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Birth to Three System

The Connecticut Birth to Three System supports families who have concerns about their infant's or toddler's development, from birth until their 3rd birthday.

https://www.birth23.org/

CT Birth to Three

Overview

The Birth to Three system, a program of the Connecticut Office of Early Childhood, supports families who have concerns about their infant's or toddler's development, from birth until the day of their third birthday. The mission of the Connecticut Birth to Three system is to support Connecticut's families to meet the developmental and health-related needs of their infants and toddlers who have delays or disabilities. The goal is to **assist families and caregivers to enhance children's learning and development through everyday learning opportunities**.

A family might have concerns about development and you, as the educator, might also have a concern. In both situations, an infant or toddler can be referred to Child Development Infoline for an evaluation to see if the child has developmental challenges which qualifies him/her for Birth to Three services. An educator must have written permission to refer a child.

As an educator of infants and toddlers, you may be involved in the process of referring a family to the Birth to Three system. Whether or not the young child qualifies for services, you will want to be informed about the process of evaluation and the results of the evaluation. You will want to individualize how you support and monitor the infant/toddler's development. You are an advocate for your families, have a special awareness of the child's development, and will want to help them to navigate this process. The more family members, educators and other service providers communicate and work together, the more positive the experience and the more positive the impact on the child's development.

THE BIRTH TO THREE PROCESS

THE EDUCATOR'S ROLE

BEFORE MAKING A REFERRAL

You will want to observe and document information when you have a concern regarding an infant's or toddler's development. (See Data -Observation Section of this book). Converse with parents and other staff often. Consult the development pages of this guide. Try various ways to enhance the infant/toddler's learning and development through everyday learning activities. Conduct observations and prepare concrete data. Discuss observations from your center environment and parent observations at home. You can obtain parental permission (in writing!) to speak with a pediatrician in order to discuss concerns as well. Remember, you spend many hours a day with this infant or toddler. Your input is valuable.

You can also complete the Ages & Stages Questionnaires®. LINK: Ages and Stages (ASQ)

Ask the parent to complete this questionnaire as well. Ages & Stages Questionnaires® is a quick and easy screening tool which provides useful information on what the infant or toddler's capabilities are. This screening tool, endorsed by the Academy of Pediatrics, focuses on milestones and gives a snapshot of a child's development at a given time.

FOR MORE INFORMATION ON AGES & STAGES, EMAIL: Sheryl, Early Childhood Specialist, Hamden's Partnership for Young Children: ssadinsky@hamdenyoungchildren.org

Communicating with parents, especially when there are concerns, is crucial to developing a family friendly, supportive relationship. (See the communication section of this book).

Developing a positive relationship with parents and their pediatrician will also help families to feel that they are supported by the professionals who care for their child.

STEP 1: MAKING A REFERRAL

Parents can contact Child Development Infoline (CDI) and/or with written parental permission, you can also make the contact.
Referral is made to Child Development Infoline (CDI), **NOT** directly to Birth to Three.
800-505-7000
https://cdi.211ct.org/
Parents can also make an online referral at **https://www.birth23.org/**

STEP 2: EVALUATION

Families will be assigned to a Birth to Three provider for the evaluation. Parents can also request the evaluation be done by a specific provider. See List of Birth to Three providers (in this section of guide) authorized to support Hamden families.

The formal evaluation process cannot begin without parental permission which is verified by Child Development Infoline. Although you will not be participating in the evaluation of the infant or toddler, you may be asked by the Birth to Three evaluators about the child's development as it relates to the childcare setting. You can offer to share your anecdotal observations and documentation, as needed. The evaluation is conducted by an evaluation team (see next section of guide for more information).

During this time, be sure to keep in touch with the family. You should know when the evaluation occurs and support the family by listening to concerns and answering questions they might have. Be sure not to make guesses about results. It is OK to tell a family that you do not have the answer to a question. You are mainly there to care for the child and offer support.

Evaluation (and the development of an Individualized Family Service Plan (IFSP) if the child is eligible) must occur within 45 days of referral

All areas of development are evaluated.

STEP 3: ELIGIBILITY

You will not formally participate in determining eligibility, which is based upon standardized testing. This is the job of the professionally qualified evaluation team. Once testing is completed, the family service coordinator arranges a meeting to review the outcome of the eligibility evaluation. The child's developmental strengths and needs are discussed as are the needs of the family.

You should offer to attend meetings when goals and services for the child and family are discussed so that you can all be on the same page and have common goals for the child. Even if you do not attend meetings, you should ask parents to share results with you. Afterall, you will be supporting this infant or toddler.

STEP 4: IFSP (INDIVIDUALIZED FAMILY SERVICE PLAN)

An IFSP (individualized family service plan) is a document created for every child who is deemed eligible for services. The document outlines the goals expressed by the family for their child and themselves. Services in the child's natural environment (home, childcare, etc.) are decided based upon the discussions between the Birth to Three team and the family. (See Natural Environment in this section for more explanation).

When a child is eligible for services and an IFSP is drafted, your job is NOT finished! Often, the Service Coordinator provides all or some of the services. There are occasions when more than one early interventionist comprises the service delivery team. When there is more than one early interventionist, one interventionist is assigned the role of Primary Service Provider.

Whatever the case, you will want to ask for a copy of the IFSP from the family in order to support the child in what he/she is learning. You should discuss the plan with the parents and also offer to review the plan with the Birth to Three provider. Always make sure you have written permission from parents to speak with the Birth to Three Service Coordinator assigned to their child's case.

Sometimes, a provider will be available to visit the child at your center. You can talk about strategies for supporting the infant or toddler while he/she is in your care. This is a great way to collaborate with the Birth to Three provider to provide consistency for the child and to support the child and family at your center.

Following up with parents and supporting them in the Birth to Three process will help to create a cohesive plan for the child. Working together helps to create a predictable and consistent environment, promoting optimal development for the infant or toddler.

NOTE: If an infant or toddler is **NOT** eligible for services,

The family is usually given strategies and suggestions for working with the infant or toddler in order to enhance development. The child still might have developmental needs! Oftentimes, the family is referred to the Ages & Stages Questionnaires®. You will want to know what the suggestions/strategies are so you can work with the family to implement. This communication will positively impact the child's development and will assist with common goals for you and families. (See Under Age 3, Special Situations section of guide for more information on a child who is **NOT** receiving services)

Almost 3 years old?

If a toddler is within 45 days of his/her 3rd birthday, you will **not** be seeking the services of the CT Birth to Three system. Instead, you will contact the Hamden Public Schools (or family's local school district), Department of Special Education with any concerns. (See Special Education – Hamden Public Schools section of this guide for contact information).

If a toddler is already enrolled in Birth to Three, there is a transition process to the local school system, which begins around 90 days before the child's third birthday. (See next section: "Transition: Birth to Three to Hamden Public Schools" for more information on the transition process).

UNDER AGE 3 – Infant or Toddler Who Does Not Have an IFSP SPECIAL SITUATIONS

SOMETIMES INFANTS AND TODDLERS WITH SPECIAL NEEDS…

1. DO NOT QUALIFY FOR SERVICES, or
2. QUALIFY FOR SERVICES BUT PARENTS CHOOSE NOT TO ACCEPT SERVICES, or
3. RECEIVE PRIVATE SERVICES OUTSIDE BIRTH TO THREE SYSTEM

Sometimes Infants and Toddlers Do **NOT** qualify for Birth to Three Services, OR families may choose **NOT** to accept these services. Sometimes a family will choose to obtain private services for their infant or toddler, like Speech and Language Services, Physical Therapy, Occupational Therapy or Behavioral Services.

In these circumstances, the infant or toddler will most likely be in your program full time. Whether or not a child is enrolled in Birth to Three, does NOT impact the time spent in childcare. Oftentimes, you are the first professionals outside the home to care for the child on a regular basis. Therefore, no matter the circumstances, you will want to treat this child as you

treat all other children in your care. Even a child with special needs is first and foremost a child. You will want to create opportunities for play and exploration, interaction with peers and appropriate learning challenges. To be successful, this will take knowledge, communication, planning, flexibility and creativity and working together.

Knowledge

You open your classroom door to a wide variety of personalities, developmental levels and experiences every day. Getting to know a new baby or toddler with special needs is no different than getting to know all other young children. All children learn best in a developmentally appropriate learning environment that offers support to grow and learn at that child's individual ability. Remember, there is a wide age range for reaching milestones. (See Development sections of this guide) Early childhood education is about making learning engaging, developmentally appropriate and accessible for ALL children.

Observe this child. Notice what makes him happy and sad. What are his interests? What upsets him? When is the child most calm, engaged? (See Observation -Data section of this guide) Collecting anecdotal observations will help give you the knowledge of how this child learns best.

Trust your instincts and rely on your professional judgement. Use curriculum and assessment tools (ie. ELDs and DOTS). Speak with other staff. Consult with others who may have expertise and valuable experience to share with you. (eg. Sp Ed teacher, psychologist) Even if a baby or toddler is not receiving services from a Birth to Three provider, you can still consult with a professional about a certain behavior or developmental delay.

Remember—in order to contact an outside professional to speak about a specific child you must get written permission from the parent. However, talking generally about a classroom situation with other professionals does not require permission as long as you are not using children's names.

Communication

Just because an infant or toddler does not receive services from Birth to Three, does not mean you shouldn't have open communication with parents and other professionals. In fact, for the child who does not qualify for services, or receives outside services, it is vitally important that you keep open lines of communication with parents and other professionals, if possible.

Speak with parents often. Stay connected! Always talk about positive achievements first! What new skill did the child acquire today?? Offer to discuss the infant or toddler's achievements and struggles with pediatrician, speech and language therapist, physical therapist, occupational therapist, behavioral therapist, or any outside resource the family is seeking help from. Suggest regular phone conferences or conferences in person. Whatever works for you and the family! You will want to create open lines of communication and gather as much information as you can regarding services the child might be receiving outside the home and your center. Finding out what the outside professionals are working on can help you to reinforce skills and create a consistent, cohesive learning environment.

If parents have declined services, keep in mind that parents, like you, want what is best for their child. Be patient and non-judgmental. Stay connected. Give parents time. Talk to parents about strategies at home and at school. Still develop a partnership with families because that will create the most consistency for the child.

Most importantly, remember, you are caring for this child as well and he/she is probably in your care the most hours!! The more open the lines of communication, the more likely you are to create a positive and trusting family relationship. This positive relationship will foster common goals, helping to create the most optimal learning environment for the infant or toddler.

Planning

As you get to know an infant or toddler, consider how that child behaves during typical routine and activities. Think about support you can provide ahead of time to make routines and transitions easier. Plan ahead using supports like pictures, music, sign language. Consider the physical environment and the noise level of your room. As you plan for your day, take a view of the room from different vantage points. (See the Environment section of this book). Design the space, routines and activities so they are adaptable and can be used in a variety of ways. Plan experiences that can be done individually or with a group. Especially in a toddler or infant room, make sure you have multiples of certain learning toys.

Think about activities and play experiences. Modifying materials can have a huge impact on creating independence for infants and toddlers, with and without disabilities. Remove clutter. Add physical barriers to keep children safe and provide visuals so all children can explore independently. In most situations, the support you put in place for an infant or toddler with special needs will help other children as well.

Flexibility and Creativity

Flexibility and Creativity are marks of any great teacher. As it relates to an infant or toddler with special needs, you may need to be more flexible and more creative. For example, if you are reading to a small group of toddlers, you might need to provide support for a child with special needs so he/she can participate. You will need to be flexible ---maybe the toddler can only participate for a short time. (of course, this is true of any young child, regardless of whether or not he/she has special needs). Use a variety of methods, including visual, auditory, tactile techniques. Add a large knob to help a child with delayed dexterity to grasp a toy. Create a ramp for those who need to crawl instead of walk. Be creative, using music to calm a baby or help him/her to transition. Keep a record of what works and what doesn't.

Share Responsibility

It is true that an infant or toddler with special needs may require more one on one attention from staff. **Share the responsibility!!** Talk to each other and divide responsibilities. Anticipate those times that may be more difficult for the child and create plans for dealing with those situations. Seek help from your administration during busy times during the day (eg. diaper changing or transitions). Create a schedule that works for you and your classroom. Working together will help you to create a positive learning environment, free from unnecessary stress.

****MOST IMPORTANT****

TREAT ALL CHILDREN IN YOUR CLASSROOM WITH RESPECT

HAVE DEVELOPMENTALLY APPROPRIATE EXPECTATIONS
FOR ALL INFANTS AND TODDLERS,
REGARDLESS OF THEIR ABILITY LEVELS

Supporting Infants and Toddlers with Special Needs and Their Families: Things to Consider:

Understanding Parental Emotions:

Discussing your concerns about a child's development with a family is not always easy! You are often the first professional to discuss a concern with a parent. However, it is necessary for you to have these conversations. These discussions will ultimately help the family access supports and services that they may be entitled to in order to help the child to be successful. Of course, parents may have different reactions than you expect. Some may dismiss your observations while others may be angry or scared. Most will need time to process the information. Try to be positive, patient, and non-judgmental with parents. Make an effort to listen to concerns. Be careful NOT to diagnose a child. But support the family as they navigate this uncharted and unfamiliar territory.

Tips for Communicating Concerns:

1. Understand the importance of time and place. Plan to speak with a family when there is adequate time and a private space.
2. Start with the positives. Every child has positive qualities which you can highlight at the beginning of the discussion. Share a cute anecdote, a great accomplishment or a strength.
3. Remember words matter. Steer clear of medical terms or diagnoses. Stick to concrete observations. (See DATA COLLECTION section of this book)
4. Offer additional support when it comes to helping parents with the next steps. Share resources and follow up.
5. Trust your instincts. While the conversations may be difficult, you are the professionals, and your experiences will ultimately be a valuable resource.
6. Listen. Give parents time to express themselves. Really listening to parents will give you a clearer idea of how they view their child, including their values. Really listening to parents will help you to form stronger partnerships and positive relationships which will benefit their child in your care.

SEE:
7 Things You Don't Know About a Special Needs Parent (Full article at link below)
https://pbwslaw.com/7-things-dont-know-special-needs-parents/
(By Margaret A. Graham September 13, 2017)

I am tired
I am jealous
I feel alone
I am scared
I wish you would stop saying "as long as it's healthy"
I am human
I want to talk about my child/It's hard to talk about my child

Birth to Three Programs in Hamden

- **General Comprehensive**
- Rehabilitation Associates of CT, Inc.
- Reachout, Inc.
- Sarah, Inc. – KIDSTEPS

- **Autism Specialty**
- Beacon Services of CT – autism specialty only

- **Hearing Specialty**
- American School for the Deaf – hearing specialty only
- New England Center for Hearing Rehab: https://www.nechear.com/

The CT Birth to Three Service Guidelines and related documents listed below can be found at https://www.birth23.org/

- #1 – Autism Guideline
- #2 – Natural Environments
- #3 – Children with Delays in Speech
- #3 – Speech Brochure
- #3 – Speech Brochure – Spanish Version
- #4 – Infant Mental Health
- #5 – Children who are Deaf or Hard of Hearing
- #5 – Children who are Deaf or Hard of Hearing-Spanish Version
- #6 – Nutrition (pending revision)
- #7 – Children with Complex Medical Needs
- Assistive Technology Guidelines Part C Birth to Three (Section 2)
- AT Executive Summary 2014

Link: Family Resource Center, Hamden

Provides programming and resources for families with young children

https://www.hamden.org/teaching-learning/family-resource-center

Connecticut Birth to Three System

https://www.birth23.org/

On the following pages you will find many more details about what the Birth to Three System in Connecticut looks like. Key principles and goals of the program, as well as more details about the referral process, the evaluation process, and the Individualized Family Service Plan (IFSP) are included. There are links to specifics on the process and the services provided by Connecticut Birth to Three.

KEY PRINCIPLES of CT Birth to Three

1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.
2. All families, with the necessary support 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.

The **Mission and Key Principles for Providing Early Intervention Services in Natural Environments** can be found at:
https://ectacenter.org/~pdfs/topics/families/Finalmissionandprinciples3_11_08.pdf

Referral, Evaluation, Eligibility & Services

Referral-----When to Refer

Infants and toddlers have many new skills to learn, so it's always of concern when a child's development seems slow or more difficult than would normally be expected.

- Refer to Connecticut Birth to Three developmental milestones sheet (*Sheet included in this section- "Your baby deserves a GOOD START in life") which outlines some of the typical skills that babies and toddlers learn by certain ages and the
- Refer to the **DEVELOPMENTAL MILESTONES** section of this book for some typical development guidelines.
- Document observations (see **DATA COLLECTION and OBSERVATION** section of this book), speak with parents, consult with colleagues and other professionals (ie pediatrician – with written parental permission).
- Consult with other staff and the child's parents. Request permission (in writing) to consult with a baby's or toddler's pediatrician.

Remember that development is different for each child. However, as an educator you observe children on a daily basis so don't stay silent if you think an infant or toddler is not developing at the same pace or in the same way as most children his or her age.

When there are developmental concerns, **A parent or childcare provider (with parent permission) will make a referral to the Birth to Three system by contacting Child Development Infoline (CDI). CDI then contacts the** CT Birth to Three System and requests an evaluation which is free of charge. Based on that evaluation, the child may be eligible for early intervention supports. (see below contact information for CDI)

Who can refer a child?

Anyone can refer a child whose development seems delayed. If you are not the child's parent, you should speak with the parent/guardian of the child, first. Sometimes parents will be more comfortable with you making initial contact with CDI and you can offer to make the phone call. Birth to Three will contact the parent to get their consent before moving forward with your referral.

The form 3-3: Authorization for Programs to Release Information (included in B-3 forms section of this book) will be signed by the parent so the childcare center staff can provide information for the evaluation.

To make a referral, call **800-505-7000 or** cdi.211ct.org **and request a referral to the Birth to Three** system.

Evaluation

The family must be contacted within one working day of receiving the referral AND the actual evaluation, including Individualized Family Service Plan (IFSP) must occur within 45 days of the referral to CDI.

In order to conduct the evaluation of the child, federal laws require that parents (or legal guardians) receive prior notification of the evaluation AND must give written consent.

The forms for notification and written consent are enclosed (in forms section).

Performed with prior notification of parents
1-6: Written Prior Notice
(Form 1-6) is required to meet this requirement. *Form included

Performed with parental consent.
Written 1-4: Consent to Conduct an Evaluation/Assessment
(Form 1-4) must be signed by the parent, surrogate parent, or legal guardian prior to beginning the evaluation/assessment. *Form included

The evaluation of the child is conducted by a team of professionals, (a multidisciplinary team) and includes all areas of development, regardless of the reason for referral. These areas include:

- **cognitive** skills – problem solving, memory, learning
- **communication** skills – understanding and expressing ideas, following directions, pointing, talking
- **social or emotional** behaviors – relationships and expressing emotions
- **physical** development – seeing, hearing, movements (gross and fine motor), and health
- **adaptive** skills – self-help or daily living skills

Many times, the evaluation is conducted in the child's home. All children aged 16 months and older are also **screened for an autism spectrum disorder**.

****NOTE**: Evaluations are conducted by one of the Birth to Three programs who provide services in Hamden. Parents may also request one of these providers to conduct the evaluation and provide services (if the child is eligible for services after the evaluation).

Eligibility (after Evaluation)

Sharing Evaluation Results

The results of each child's evaluation are shared with the parent in writing, and verbally in their native language, unless it is clearly not feasible to do so. The evaluator will explain the results and the report to the parents to be sure they understand.

Eligibility results cannot be shared with anyone else unless the parent gives written consent. If the parent agrees to release the information, the signed form should be given to the child's Birth to Three provider in order to release the evaluation report.

As the child's educator, you should encourage parents to share results of any evaluations and assessments that are conducted. You will want to create a team with the parent and Birth to Three provider in order to provide the most optimal learning environment for the infant or toddler who is in your care!!

Eligible for Supports?

Children under age three who live in Connecticut are eligible for Birth to Three System supports because either they:

- show a significant developmental delay of **-2 SD (Standard Deviations)** in one or **-1.5 SD** in two or more areas, ***or***
- have a **diagnosed medical condition** (link here for the list of those conditions) that has a high probability of resulting in a developmental delay

If a child is eligible for Birth to Three support, the family is assigned a service coordinator who will help with the development of an Individualized Family Service Plan **(IFSP)**. Families of eligible children are offered comprehensive supports to meet their goals for their child and family and connect with their community.

IFSP – INDIVIDUALIZED FAMILY SERVICE PLAN is always created when a child is eligible for support through the Birth to Three system.

The individualized family service planning process is used to develop and deliver appropriate early intervention services to an infant or toddler with significant delays and his or her family. Throughout the IFSP process, family members and service providers work as a team. The family's concerns and priorities guide the entire process. After all evaluation and assessment information has been gathered, the team develops IFSP outcome statements. These statements reflect what family members see as important for their child and themselves. The team determines objectives, strategies, supports, and services necessary to support the child and family. They must take into consideration the child's and family's daily routines and the capacity of the family to

meet their own child's unique needs. Once the team agrees on the objectives and supports, they are specified in the IFSP agreement.

This section outlines the timeline and process of developing and executing the IFSP.

IFSP Timelines and Procedures

·A meeting to develop the initial IFSP must be held within 45 calendar days of the child's referral to the Birth to Three System (from the call to Child Development Infoline). **An IFSP is completed only when a child is eligible for Birth to Three services.**
·The team to develop the IFSP must be a multidisciplinary team, which is defined in the regulations as a team that must include the involvement of the parent and two or more individuals from separate disciplines or professions. One of these individuals must be the service coordinator. The IFSP must be developed in consultation with the child's primary health care provider who is licensed in Connecticut or a contiguous state.
·This meeting must be conducted in settings and at times that are convenient to the family. It most often occurs in the family's home.
·For families not proficient in English, the meeting must be in their native language or preferred mode of communication unless it is clearly not feasible to do so. This may involve use of an interpreter.
·Parents must be provided with written prior notice of the time and place of the meeting a reasonable amount of time before the meeting to ensure that they will be able to attend. Form 1-6 (Written Prior Notice) should be used for this purpose *Form included
·The IFSP must be reviewed at least every six months or more frequently if changes are needed or if the family requests a review. The purpose is to determine the degree of progress made toward achieving the outcomes and whether revision of the outcomes or services is necessary.
·According to IDEA Part C regulations, a meeting must be conducted at least annually to evaluate the IFSP for a child and family, and, as appropriate, to revise its provisions. This means anytime within the 12 months after the initial or previous evaluation of the IFSP. This assessment does not need to be completed by a multidisciplinary team.

- If a family meets the criteria to be responsible for a monthly family cost participation fee and chooses to receive only those services available at no cost, an IFSP is written to reflect this decision. If, at a later date, a family chooses to begin receiving direct services, the IFSP must be revised to reflect this decision.
- Once a child is found to be eligible for Birth to Three services, he or she remains eligible while enrolled in the Birth to Three System until they meet the exit criteria or transition out at their 3rd birthday. **(SEE SECTION: Transition Process to Hamden Public Schools)**.

In Connecticut, Birth to Three services are based on the following practices:

- NATURAL LEARNING ENVIRONMENT PRACTICES: Natural environments are places where children live, learn, and play. The services provided by Birth to Three occur in these environments. Most often, the services occur in the child's home. Natural learning environment practices start with looking at the activities that children participate in during their everyday life at home and in the community.

- COACHING AS A STYLE OF INTERACTION WITH FAMILIES: The role of the coach (Early Interventionist) is to "identify the parent's priorities for their child's development, determine what they already know and are doing in relation to their child's development, share new information and ideas, and then work together to support the child's participation and expression of interest **within everyday activity settings** to provide opportunities for learning.

- PRIMARY SERVICE PROVIDER APPROACH TO TEAMING: This means that every child and every family have a full team supporting and available to them, but one person functions as the primary support for the family. The team may consist of speech and language therapist, occupational therapist, physical therapist, social worker, teacher, etc.

LINK TO MORE INFORMATION ON THESE PRACTICES:
https://www.birth23.org/aboutb23/lookslike-2/

SEE LINK BELOW FOR POWERPOINT:
"CONNECTICUT BIRTH TO THREE PRACTICES"
(enclosed in book pocket)

Birth to Three Evidence Supported Teaming

Family Fee for Birth to Three Services:

The cost to support families referred to the Birth to Three System is entirely covered by state and federal funds, Medicaid and commercial insurance.
For more information, visit the Birth to Three website or call 1-800-505-7000.

Not Eligible for Supports Through Birth to Three??

Families of children who are evaluated and found to be not eligible are offered participation in the Ages and Stages (ASQ) child development monitoring program, and they are given information about other supports in their community that may better meet their needs. There is NO COST for Ages and Stages (ASQ) child development monitoring program.

For more information on infants and toddlers who do not have an IFSP see "Under Age 3, Special Situations" – next

FOR MORE INFORMATION ON AGES & STAGES, EMAIL:
Sheryl, Early Childhood Specialist at Hamden's Partnership for Young Children:
ssadinsky@hamdenyoungchildren.org

Re-Referral after a child is found Not Eligible

If you or the parents are still concerned about the child's development 90 days or more after a child is found not eligible, please request an updated evaluation by calling 1-800-505-7000 or cdi.211ct.org .

RESOURCES SUPPORTING CHILDREN BIRTH TO THREE and REFERRAL FORMS FOR BIRTH TO THREE SYSTEM

The following pages contain:

Early Childhood Support Planning Form
- including description and SRBI form

Referral forms
- CDI Referral Form CDI Referral Form — United Way 211 Child Development
- Birth to Three Referral Form CT Birth to Three Referral Form - CT.gov

Birth to Three Release forms
- (3-3) Release Information 3-3: Authorization for Programs to Release Information
- (1-6) Prior Written Notice 1-6: Written Prior Notice
- (1-4) Consent to Conduct Evaluation 1-4: Consent to Conduct an Evaluation/Assessment

Top 5 Benefits of Early Intervention (for parents)

CT Birth to Three System
- "Your Baby Deserves a Good start in Life" (English & Spanish)

- "Parental Rights" Brochure
  - Link to Brochure in 12 languages https://www.birth23.org/families/rights/

- "Birth to Three Practices" Brochure
  - Link to Brochure: https://www.birth23.org/files/Training/0-3PracticesProtected.pdf

CPAC Birth to Three Resources
Other resources for children under age 3,
including Family Resource Center and Mental Health

Early Childhood Support Planning Form (SRBI form)

The following **SRBI Support Planning Form** can be used to record meetings, strategies and progress for children who have IFSPs or IEPs. (see Birth to Three and Preschool Special Education sections of this guide for in depth explanations of these terms). You can also use this form to record parent teacher conferences and development in children who do not have IFSPS or IEPs.

SRBI stands for Scientific Research Based Intervention. It is a term associated with collecting data to determine whether children are making appropriate progress toward developmental learning goals.

Consider teaching strategies you use with children and how different approaches are more effective or less effective depending on the child's learning style, age, personality, developmental level, etc. All children process and develop differently. There is a wide range of time for reaching developmental milestones. You change your teaching strategies and how you interact with each child depending on the individual child.

This form can be used for planning, collecting data and for recording actual meetings, in which strategies and learning goals for a child may be discussed. The form can then be used to monitor the effectiveness of these strategies and supports that are put in place by you, your staff or other professional support team (ie. Special Education staff).

You can also use the form to assess children as you monitor their progress (see DOTS or other Assessment tool) toward meeting curriculum standards and developmental milestones (see ELDS or other Developmental Curriculum tools).

There is a section on the form for staff to consider what supports are necessary and who will be responsible for executing these supports. Consider how often you will put these supports in place. For example, if you want to work on developing fine motor strength for a particular child, maybe you decide each day, for 10 minutes, the child will be given putty or playdough and asked to find/hide objects within. The target standard in this example is to increase fine motor strength. The support strategy is playdough or putty. Staff will provide the support daily, 10 minutes for one month.

Imagine your positive conversation with a parent after identifying an area of growth for a child, putting strategies in place and then reporting those positive results over time!!

Early Childhood Sample Support Planning Form (SRBI)

Child's Name: _____ Age: _____

Meeting Date	Team Members present	Decisions (ex., team to reconvene after 3 weeks of intervention, teacher to train paraprofessionals in implementing strategies during transitions)

Supports

Targeted Standard	Strategy(ies) for Support	By Whom and Where	How often	Progress Monitoring Plan

Sample Progress Monitoring Form

Targeted Skill or Standard:

_____

_____

_____

Protocol for Monitoring Progress:

_____

_____

_____

Goal: _____

Frequency of progress monitoring: _____ times per _____

Date	Progress toward goal			Notes:
	No evidence of progress	Some Progress	Goal achieved	

CT Birth to Three Referral Form

fax. 860-571-6853 ◆ ph. 800-505-7000 ◆ www.birth23.org

Connecticut Birth to Three System

Your name *(required)*:_____ Date: _____

Relationship to child: ❑ parent or guardian ❑ medical provider ❑ DCF ❑ early care provider

other: _____

Agency name: _____ Phone:_____

Your address: _____ Fax: _____

NOTE: If you are not the parent or guardian you may make a referral anytime, but please speak with the family first. We will contact the parent for their permission to proceed with your referral, and they may accept or decline.

Child's name: _____ **M / F** **DOB**: _____

Hospital of birth:_____ full-term: yes / no

Child lives with: parent/ legal guardian/ foster family **Name**: _____

Phone: home_____ cell:_____ work: _____

best time to call: _____ morning /afternoon /evening

e-mail: _____

Address: _____

If family has no phone, contact person: _____

Relationship: _____ Phone #:_____Best time to call:_____AM / PM

Primary language spoken in the home:_____

If not English, is there an adult available who speaks English? yes / no / unknown

Name: _____ Relationship: _____

If child is in DCF custody, DCF office address: _____

name & phone of DCF case worker::_____

Reasons for Referral:

Developmental Concerns about *(check all that apply):*

❑ motor ❑ social-emotional ❑ behavioral ❑ adaptive ❑ cognitive
❑ health ❑ hearing ❑ vision ❑ _____
❑ communication *If expressive language seems delayed the child's hearing should be tested*

Screening completed for (a) development: yes / no (e.g., PEDS, ASQ)
(b) social-emotional: yes / no (ASQ-SE is recommended)
(c) autism: yes / no (e.g., M-CHAT, BITSEA)

Medical Condition expected to lead to developmental delay: _____

ICD-9 code(s): _____

Helpful Notes / Scores: _____

Medical records attached: yes / no _____

8-14-13

Thank You!

AUTHORIZATION FOR PROGRAMS TO RELEASE INFORMATION

Connecticut Birth to Three System

Child's Name: _____ D.O.B.: _____

The following Birth to Three Program has my authorization to release the information identified.

_____
Birth to Three Program

_____
Address

_____
Phone Number

Specific Information to be released:

Document	Date of Document

Reason for information to be released:

_____

Information to be released to:

Name of Agency/Individual Address

_____
Name of Agency/Individual Address

_____
Name of Agency/Individual Address

_____ _____
Signature of Parent/Guardian Signature Date

Initials _____ The results of the evaluation have been shared with me. I understand that my child is NOT eligible and I have not yet seen the final written report. I consent to my program sharing it with the parties listed above before I read it.

_____

You have a right to revoke this consent. Consent can be revoked by requesting this form from the program and indicating below that you are revoking consent. Consent cannot be revoked retroactively. You have until the following date to revoke your consent

_____ after which the documents will be sent.
(date documents will be sent)

☐ I wish to revoke my consent to release the information listed above.

_____ _____
Signature of Parent/Guardian Revocation Signature Date

Prior Written Notice

Parent Name_____

Address_____

_____



Dear _____, Date_____

The _____is proposing the following fax_____
(Birth to Three program name) (Child's Name)

Check all the appropriate box(es)

	We will complete an evaluation / assessment with you as a team member.
	Your child is eligible for Birth to Three, and we need to meet with you to ☐ develop your child's initial Individual Family Service Plan (IFSP), ☐ review or revise your IFSP, or ☐ complete the annual meeting to evaluate your IFSP. *check only one*)
	Your child is not eligible for Birth to Three.
	A transition planning conference is being convened with your approval where we will discuss the transition plan that is part of your IFSP and as a result we may revise the IFSP.
	The services as listed on your current IFSP will not begin until (see reason below)
	Your child does not need an assessment at this time. (see reason below)
	Your child is being exited from the Connecticut Birth to Three System. (see reason below)
	Other:

If applicable the **Location** for this is:_____

On this date: _____ **At this time**: _____

As required below, these are the reasons for the decision including a description of information used (such as evaluation/assessment results, reports, records, child progress, or informed clinical opinion):

_____

_____

_____

Federal law and regulations require that you receive this written notice early enough before an evaluation or meeting so that you can participate. Also, if the state or a service provider proposes, or refuses, to start or change the eligibility of your child for the Connecticut Birth to Three System or the services your child and family receive you have the right to prior written notice. In addition, parents have the right to:

1. refuse consent and, if consent is given, it may be revoked at any time.
2. review and obtain copies of all records used.
3. be fully informed of all evaluation/assessment results in their native language.
4. disagree with the results of this evaluation or assessment or IFSP and may file a formal complaint or request mediation or a hearing.

If the time or place listed above is not convenient for you, please call _____

Sincerely,

_____ _____
Name Title

CONSENT TO CONDUCT AN EVALUATION/ASSESSMENT

Dear _____,

In order for your child, _____, to participate in the Connecticut Birth to Three System, a complete evaluation, assessment or both is necessary. Federal and state regulations require that you give written permission before this can happen. In addition, you have the following rights:

1. Parents have the right to refuse consent and, if consent is given, it may be revoked at any time.
2. Parents have the right to review and obtain copies of anything in their child's record.
3. Parents have the right to be fully informed of all evaluation/assessment results in their native language.
4. Parents have the right to disagree with the results of this evaluation or assessment and may file a formal complaint or request mediation or a hearing.

The Evaluation/Assessment is scheduled for:

Date:_____Time: _____Location: _____

Along with observation and review of any previously completed assessments the following evaluation procedures/instruments will be used:

❒ I give my consent for the evaluations and assessments described above. I understand I may revoke my consent at any time.

❒ I do **not** give my consent for the following instruments:
_____,
I understand that a refusal of child development evaluations or assessments could affect my child's eligibility for early intervention services.

_____ _____
Signature of parent, guardian or surrogate parent Date

Prior written notice was sent on _____
Date

Top 5 Benefits of Early Intervention

Considering Early Intervention? Here are the top 5 benefits you want to know!

1. **Early Intervention helps your child make the most of learning through play.** Purposeful play is a child's work and essential to brain development, particularly during their first three years. If your child appears to be experiencing developmental challenges, getting support early and understanding exactly how services can help is essential. Opportunities for play with a caregiver or Early Intervention specialist can facilitate the development of the skills needed for problem-solving, self-control, socialization and communication.
2. **Early Intervention may reduce the need for specialized instructional support during a child's school years**. Early Intervention can be effective in helping a majority of children make progress toward achieving age-appropriate developmental milestones. Children receiving Early Intervention support may show potential for increased academic readiness and to better be able to interact with their peers.
3. **Early Intervention occurs where your child is most comfortable and becomes part of their routine**. Therapists will meet with your family in a natural environment such as your home, or childcare. Children are most comfortable in familiar environments, and as a result, Early Intervention activities become part of your daily routine. Your child will progress by repetition and incorporation of strategies into mealtime, play time, and bedtime.
4. **Families are not required to pay full cost of Early Intervention services**. The cost of operating the Birth to Three System is almost entirely covered by state and federal dollars. To offset some of the state costs, Birth to Three bills private insurance and Medicaid, and families that make $45,000 or more pay a monthly fee based on a sliding scale.
5. **Early Intervention empowers families to help their child reach their true potential.** As a parent, you are your child's primary teacher. Through Early Intervention services, you will be empowered with the tools necessary to help your child through their developmental challenges, so that they may reach their full potential.

FROM TELI- THE EARLY LEARNING INSTITUTE LOCATED IN PITTSBURGH, PA
https://www.telipa.org/top-5-benefits-early-intervention/

Connecticut Birth to Three System

Your Baby Deserves a Good Start in Life!!

3-31-10

Babies have a lot to learn,
but not all babies are learning as well as they can.

If your baby or toddler is not developing as expected,
there is **help available** through our state's **Birth to Three System.**

Here are some examples of typical child development:

●●●● 1-2 months ●●●●
able to suck and swallow
startled by loud noise
pays attention to faces nearby

●●●● 4-6 months ●●●●
reaches for and grasps objects
moves toys from hand to hand
smiles at others
rolls from tummy to back and back to tummy

●●●● 9-12 months ●●●●
pulls to a stand
picks up small objects
waves "bye-bye"

●●●● 15-18 months ●●●●
looks at picture books
likes to push, pull, and dump things
tries to talk and repeat words
walks without help

●●●● 24-30 months ●●●●
runs well, with few falls
holds a crayon, likes to scribble
turns ~~door knob~~, unscrews jars
can eat without help

●●●● 3-4 months ●●●●
holds a rattle and smiles
holds head up well
shows gains in height and weight

●●●● 6-9 months ●●●●
babbles and laughs out loud
sits up without help
plays peek-a-boo and pat-a-cake
creeps or crawls forward on tummy by moving arms and legs

●●●● 12-15 months ●●●●
comes when called by name
drinks from a cup
takes turns rolling a ball

●●●● 18-24 months ●●●●
carries objects while walking
uses 2 or 3 -word sentences
gives hugs and kisses
follows simple directions

●●●● 30 months and older●● ●●
helps with getting dressed
walks up and down stairs
sings simple songs
understands right from wrong

If your baby or toddler is not yet doing *most* of the things expected for his age,

Don't Wait!!

Talk with your child's doctor about how early intervention can help. Or call:

Child Development Infoline 1-800-505-7000

Visit www.birth23.org

el Sistema para
Infantes a Tres Años
de Connecticut

Su Bebé Merece un Buen Comienzo en la Vida!!

29-04-02

Los bebés tienen mucho que aprender
Pero no todos los bebés estan aprendiendo tan bien como pudieran.

Si su bebé ó infante no está desarollando como debiera, **hay ayuda disponible** mediante el **Sistema para Infantes a Tres Años de Connecticut**

La siguiente lista ofrece algunos ejemplos de desarollo infantil tipico:

• • • • 1-2 meses • • • •
tiene habilidad para mamar y tragar
ruidos fuertes lo asustan
presta atención a caras que están cerca

• • • • 3-4 meses • • • •
agarra una maraquita y sonrie
puede sostener su cabeza
muestra aumento en crecimiento y peso

• • • • 4-6 meses • • • •
alcanza y agarra objetos
cambia juguetes de mano en mano
sonrie a otros
se vira se estomago a espalda y de nuevo a estomago

• • • • 6-9 meses • • • •
balbucea y se rie a carcajadas
su sienta sin ayunda
juega de manos con uno
se arrastra y gatea hacia adelante mediante mover brazos y piernas

• • • • 9-12 meses • • • •
se agarra de algo para poder pararse
recoje objetos pequeños
hace gestos de adios con su manito

• • • • 12-15 meses • • • •
acude cuando lo llaman por su nombre
bebe de un vaso
coje turno rodando una bola

• • • • 15-18 meses • • • •
mira los dibujos de libros
le gusta empujar, halar, y derramar cosas
trata de hablar y repetir palabras
camina sin ayunda

• • • • 18-24 meses • • • •
carga objetos mientras camina
usa oraciones de 2 ó 3 palabras
da besos y abrazos
sigue direciones simples

• • • • 24-30 meses • • • •
corre bien, con pocas caidas
aguanta un crexón, dibuja garabatos
da vueltas al mángo de una puerta
puede desenroscar pomos
puede comer sin ayuda

• • • • 30 meses y mayor • • • •
ayuda al ser vestido ó vestida
sube y baja escaleras
canta canciones simples,
puede comprender bueno de malo

Si su bebé ó infante no está haciendo la mayoria de las cosas esperadas para su edad,
No espére!!
Hable con su medico sobre como puede ser ayudado su niño mediante intervención temprana. Ó llame:

La Infoline del Desarollo de los Niños 1-800-505-7000
ó 860-571-7556

Visite nuestro sitio en la Internet @ **www.birth23.org**

Parent Rights under IDEA Part C

LINK:
Parent Rights

Connecticut
Birth To Three System

Birth to Three Practices

LINK:

Birth to Three Evidence Supported Teaming

BIRTH TO THREE RESOURCES

Connecticut Parent Advocacy Center

CPAC

FAMILIES RECEIVING SERVICES THROUGH BIRTH TO THREE:

CPAC offers a program called Family Connections which provides support, information and resources to families who are receiving Birth to Three Services. Services are provided under this program include mentoring, connecting to other families in the same situation, information on child development, disability specific information, a closed Facebook group, guidance to help make your child's transition out of Birth to Three go as smoothly as possible.

Email or call Adriana Fontaine to learn more: 860-367-6240
afontaine@cpacinc.org English or Spanish

PRESCHOOL PATHFINDER PROGRAM:

This program was developed for families facing challenges navigating transition from early intervention into special education preschool. We help families effectively communicate their child's needs to professionals and understand IDEA. Through PreK Pathfinder, families are supported in person at their Birth to Three Transition Meeting and PPT meetings. During COVID-19, we assist families on PPT preparation and offer information on special education guidelines for preschool aged children.

Contact Adriana Fontaine at 860-367-6240 or email CPAC at cpac@cpacinc.org
Visit our website at: www.cpacinc.org

SERVICES AVAILABLE TO FAMILIES:

As the Parent Training and Information Center for Connecticut, CPAC wants you to know that we are here to support families of infants, toddlers, children and youth with disabilities. We know that families really benefit when they connect with other families who understand what they are experiencing. We know this because we are an organization staffed by parents of children and youth with disabilities. For many parents staying at home due to COVID-19 is very stressful. Having to navigate the volume of available information can create more anxiety. There is so much new information that some parents may have a hard time processing what is true and where to start. Contacting our staff or following us in other ways may be a good place to begin. For parents who don't have access to technology our staff is available by phone to review online resources. Turn page over for ways families can connect for more information.

BIRTH TO THREE RESOURCES

Connecticut Parent Advocacy Center

CPAC

CALL FOR INDIVIDUAL SUPPORT

Our Parent Consultants are available to take your calls and will do their best to return calls within 48 hours. Contact us by email at cpac@cpacinc.org, or call us at (860) 739-3089.

MEETINGS, CALLS, AND WORKSHOPS

Reach Out Virtual Meeting (English): Tuesdays and Thursdays at 10:00 a.m. Register here. (After registering, you will receive a confirmation email containing information about joining the meeting.) Or join us on Facebook Live on the CPAC Facebook page.

CPAC en Español - Parent Support Call in Spanish: Monday-Friday at 1:00 p.m. Únete a la reunión de Zoom. Marcar por Ubicación +16465588656 Meeting ID: 902254780#. Or join us on Facebook Live on the CPAC en Español Facebook Group.

CPAC en Español - Workshops in Spanish: Wednesdays at 4:00 p.m. Únete a la reunión de Zoom Marcar por Ubicación +16465588656 Meeting ID: 742877516#. Or join us on Facebook Live on the CPAC en Español Facebook Group.

All meetings, calls, and workshops will be recorded and posted on our YouTube channel.

FIND US ON THE WEB AND SOCIAL MEDIA:

Visit our website for updates and resources.

CPAC Facebook Page: You do NOT need to be a Facebook user to access this information.

Join our Facebook Groups: You DO need to be a Facebook user.
CPAC Resources & Supports, CPAC en Español, CT Secondary Transition Youth Advisory Board, and Secondary Transition Resources and Support -

CPAC Instagram CPAC YouTube CPAC Twitter CPAC Pinterest



The **FAMILY RESOURCE CENTER** of Hamden, located at Church Street School and Ridge Hill School, directly serves parents with children from prenatal to kindergarten as well as families with children in Hamden Elementary Schools. The Family Resource Center believes parents are the child's first and most important teachers. Services provided enhance parenting, promote family involvement with the schools, and help children to succeed socially, emotionally and academically.

PROGRAMS FOR FAMILIES

- Play and Learn groups
- Personal visits in the Home
- Group Connections
- Circle of Security
- Raising a Reader
- Transition to Kindergarten
- Family Literacy Activities
- Resources and Referrals to local services

FOR MORE INFORMATION

- CALL: GUADALUPE KUILAN, FRC COORDINATOR, 203-407-3111
- EMAIL: GMARTINEZ@HAMDEN.ORG

LINK:

https://www.hamden.org/teaching-learning/family-resource-center

Mental Health Resources for Children under Age Three

Program	Contact EMail	Contact #	Website	Description
Office of Early Childhood-Family Support Services		1-800-505-7000	www.ct.gov/oec click on Family Support Services-	Programs that give families the support they need including information, referrals to services, and other supports See next page of Resources
Early Childhood Consultation Partnership (ECCP)	Caroline Finley cfinley@abhct.com Linda Flach—(Hamden) lflach@lnvpcrc.org	860-704-6810 203-954-0543 Ext 4186	http://www.eccpct.com/	ECCP is a statewide program designed to support the social/emotional development of children from birth to age 5. Consultants with Masters Degrees in Mental Health work with parents and teachers to develop strategies which will add to children's success in the classroom and at home.
The Village for Families and Children	Kimberly Martini-Carvell kcarvell@villageforchildren.org	(860) 236-4511 ext. 3606	www.villageforchildren.org	The Village for Families and Children offers a continuum of care for children and families in the Greater Hartford area-from prevention to clinical treatment
Yale University		203-785-2540	https://medicine.yale.edu/childstudy/	The Yale Child Study Center delivers treatment services directly in the homes of children coping with the problems and stresses associated with abuse, neglect, chronic or acute physical and mental illness, parental substance abuse, and/or homelessness. Programs provide evaluation, assessment, individual, family and group psychotherapy, clinical casework, case management, concrete assistance, and advocacy for children, adolescents and their families.
The CT Mental Health Center, New Haven CT		**(203) 974-7300** **(203) 974-7295 (TDD)**	https://portal.ct.gov/DMHAS/CMHC/Services/CMHC-CMHC	Mental Health Services 24 Crisis
Clifford Beers		203-773-1270	https://www.cliffordbeers.org/	These services are aimed at increasing the best possible outcomes in overall development for children aged birth to five years old. A team composed of a Mental Health/Developmental Clinician and a Care Coordinator work with children and their caregivers to promote the best possible outcomes for children and their families.

IA

Birth to Three

Transition Process to Hamden Public Schools

or other

Local Education Agency School District

Birth To Three Transition Process to LEA (Local Education Agency)- School District Special Education Services

All children determined eligible for Birth to Three can remain enrolled until the child is functioning at age-level in all areas of development OR until the day they turn three. Most families will exit when their child turns three. All children require transition planning.

It is the Birth to Three providers' responsibility to introduce families to the idea of transition upon entering the Birth to Three system.

As the child's educator, you should ask parents of toddlers who are nearing 2.9 years and receiving Birth to Three supports, about the transition conference. You can offer to assist in the transition process by attending a planning meeting or providing observations concerning the development of the toddler. The transition process, including the various PPT (Planning and Placement Team) meetings are explained below. Most important during the transition process is keeping lines of communication open with families and service providers. Ask questions. Encourage parents to keep you informed. You also have valuable information to share verbally and in writing about the learning style, daily routines, behaviors and general development of the toddler.

In general, the transition process should be discussed at every IFSP (Individual Family Support Plan) meeting. The Birth to Three Service Coordinator is responsible for ensuring that Form 3-8, (Approval to Include My LEA in Transition Planning- included in this section*)*, is completed by the family by the time the student is 2 years 6 months, unless it is a late referral. According to IDEA Part C regulations, IFSP must include the steps and services to be taken to support the smooth transition of the child from Birth to Three services to early childhood special education to the extent that those services are appropriate. This must include:

- Discussions with and informing of parents as appropriate regarding potential future placements and other matters related to the child's transition.
- Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting if relevant.

- Confirmation that the child's information has been transmitted to the LEA or other relevant agency such as copies of evaluations, and most recent IFSPs (with written parent permission)
- CT IFSP forms include a section for recording transition planning.

When LEA/ School Districts receive notification of children (who are 2.6 years) from Birth to Three that may require special education services, it allows time to meet with families to plan and establish trusting relationships before the transition. Families sign Form 3-8, (Approval to Include My LEA in Transition Planning- included in this section*)* and the Birth to Three Provider can then contact the school system. A parent of a child who is receiving Birth to Three services may also choose to contact the school district directly to learn more about the town/city's early childhood special education services.

Keep in mind that while the goal is to have 90 days transition, this is not always possible. Sometimes parents are unsure if they want their child to receive public school services so the transition process can be delayed or not occur. As the educator, your role is to support the family as they make decisions and monitor the child's development.

In CT, Local Education Agencies (LEA-school district in which the child resides) are responsible for providing **free** early childhood special education and related services to eligible children.

Contact Information for Hamden Public Schools:

Judith Antignani, Coordinator of Preschool Special Education
Alice Peck Learning Center 203-407-2010.
jantignani@hamden.org

Transition Conference- Once the parent has signed the approval (Form 3-8), the Birth to Three service coordinator is responsible for arranging a transition conference with the LEA no fewer than 90 days prior to the child's third birthday, and at the discretion of all parties, not more than 9 months before the child's third birthday. The appropriate people present at the transition meeting should include: (1) the parents, (2) the Birth to Three service coordinator, (3) a school district representative and (4) anyone else the service coordinator, parent, or school district

representative feels would be helpful. (In the case a parent would like another community participant, the parent must sign Form 3-3, *Release of Information* -included, and reasonable efforts should be made by the professionals to include these participants.

NOTE: Scheduling the transition conference is the responsibility of Birth to Three professionals with the main purpose of helping the family and school start to develop a relationship, along with determining the next steps in the process.

Initial PPT Meeting (IPPT)- Since the transition conference is a way to prepare parents for a Planning and Placement Team (PPT) meeting, the school district may hold the initial PPT meeting (sometimes called the Referral PPT) as a separate meeting immediately following the transition conference. This is most often the case in Hamden. Therefore, transition conferences and initial PPT meetings are held back-to-back at Alice Peck Learning Center. At the initial PPT, the special education team including parents will determine:

(1) If there is substantial information in what has been provided by Birth to Three or other agencies to determine the child eligible for services and plan a special education program including recommended goals and objectives

OR

(2) there is NOT substantial information to plan a special education program so they agree on measures for a comprehensive evaluation of the child in the developmental areas of concern, which may include standardized and non-standardized assessments.

NOTE: Details about all PPT meetings can be found in next section: PRESCHOOL SPECIAL EDUCATION SERVICES.

Evaluations and Eligibility PPT Meetings (EPPT) are usually scheduled at the time of the initial PPT. The evaluation may include an observation at a child's childcare center or at a Birth to Three session, especially if the team feels that a child may not perform to his/her abilities during an assessment because of lack of familiarity with staff. Ultimately, it is the responsibility of the school staff to gather the necessary information, to make the determination of the child's eligibility for special education services.

Eligibility Planning and Placement Team Meeting (EPPT)

The purpose of this meeting is to review the evaluation results and determine eligibility. A preschool child is eligible for preschool special education services if he/she is determined to have a disability or a delay in any developmental area(s) (e.g., thinking, social/behavioral/emotional, physical, language and communication) that impacts his/her educational performance **and** as a result requires specialized instruction to access and benefit from his/her education (appropriate preschool activities). **Please note: the need for PT (physical therapy) and/or OT (occupational therapy) services alone does not qualify for special education services.** PT and OT can be support services for children who meet the eligibility requirement for requiring special education services.

Speech-language services, on the other hand, is a qualified service and students can receive just speech-language special education services or as a support service to their special education services.

The role of the Service Coordinator as well as other Birth to Three practitioners who may be in attendance at the EPPT, prior to and during the meeting, should be to help parents describe their child's abilities and challenges, as well as potential strategies to support their learning. The goal is to build the competencies of the parents to act as an advocate for their own child.

If a child is determined eligible for services a draft Individual Education Plan (IEP) will be shared with the parent including a list of present levels of performance and goals and objectives for the next year. (See next section for information on IEPs)

CPAC (Connecticut Parent Advocacy Center)

provides assistance to families of children with disabilities AND to providers who work with these children. The **PRESCHOOL PATHFINDERS BROCHURE** (included in this section) is very helpful for parents with toddlers who are enrolled in Birth to Three and are transitioning to the LEA.

CPAC Staff provide 1-1 support to families transitioning out of Connecticut's early intervention program, Birth to Three, and others who are pursuing referrals to their public school preschool special education services. Support will be provided to families facing challenges and who need help building relationships and understanding of the new processes.

Link to Preschool Pathfinders brochure:
Untitled

Transition Meeting

Birth to Three » Special Education

Purpose

- Determine steps to support successful transition out of Birth to Three
- Start relationship between family and school

Birth to Three Role

- Hold meeting at least 90 days or, with agreement, up to 9 months before 3rd birthday
- Invite school - with parental permission
- Schedule at convenient time and place*
- Facilitate meeting

Public School Role

- Receive invitation and documents from Birth to Three
- Participate in meeting even if school not in session - summer
- Family chooses location of transition meeting

Outcome - Transition Meeting

- Family shares their priorities for child, child's strengths, challenges
- Review Birth to Three outcomes and supports**
- Decide next steps including evaluation: who, when, where

PPT

- PPT 1 may be held as a separate meeting differentiated from and immediately following the transition meeting
- PPT 1 is the responsibility of the school district

* Family is the priority. Meeting is ideally held in the home if this is the family's preference.
** Current IFSP including outcome progress may be reviewed as part of the meeting

Joint Publication:
CT. Birth to Three System, State Department of Education Bureau of Special Education January 2019

The following pages contain:

Release forms found at
https://www.birth23.org/providers/provider-resources/b23forms/

- (3-8) Approval to Include Local School District3-8: Approval to Include Local School District
- (3-3) Release of Information3-3: Authorization for Programs to Release Information

CPAC
Parent Application for Brochure
https://cpacinc.org/docs/Pre-K-Pathfinder-Brochure.pdf

APPROVAL TO INCLUDE MY LOCAL SCHOOL DISTRICT IN TRANSITION PLANNING

I approve of including my school district listed below in planning for my child's transition out of Birth to Three at age 3. I also consent to the specific records listed below being sent to my school district in order to assist the with transition planning.

Parent/Guardian Signature _____ Date _____

*I do **NOT** approve of including my school district listed below in planning for my child's transition out of Birth to Three at age 3. I understand that after age 2 ½ years, notification about my child's name and how to reach me will be shared but my school district will not be invited to my transition conference. I also understand that delaying this approval and invitation to the transition conference may delay my school district's ability to determine eligibility for special education and to develop an IEP on or before my child's 3rd birthday.*

Parent/Guardian Signature _____ Date _____

*I **revoke the previous** approval and invitation. I no longer approve of including my school district in transition planning for my child at age 3. I understand that this revocation is not retroactive.*

Parent/Guardian Signature _____ Date _____

TO: _____ DATE SENT: _____
Responsible School District Contact Person

_____
Responsible School District

FROM THE PARENT(S) OR GUARDIAN OF: CHECK IF CHILD IS IN FOSTER CARE

Child's Name _____ Date of Birth _____

Parent(s) or Guardian's Name(s) _____

Address _____ Phone: (circle) Home / Work / Cell _____

If no phone, other contact _____

I authorize release of each of the following document(s) to my school district:

Document (IFSP, Evaluation, Progress report): _____ *Date of Document:* _____

Document: _____ *Date of Document:* _____

Document: _____ *Date of Document:* _____

NOTE: Release of any additional documents after this requires parent consent on Form 3-3.

Service Coordinator	Birth to Three Program Name
Address	Birth to Three Program Telephone Number

Proposed Transition conference Date _____ Time _____

Location _____

Transition conference is responsibility of Birth to Three. All PPTs are school district's responsibility.

FOR SCHOOL DISTRICT USE

Date Received _____ _____ Proposed Date/Time of PPT Meeting

AUTHORIZATION FOR PROGRAMS TO RELEASE INFORMATION

Connecticut Birth to Three System

Child's Name: _____ D.O.B.: _____

The following Birth to Three Program has my authorization to release the information identified.

_____
Birth to Three Program

_____
Address

_____
Phone Number

Specific Information to be released:

Document	Date of Document

Reason for information to be released:

_____

Information to be released to:

Name of Agency/Individual Address

Name of Agency/Individual Address

_____
Name of Agency/Individual Address

_____ _____
Signature of Parent/Guardian Signature Date

Initials _____ The results of the evaluation have been shared with me. I understand that my child is NOT eligible, and I have not yet seen the final written report. I consent to my program sharing it with the parties listed above before I read it.

_____

You have a right to revoke this consent. Consent can be revoked by requesting this form from the program and indicating below that you are revoking consent. Consent cannot be revoked retroactively. You have until the following date to revoke your consent

_____ after which the documents will be sent.
(date documents will be sent)

☐ I wish to revoke my consent to release the information listed above.

_____ _____
Signature of Parent/Guardian Revocation Signature Date

Resource Assistance:
In addition to providing direct support, preschool pathfinders will help families connect with other families, and locate resources in the community.

Who Can Receive Services?
Families who have a child who will be referred to their public school and may be eligible for special education services in preschool within the next six months.

Call CPAC prior to the six month window for more information.

Families:
If you are interested in receiving support from a Pathfinder,please contact CPAC at: 860-739-3089 or cpac@cpacinc.org.

School and B23 Staff:
Please share this information with families in your school district who may benefit from this support.

All of CPAC Services are **FREE** to families!

Application

Parent's Name: _____

Phone:_____

Address:_____

City:_____ Zip Code:_____

Email:_____

Primary Language:_____

Child's Name:_____

DOB: (month/Day/Year) _____

Did your child received Birth to Three services?
Yes____No____

If known, name of B23 Agency:_____

If known, date of transition conference meeting:
_____

If he/she didn't received Birth to Three, has anyone made a formal referral to PreK Special Education?
Yes___No___ Not sure____

Does your child have a diagnosis? Yes___No___

What is your child's diagnosis?_____

Do you have any concerns about transition?(not sure if should keep this one for the pre-survey)
_____

CONTACT INFORMATION

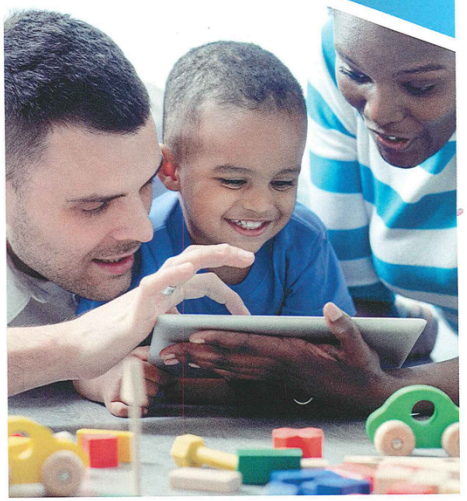
860.739.3089 • 203.776.3211 (Spanish) • cpac@cpacinc.org • www.cpacinc.org

Main Office: 338 Main Street, Niantic, CT, 06357
Satellite Office: Fair Haven Community Health Center, 374 Grand Avenue, New Haven, CT 06513

CPAC

Connecticut Parent Advocacy Center

Building Relationships Early:
Preschool Pathfinder Program



At CPAC we know that transitioning from one program to another can be a confusing time for young children with developmental delays and their families.
For this reason, and with the assistance of the CT Department of Education, we have created the "Preschool Pathfinder Program."

The main goal of this program is to provide one to one support services to families who are facing challenges transitioning Birth to Three, into preschool. The program assists families to engage to collaborate with the public schools and will result in an increased understanding of the difference between early intervention and special education services in PreK, smoothing the path for transition from one program to the other.

Each family will be assigned an experienced Preschool Pathfinder. Pathfinders are located around the state and have expertise in transition from Birth to Three, special education, communication strategies, and conflict resolution.

Pathfinders will be able to:

·Attend Birth to Three conference meetings;

·Review records with families in order to create an action plan;

·Attend the initial transition PPT (Planning and Placement Team) meeting;

·Follow up after the transition to public school preschool program;

·Provide technical assistance regarding IDEA(Individuals with disabilities Educational Act);

·Help parents verbalize their child's unique needs and strengths to professionals that will work directly with their children

·Assist parents to develop effective practices to communicate with public school personnel.

As a result parents will:

·Increase participation in the decision-making process by Increasing their knowledge of transition procedures;

·Be more confident and engage in ongoing communication with the school personnel who work directly with their child;

·Be able to locate and understand evaluation reports,child's records, and IEP (Individualize Education Program);

·Increase their knowledge of the special education process;

·Feel empowered and supported as their child transitions from Birth to Three to public school.

