Early Intervention & Public Libraries Working Together To Support Infants & Toddlers with Special Needs
Presenters Information

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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**
NJ Early Intervention System

SICC – State Interagency Coordinating Council

NJDOH Department of Health
Terry Harrison
PART C Coordinator

PSO - Procedural Safeguards Office

REICs

SCUs

EIPs

SPOE Referral

TTA

Family Support

Data

Directly funds and/or oversees
Advises and assists
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
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 arrange 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

Fine motor
• Using hands to play or eat

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

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 everyday 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**

**Sharing & Accessing Websites**

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

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**New Jersey's Early Intervention System**

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

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**Regional Early Intervention Collaborative—REIC**

(888) 653-4463

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

[Logos of various organizations]
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


- ALSC – Programming for children with special needs 

- ALSC – Sensory story time: a brief how-to guide
  [http://www.alsc.al.org/blog/2012/03/sensory-storytime-a-brief-how-to-guide/](http://www.alsc.al.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/](https://storytimeunderground.wordpress.com/2014/01/28/ask-a-storytime-ninja-special-needs-programs/)

- POAC Autism services [https://www.poac.net/](https://www.poac.net/)

RESOURCES (CONT.)

- Department of Children & Families (DCF), [http://www.state.nj.us/dcf/](http://www.state.nj.us/dcf/)
- Family Place Libraries, [www.familyplacelibraries.org](http://www.familyplacelibraries.org)
- NJ Resources 2016 (English & Spanish)
- Regional Early Intervention Collaboratives (REICs), [http://www.njreic.org/](http://www.njreic.org/)
“Individually, we are one drop. Together, we are an ocean.”

-Ryunosuke Satoro