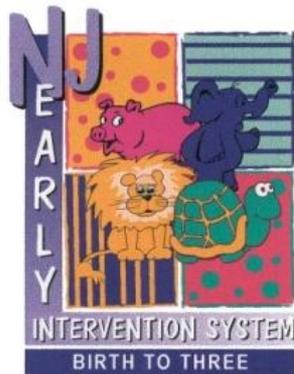


EARLY INTERVENTION & PUBLIC LIBRARIES WORKING TOGETHER TO SUPPORT INFANTS & TODDLERS WITH SPECIAL NEEDS



PRESENTERS INFORMATION

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NJ DOH-NJEIS WEBSITE

[HTTP://NJ.GOV/HEALTH/FHS/EIS](http://NJ.GOV/HEALTH/FHS/EIS)

Governor Chris Christie • Lt. Governor Kim Guadagno
NJ Home | Services A to Z | Departments/Agencies | FAQs

Search This Site

STATE OF NEW JERSEY
DEPARTMENT OF HEALTH

NJ Health
New Jersey Department of Health

DDH Home >> Family Health Services

- Early Intervention System
- Referral & Resources
- Rules, Policies and Guidelines
- Procedural Safeguards
- State Interagency Coordinating Council (SICC)
- State Performance Plan/Annual Performance Report
- NJEIS System Data
- NJEIS Providers / Practitioners
- Family Cost Participation
- Family Health Home

EARLY INTERVENTION SYSTEM
BIRTH TO THREE

Early Intervention System

The New Jersey Early Intervention System (NJEIS), under the Division of Family Health Services, implements New Jersey's statewide system of services for infants and toddlers, birth to age three, with developmental delays or disabilities, and their families. The Department of Health is appointed by the Governor as the state lead agency for the Early Intervention System.

Spotlight

- [2010-2011 County Performance and Determination Report](#)
- [UPDATED Guidelines for NJEIS](#)



Make a Referral

NJEIS Mission

Family Rights

REICs WEBSITE

WWW.NJREIC.ORG

New Jersey Early Intervention System

Family Link **Helpful Hands**

Mid-Jersey Cares

Southern Regional

Our mission is to enhance the capacity of families to meet the developmental and health related needs of children birth to age three who have delays or disabilities by providing quality services and support to families and their children.

Families from diverse racial, cultural, and socio-economic backgrounds will be involved in decision making at every level of the design, implementation, and evaluation of the Early Intervention System.

The Early Intervention System is funded in part by the **New Jersey Department of Health and Senior Services** EIP with funds from Part C of the Individuals with Disabilities Education Act (IDEA)

[Family Resource Directory](#)

[Publications](#)

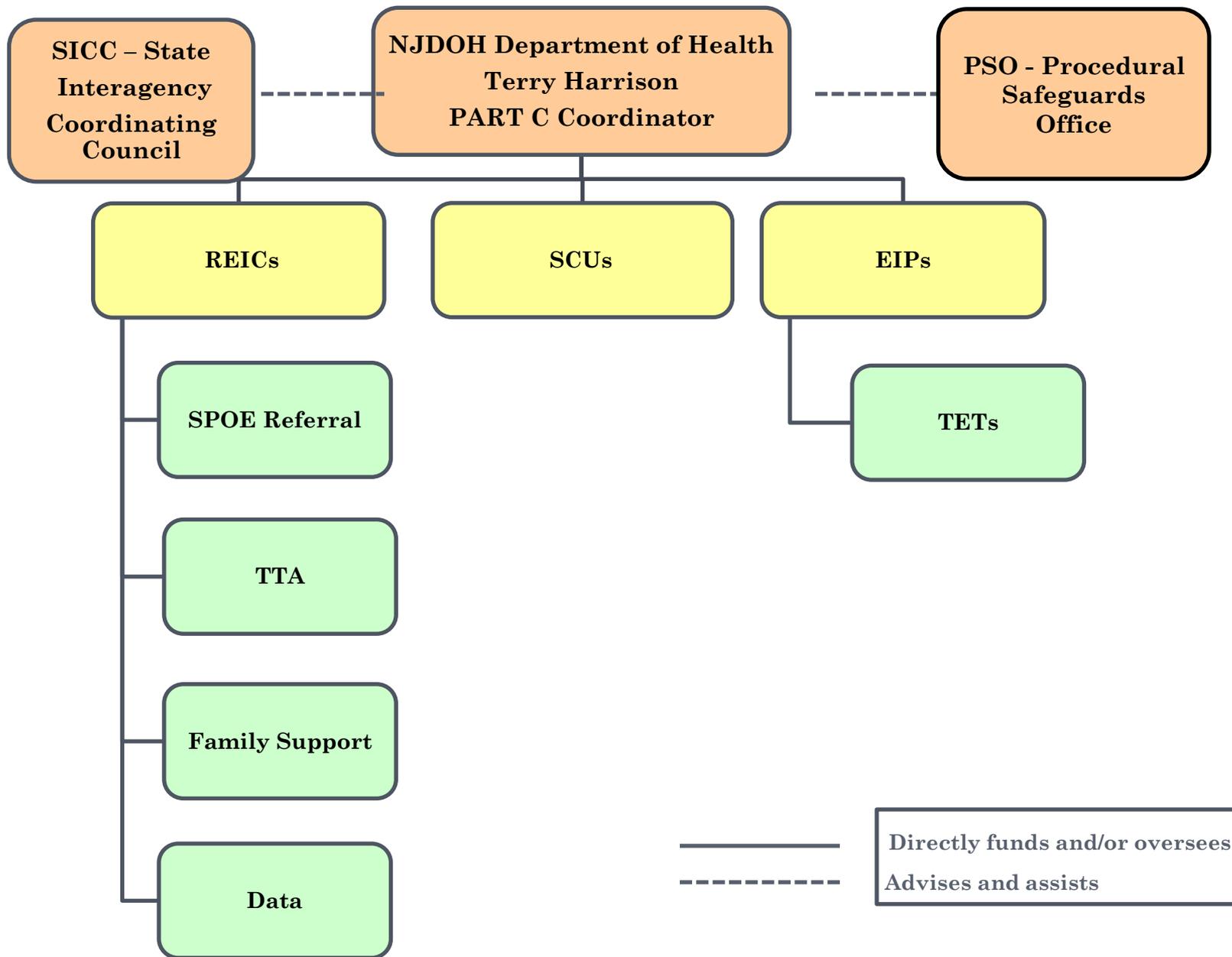
[NJEIS Comprehensive System of Personnel Development](#)

[The Family Matters Website](#)



[Family Link](#) | [Helpful Hands](#) | [Mid-Jersey Cares](#) | [Southern Regional](#)

NJ EARLY INTERVENTION SYSTEM



REGIONAL EARLY INTERVENTION COLLABORATIVES (REICs)

Helpful Hands REIC

Bergen

Hudson

Passaic

Family Link REIC

Essex

Morris

Sussex

Union

Warren

Mid-Jersey CARES REIC

Hunterdon

Mercer

Middlesex

Monmouth

Ocean

Somerset

Southern REIC

Atlantic

Burlington

Camden

Cape May

Cumberland

Gloucester

Salem



Individuals with Disabilities Education Act IDEA



Part C - Early Intervention

State Participation is Voluntary

Statewide system of early intervention services for children ages 0-3 years, with developmental delays or disabilities and their families

Part B - Special Education

Provides Free & Appropriate Public Education for children ages 3-21

www.idea.ed.gov/explore/home

WHAT IS EARLY INTERVENTION?

Statewide system of supports and services for families and their children birth to age three with developmental delays or disabilities

Individualized to the family's concerns, priorities and resources related to their child's development.

Families & the EI System working together as partners.



GOALS OF EARLY INTERVENTION



Child Find/ Public Awareness

Identify, evaluate and meet the needs of children including historically under-represented populations

Provide Family Centered Approach

Based on the uniqueness of the family and their culture

NJEIS Mission Statement

Enhance Capacity of Families

To meet developmental & health related needs of infants/toddlers with developmental delays or disabilities

NJEIS Mission Statement

Support Families As Children Transition From EI

Into other community programs such as preschool, child care and playgroups



MAKING A REFERRAL SYSTEM POINT OF ENTRY (SPOE)

There is a statewide referral number to the regional SPOE.

Statewide referral number is **888-653-4463**.

The SPOE Service Coordinator provides the parent with information about the EI system, obtains information from the parent about the child & family and arranges for a developmental evaluation/assessment.

Primary referral sources include: parents, nurses, family members, libraries,
child care, physician, other health care providers.

Recommended practice supports the position that parents be involved in the referral process, or at a minimum, informed of the referral.

Contacts to the toll free number are responded to within 2 business days by a SPOE Service Coordinator.



DEVELOPMENTAL AREAS



Gross motor skills

- Crawling, walking, jumping

Adaptive

- Self-help skills, i.e. eating, dressing



Fine motor

- Using hands to play or eat



Social or Emotional

- Interaction with others & the environment



Communication

- Speech & language



Cognitive

- Thinking & learning

Sensory

- Vision & hearing



THE INDIVIDUALIZED FAMILY SERVICE PLAN

A WRITTEN PLAN OF ACTION DEVELOPED BY THE TEAM

A meeting is scheduled with the IFSP team at a mutually agreed upon time & place to develop the IFSP.

Reviews child's current level of development and health status; identifies the family's concerns, priorities and resources.

The IFSP is reviewed periodically (at least every 6 months or sooner if needed).

An Annual IFSP is held to determine continued eligibility & ongoing outcomes, strategies and services.



NATURAL ENVIRONMENTS: ENHANCE LEARNING OPPORTUNITIES

Daily Routines

The every day activities in which the family and child are involved on a regular basis such as:

- Mealtime
- Bath time
- Story time
- Playtime
- Car Rides
- Diaper change
- Shopping
- Bedtime



Learning Environments

Places in the community where all children and families live, work, worship and play such as:

- Libraries/Story Hour
- Beach/Pool
- Park
- Grocery Store



Everyday Learning Opportunities

- Activities to support & encourage development
- Listening to music
- Splashing in the water
- Reading books
- Dancing with mom
- Playing with other children
- Going down a slide
- Taking turns
- Greeting neighbors and friends



IDEA PUBLIC EXPENSE SERVICES

Child Find

Service Coordination

Evaluation/ Assessment

Development , evaluation and review of the Individualized Family Service Plan (IFSP)

Procedural Safeguards



TRANSITION BEYOND EARLY INTERVENTION



Reasons for Transition

- Child turns age 3
- Child has progressed & no longer meets NJEIS eligibility
- Family moves within the state or to another state
- Change in living arrangements



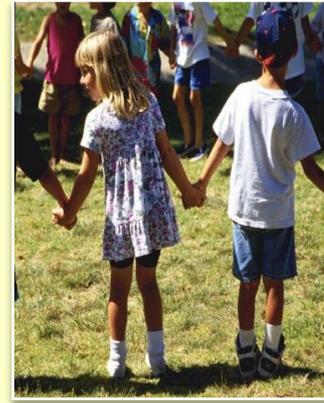
Transition to Other Programs/Settings

- HeadStart
- Early Childhood Programs
- Preschool Special Education & Related Services
- Home and Community Activities
- Library Activities



Transition Planning

- Steps to prepare child/family for the change
- Notice & Referral
- Linking the family to other community resources & supports



HOW CAN LIBRARIES HELP EI?

By informing families & the community about early child development and NJ's Early Intervention system

Display the
Toll Free # Poster



If your child should be crawling, walking or talking, but isn't, call for information about resources and services for your child under age 3.

Statewide, toll-free
888-653-4463

The poster features a photograph of three diverse young children and a small graphic of the NJ Early Intervention System logo.

Sharing & Accessing
Websites

<http://nj.gov/health/fhs/eis>

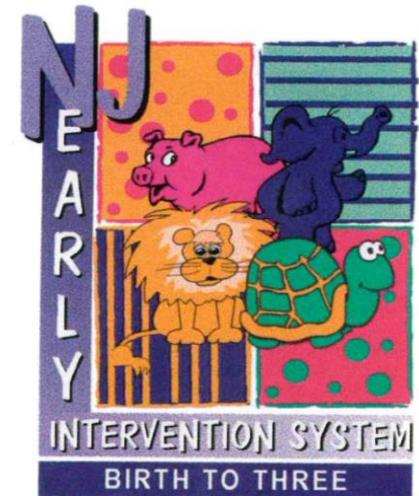


The screenshot shows the NJ Department of Health website for Early Intervention Services. It includes a search bar, navigation links, and a sidebar with options like 'Make a Referral', 'NJES Mission', and 'Family Rights'. The main content area features a 'Spotlight' section with a link to the '2010-2011 County Performance and Determination Report'.

Distribute NJEIS
Brochures

New Jersey's
Early Intervention System

Your Child's Development
Important Milestones:
(Birth - 36 months)



Regional Early Intervention
Collaborative—REIC

(888) 653-4463
www.njeis.org

<http://nj.gov/health/fhs/eis>

HOW LIBRARIES CAN SUPPORT INFANTS/TODDLERS & THEIR FAMILIES





**PROVIDE
OPPORTUNITIES
FOR PARENTS
TO COME
TOGETHER**





DEVELOP & NURTURE THE LOVE OF READING





**CREATE AN ENVIRONMENT
THAT SUPPORTS
CHILD DEVELOPMENT AND
SOCIAL /EMOTIONAL
GROWTH**





**EXPAND OPPORTUNITIES
FOR CHILDREN
WITH & WITHOUT
DISABILITIES
TO BE TOGETHER AND
PROMOTE INCLUSION**

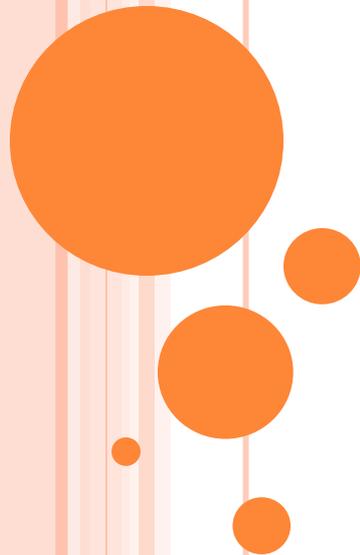


BUILD COMMUNITY PARTNERSHIPS

- Early Intervention
- Parent Training Institutes (PTI) - SPAN
- Public Libraries
- Reading is Fundamental (RIF)
- The Pajama Program
- Young Athletes Program (YAP) – Special Olympics



**STORY TIME FOR
CHILDREN WITH SPECIAL NEEDS
BIRTH TO 3 YRS.
CLIFTON PUBLIC LIBRARY
CLIFTON, NJ**



PLANNING INCLUDED ...

- Assessing the needs of the community
- Partnering with local organizations
- First story time in the library:
 - In partnership with Helpful Hand NREIC
 - The program was divided into two 30 minute segments
- First segment:
 - Visual agenda
 - Mix of song, stories and activities
 - Use of props
- Second segment:
 - Parent discussion facilitation by Family Support Coordinator
 - Exchange of resources



WHAT DID WE LEARN?

- Libraries are an excellent environment in which to offer story times for children with special needs and resources / supports for their families
- It is more important to have story times designed specific to:
 - diverse learners,
 - foster parent connections,
 - to address parent topics of interest
 - support inclusion
- It is important to establish communication with local organizations serving families with children with special needs.



NEXT STEPS AT THE LIBRARY:

- Broaden opportunities to serve children birth to 5 yrs
- Offer a story time in Spanish or other languages as appropriate
- Establish communication with other libraries in the area to share resources.



RESOURCES FOR LIBRARIANS

- Feinberg, S. – Including families of children with special needs: a how- to –do-it manual for librarians.- ALA, 1999. ISBN 978-1-55570-791-0
- ALSC – Programming for children with special needs
<http://www.alsc.ala.org/blog/2009/06/programming-for-children-with-special-needs-part-one/>
- ALSC – Sensory story time: a brief how-to guide
<http://www.alsc.ala.org/blog/2012/03/sensory-storytime-a-brief-how-to-guide/>
- Story time underground - Ask a story time ninja: special needs programs
<https://storytimeunderground.wordpress.com/2014/01/28/ask-a-storytime-ninja-special-needs-programs/>
- POAC Autism services <https://www.poac.net/>
- Libraries and autism. We're connected <http://librariesandautism.org/>



RESOURCES (CONT.)

- Department of Children & Families (DCF), <http://www.state.nj.us/dcf/>
- Family Matters, <http://www.thefamilymatterswebsite.org/>
- Family Place Libraries, www.familyplacelibraries.org
- Federal IDEA, <http://idea.ed.gov/>
- New Jersey Early Intervention System (NJEIS), <http://nj.gov/health/fhs/eis/index.shtml>
- NJ Coalition for Inclusive Education, <http://njcie.org/>
- NJ Parent Link, <http://njparentlink.nj.gov/>
- NJ Resources 2016 (English & Spanish)
http://www.nj.gov/humanservices/dds/documents/RD_16%20PQ_Final0316.pdf
<http://www.nj.gov/humanservices/dds/documents/RD%2016-Spanish-with%20index.pdf>
- Regional Early Intervention Collaboratives (REICs), <http://www.njreic.org/>
- Statewide Parent Advocacy Network (SPAN), <http://www.spanadvocacy.org/>



“Individually, we are one drop.
Together, we are an ocean.”

-Ryunosuke Satoro

