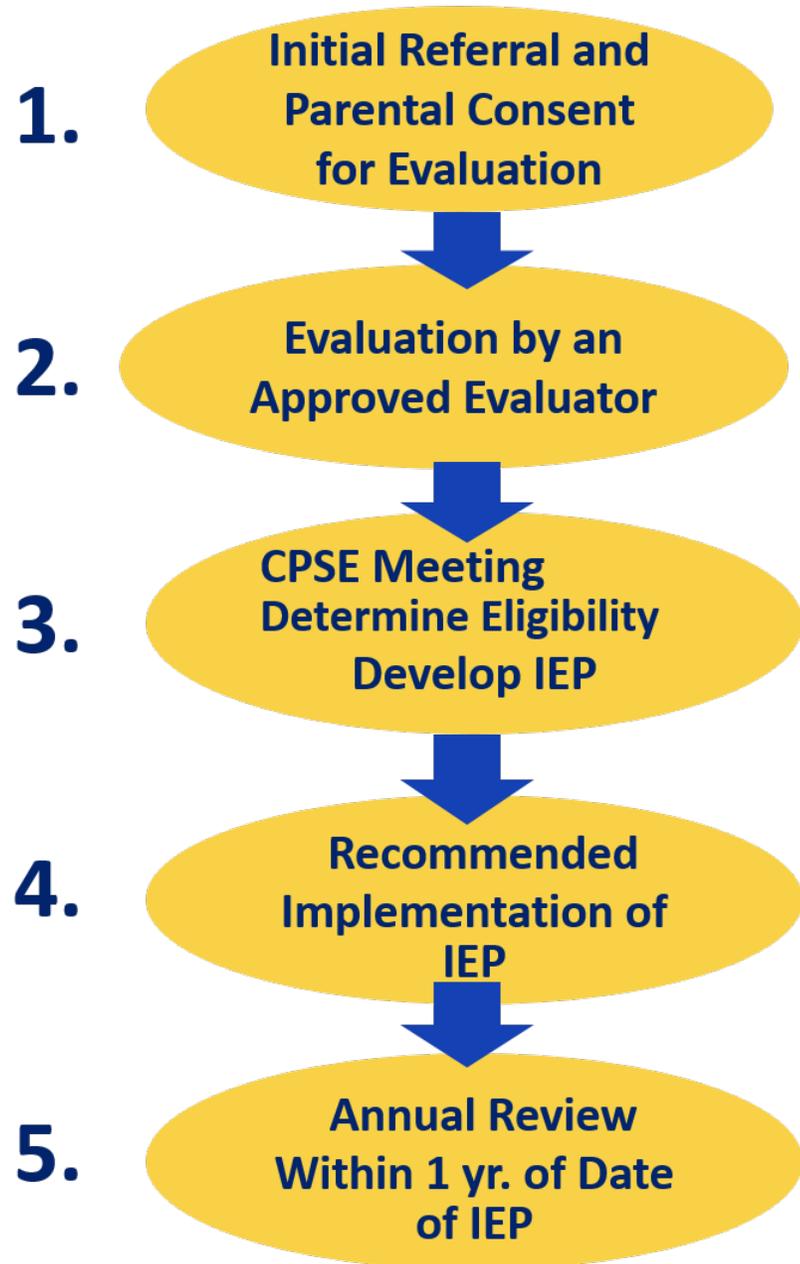


# Preschool Special Education

- Each school district has a CPSE
  - Receive initial referral and obtain parental consent for evaluation
  - Arrange for evaluations
  - Meeting is held to review and discuss to determine eligibility
  - If eligible, develop Individualized Education Program (IEP)
- Children must meet eligibility requirements to qualify for services



# Transition to the CPSE



Within 60 calendar days of receipt of consent

As soon as possible following development of the IEP, but no later than 30 school days from the recommendation of the CPSE and within 60 school days from receipt of consent to evaluate

# The Preschool Process - Evaluation

## Purpose of Evaluation:

- Assess and examine your child's skills
  - Determine your child's level of functioning
  - Help determine eligibility for services



## Parent Participation:

- Discuss your concerns
- Share if child's performance during testing is consistent with his skills at home
- Share how he has developed over time
  - Discuss his temperament, interests, strengths, and needs

# The Evaluation Includes:

Physical exam to assess health, vision, hearing and immunization record

Social History including your child's developmental history and family information

Psychological evaluation to test learning potential, abilities and educational strengths and needs

Observation of child

Other appropriate assessments or evaluations in your child's area of concern, which may include a Functional Behavior Assessment

# The Preschool Process - Evaluation

The team of evaluators may assess the following areas:

Motor

Cognitive

Language and Communication

Adaptive

Social Emotional/Behavioral

Physical



**What would you  
like people to  
know about your  
child?**

## What are my child's strengths?

- What challenges my child
- What I've discovered that works
- Ways that my child learns
- How to read my child's cues



# Criteria to be Determined Eligible as a Preschool Student with a Disability

To be identified with a disability a preschool child will have either:



A 12-month delay in one or more areas

A 33% delay in one area or 25% delay in two areas

A score of 2.0 standard deviations below the mean in one area or 1.5 SD below in two areas

**OR**

# Preschool Student with a Disability

Meet criteria for student with a disability who because of mental, physical, or emotional reasons is identified as having one of the following disabilities as defined in section 200.1(zz):

Autism

Deafness

Deaf-Blindness

Hearing Impairment

Orthopedic Impairment

Other Health Impairment

Traumatic Brain Injury

Visual Impairment including Blindness

# The Preschool Process CPSE Meeting

The purpose of a CPSE meeting is to:

Discuss evaluation results

Determine the child's eligibility for special education programs and services; and if appropriate

Develop an IEP to meet the needs of the child.



# Who are the members of the Committee on Preschool Special Education? (known as the CPSE)



Parent of the child

General education teacher (at least one)

Special education teacher/provider (at least one)

Chairperson of the CPSE

Parent member (upon request)

Evaluator of the child

Representative from EI (invited)

County Representative (invited, if they cannot attend, the meeting can proceed)

Others who have knowledge and expertise at the request of the district or parents

# Role of the Committee

- To send prior written notice and obtain parental consent
- Arrange for evaluations
- Review & discuss information and evaluations to identify the child's needs
- Determine eligibility at the CPSE meeting
- Develop IEP
- Recommend and review programs options and services and determine placement developed in conformity with in least restrictive environment (LRE) provisions
- Forward recommendations to Board of Education



# The Individualized Education Program (IEP)

Present Level of Performance:

- Describe the child's current abilities and where the child is functioning (baseline)
- Identify student's needs and skill delays

Develop measurable annual goals and short-term objectives

Recommend special education programs and related services

Recommend program accommodations or modifications

Consideration of Least Restrictive Environment

Special Transportation

Start and end dates of recommended programs and services

Placement and location

Provide a statement of how the child's parents will be informed of their child's progress toward the annual goals

# Preparing for Your CPSE Meeting

Talk with your child's service providers

Review past reports/plans

Obtain copies of materials to be used at the meeting

Write down any questions that you have

Invite someone to attend the meeting with you who can listen and provide reminders about what you want to say

Identify what you believe will support your child's growth and development

Contact the Chairperson if you need to request a change in the meeting, date, time and/or location



# Annual Review

At least once per year, the committee will review the child's IEP determine if the annual goals for the student are being achieved and make recommendations for the next school year based on:

- Progress
- Reevaluation and any new information about the student's educational needs

Reviews can occur more frequently and are done to discuss changes to the child's current program



# Continuum of Services



**Related Services: Speech, OT, PT and more**

**Special Education Itinerant Services (SEIS)**

**SEIS and Related Services**

**Special Class in an Integrated Setting (SCIS)**

**Special Class**

# Locations for the Delivery of Services



Home

Workplace of Provider

Child Care

Head Start

Nursery School

Pre-K

Center-Based Program

# CPSE Meeting Adjourned!

## Parents should ask themselves:

Do you understand your child's strengths and areas of need?

Do you know and understand what goals and objectives will be addressed during the upcoming year?

Do you understand the type, frequency and duration of services your child will receive?

Do you understand how often and when you will receive progress updates from professionals working with your child?

# Parent Rights

To be fully informed

To be notified about all meetings at least five school days before

To request a meeting at a mutually agreed upon time and place if parent can't attend scheduled meeting.

To participate in decision making

To have all information explained

To have confidentiality maintained

To be able to review records if requested

To have consent sought for evaluations and services

To be provided a procedural safeguard notice

To request mediation and/or an impartial due process hearing if they disagree with the CPSE's recommendations



# Concluding Questions



# Resources

- Early Childhood Family and Community Engagement Center  
(website coming soon)
- School Age Family and Community Engagement Centers:  
(website coming soon)
- New York State Education Department:  
<http://www.p12.nysed.gov/specialed/>
- Parent to Parent of NYS: <http://parenttoparentnys.org/>
- SED and DOH joint memo on Transition from EI to CPSE:  
<http://www.p12.nysed.gov/specialed/publications/preschool/transitionguide/cover.html>

# Contact Us



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