



## Overview of the New Jersey Early Intervention System

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March 1, 2023

ACNJ

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## Topics of this Presentation

- Federal Law
- What Is Early Intervention
- Early Intervention Process
- Transitioning Beyond Early Intervention
- How You Can Help



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## IDEA Individuals with Disabilities Education Act

[www.ed.idea.gov](http://www.ed.idea.gov)  
<https://www.nj.gov/health/fhs/eis/>  
<https://www.nj.gov/education/special/>

## Federal Law Governs NJEIS

### Part C Early Intervention in NJ

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

NJ Department of Health

### Part B Special Education in NJ

Provides Free & Appropriate Public Education for children ages 3 – 21. Department of Education

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## NJ Regional Early Intervention Collaboratives

HELPFUL HANDS REIC  
Bergen | Hudson | Passaic

FAMILY LINK REIC  
Essex | Morris | Sussex | Union | Warren

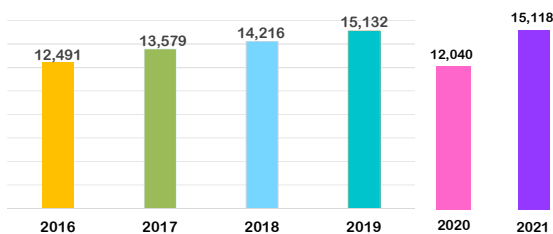
MID-JERSEY CARES REIC  
Hunterdon | Mercer | Middlesex  
Monmouth | Ocean | Somerset

SOUTHERN NJ REIC  
Atlantic | Burlington | Camden  
Cape May | Cumberland | Gloucester |  
Salem



## Number of Children in Early Intervention

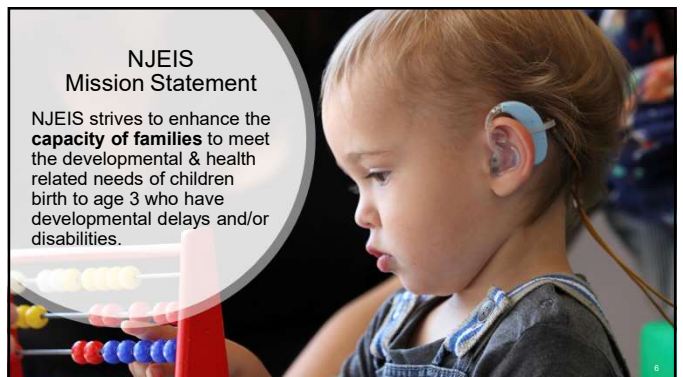
Data from the EIS December 1 Count



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## NJEIS Mission Statement

NJEIS strives to enhance the **capacity of families** to meet the developmental & health related needs of children birth to age 3 who have developmental delays and/or disabilities.



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## 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 to **"engage & exchange"**



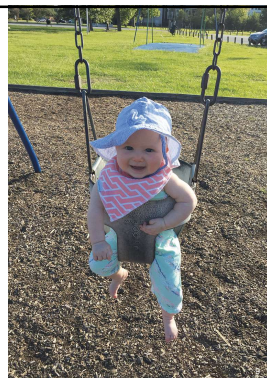
## Goals of Early Intervention

Child Find/ Public Awareness	Enhance Capacity of Families	Provide Family Centered Approach	Support Families As Children Transition From EI
			
Identify, evaluate and meet the needs of children including historically under-represented populations	To meet developmental & health related needs of infants/toddlers with developmental delays or disabilities	Based on the uniqueness of the family and their culture NJEIS Mission Statement	Into community programs: preschool, early childhood programs, and other systems of services & supports

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## Natural Environments

- EI services must be provided in natural environments to the extent possible.
- Natural environments include:
  - Settings where all children and families live, work, worship and play
  - Daily routines and activities important to them
  - Serve as important learning opportunities



## When To Consider Calling Early Intervention?

**All infants & toddlers develop at their own pace so it's impossible to know exactly when your child will learn a specific skill.**

Contact Early Intervention if:

- there are concerns about a child's development
- a diagnosis with a high probability of developmental delay

**An evaluation is only a phone call away!**

**TOLL-FREE: 1-888-653-4463**

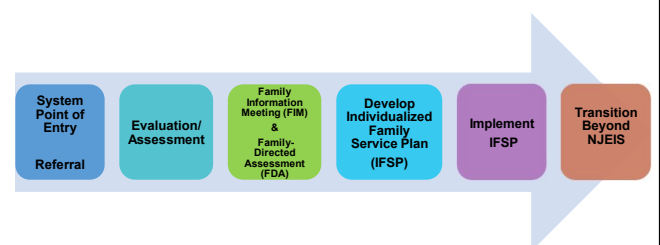


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## The Early Intervention Process



## EI Steps for Families of Eligible Children



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## System Point of Entry (SPOE) Referral

### Families or Primary Referral Sources (After discussion with family)

- Call toll-free number
- Caller leaves voice message & contact information

### SPOE Service Coordinator Calls Family

- Discusses family's developmental concerns for child
- Gathers demographic information
- Provides information about the EI system, eligibility criteria, & answers additional questions for the family
- Arranges for a developmental evaluation/ assessment for eligibility



Statewide  
1-888-653-4463  
njreic.org

Mid Jersey:



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## What Can I Expect During The Early Intervention Evaluation?



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## Evaluation / Assessment Process



### Two different professional disciplines

Examine all areas  
of development



### Use multiple sources of information:

Standardized tool  
(BDI-2),  
Informed clinical  
opinion  
Parent interview  
Review of medical  
records (with  
parental consent)



### Conducted within family's routine

Suggest  
strategies to  
support  
development



### Determine eligibility for NJEIS

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## Overall Areas of Child Development



**Adaptive:**  
Self-care and self-help skills to  
address daily needs.



**Social/Emotional:**  
Development of trust  
and emotional security, self-  
awareness, self-regulation and  
relationships with adults and  
other children.



**Communication:**  
Understanding & using  
language.



**Fine motor:**  
Use small muscles specifically  
hands and fingers.



**Gross motor:**  
Use of large muscles like arms,  
legs, and core for strength and  
mobility.



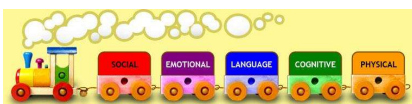
**Cognitive:**  
Ability to learn and solve  
problems.

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## Social-Emotional Development

### Social Emotional Leads the Way!

- Social and emotional development in young children includes the development of trust and emotional security, self-awareness, self-regulation and relationships with adults and other children.
- Appropriate social and emotional skills are influenced by a child's age, culture, settings, and health.
- The healthy development of social and emotional competence greatly affects the abilities of children in all other areas of development.



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## Two Paths to Eligibility for Early Intervention: Children Under Age 3

NJ's eligibility criteria  
does not include  
children "at risk."



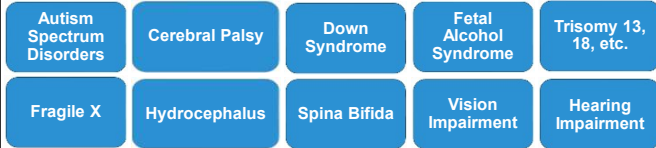
**A measured developmental delay**  
**1 Area of Development**  
2.0 standard deviations below the mean on  
standardized instrument  
**2 or More Areas of Development**  
1.5 standard deviations below the mean on  
standardized instrument



**A diagnosed condition that has a high  
probability resulting in developmental delay**  
May establish eligibility in absence of delay with **written  
documentation** of diagnosis AND statement that the  
diagnosis has a high probability of resulting in developmental  
delay  
**Includes conditions** such as chromosomal abnormalities,  
sensory impairments and disorders secondary to exposed  
toxic substances.

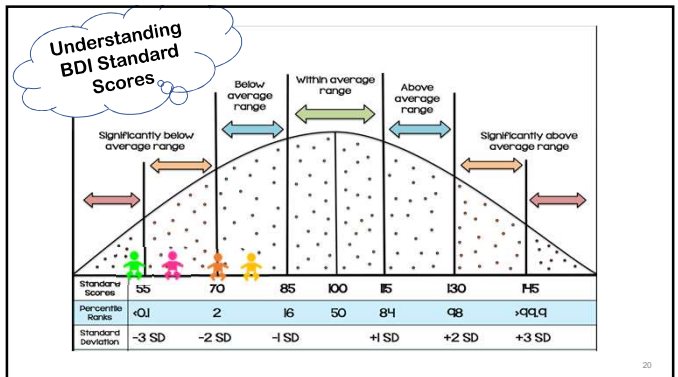
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## NJEIS High Probability Presumptive Diagnoses



Documentation of the Diagnosis Establishes Eligibility Even When Not Showing Developmental Delay

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## Children Who Do Not Meet Eligibility Criteria



Evaluation provides a snapshot of the child's development

Families are provided with strategies to continue to support their child's development by the evaluation team – even for those who do not meet eligibility criteria



Resources and information are provided to the family about various community resources

Such as library Story Hour, Mom & Me programs, YMCA, childcare resources and other local child/family activities

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## Family Rights



- Ensures the parents' involvement in decision-making and maintaining the partnerships critical
- Formal and informal dispute resolution options

Family Rights in Early Intervention

<https://nj.gov/health/fhs/eis/documents/procedural%20safeguards%20english.pdf>

New Jersey Administrative Code: §8:17

<https://www.nj.gov/health/fhs/eis/documents/njac817.pdf>

Family Educational Rights and Privacy Act

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

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## Ongoing Service Coordinator

Provides ongoing support to families

- Conducts Family Information Meeting (FIM) and the Family Directed Assessment (FDA) to discuss family concerns, priorities, resources & routines
- Connects family to their service providers
- Coordinates Individualized Family Service Plan (IFSP)
- Connects family to other community resources, such as childcare
- Completes periodic/annual IFSP reviews
- Facilitates transition plan



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## Family Information Meeting



**Family meets with Ongoing Service Coordinator**

Discuss Family Rights in Early Intervention

Family Information Meeting (FIM) to discuss family concerns, priorities, resources & routines



**Family Directed Assessment (FDA)**

Conversation about everyday activities & routines of the family  
Identify concerns, priorities and resources of the family

Used to develop child & family outcomes/ strategies in the Individualized Family Service Plan (IFSP)



**Family Cost Participation**

Will be explained and information collected if agreed to by the parent(s).

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## Family Cost Participation

- Process to determine family's ability to pay
- Sliding fee scale based on family size & income
- Starts at 300% of the federal poverty level
- Family Cost Share applies to ongoing IFSP services
  - Never more than actual cost of service

Reminder: Services at public expense provided at no cost to all families regardless of income

Family Cost Participation Table: <https://www.state.nj.us/health/hrs/es/documents/FCP%20SFY%202021.pdf>

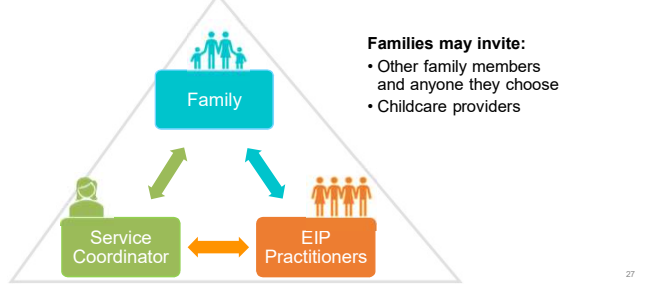
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## NJEIS Services at Public Expense



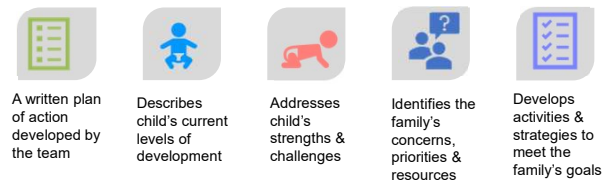
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## The Individualized Family Service Plan Team *Triangle of Communication*



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## The Individualized Family Service Plan (IFSP)

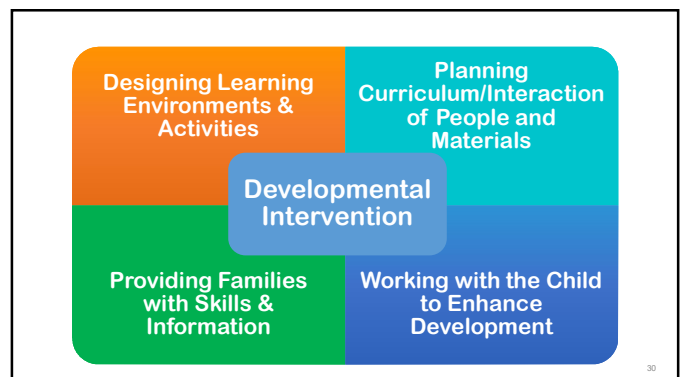


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## Most Common Types of Early Intervention Services



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## Early Intervention Practitioners

Our practitioners are qualified personnel who have met state approved and/or recognized certification, licensing, registration or other comparable requirements that apply to individuals who are conducting evaluation, assessment or early intervention services.



[https://www.state.nj.us/health/fhs/eis/documents/njeis\\_pra.pdf](https://www.state.nj.us/health/fhs/eis/documents/njeis_pra.pdf)

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## Routines Based Intervention

A systematic approach where family members & service providers embed intervention consistently throughout the day, rather than individual, isolated therapy sessions.

Routines are:	Routines occur:	Routines are:
Family-guided, functional and predictable activities that match the interest and individual schedules of the child and family.	On a regular basis and are repeated frequently, offering multiple opportunities for teaching and learning.	Functional events of daily living that offer opportunities to teach and practice meaningful skills in settings & situations as they are needed.

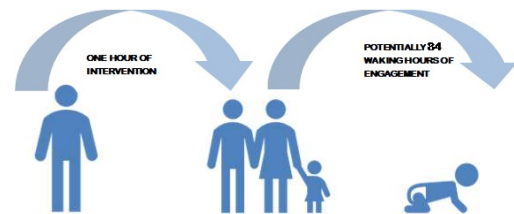
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## Enhancing Learning Opportunities Within the Natural Environment

Daily Routines	Learning Environments	Everyday Learning Opportunities
Everyday activities that occur regularly in the life of the child/family such as:	Places in the community where all children and families live, work, worship and play such as:	Activities to support & encourage development
<ul style="list-style-type: none"> <li>• Mealtime</li> <li>• Story time</li> <li>• Car Rides</li> <li>• Shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Bath time</li> <li>• Play time</li> <li>• Diapering</li> <li>• Bedtime</li> </ul>	<ul style="list-style-type: none"> <li>• Libraries</li> <li>• Park</li> <li>• Grocery Store</li> <li>• Story Hour</li> <li>• Beach</li> <li>• Pool</li> <li>• Listening to music</li> <li>• Splashing in the water</li> <li>• Reading books</li> <li>• Playing with other children</li> <li>• Taking turns</li> </ul>

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## Maximizing Learning Opportunities



By partnering with **families**, one hour of intervention could result in **multiple opportunities to learn**...throughout the everyday life and routines of the child **and** family.

Adapted from Lee Ann Jung, PhD, San Diego State University

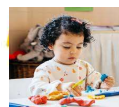
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## Transition Beyond Early Intervention Services

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## Transitioning Beyond Early Intervention



### Reasons for Transition

- Child turns age 3
- Child has progressed - no longer meets NJEIS eligibility criteria
- Family moves within the state or to another state
- Parent withdraws



### Transitioning where?

- Early Childhood program
- Head Start
- Home and community activities
- Pre-school special education and related services through local school district



### Transition Planning

- Service coordinator works with family to develop a transition plan - and next steps to prepare child/family for the change

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## Building Connections to the Community



### Educational Services

- Head Start/Early Head Start, Childcare Agencies, YMCA
- NJ Dept of Education & Local School Districts
- NJ Dept of Children & Families – Child Protection & Permanency (DCPP)
- SPAN Parent Advocacy Network



### Community Activities

- Cultural Organizations
- Faith-based Organizations
- Public Libraries
- Community Recreation
- Social Service Agencies
- Special Olympics –YAP
- Arc of NJ – Counties
- Family Success Centers



### Support Services

- Healthcare Providers, Medicaid, Social Security Insurance (SSI)
- Special Child Health Services – Case Management Units
- NJ Dept of Children & Families – Children's System of Care
  - PerformCare
- Family Support Organizations
- Mental Health Organizations

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"The elements of early intervention programs that enhance social and emotional development are just as important as the components that enhance linguistic and cognitive competence. Some of the strongest long-term impacts of successful interventions have been documented in the domains of social adjustment."



Jack Shonkoff and Deborah Phillips  
From Neurons to Neighborhoods  
The Science of Early Childhood Development  
National Academy Press, 2000

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## How Can You Help?

Display and Distribute NJEIS Posters and Brochures

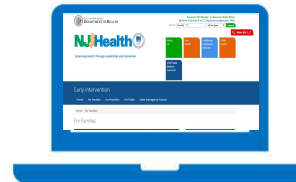


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## Visit Our Websites

**NJ DOH-NJEIS Website:**

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



### REIC Websites:

[www.njreic.org](http://www.njreic.org)

[www.thefamilymatterswebsite.org](http://www.thefamilymatterswebsite.org)

### Developmental Brochures:

[https://cjhfc.org/file\\_download/inlinet/abc0ca39-d062-479e-8eb5-932cf109a892](https://cjhfc.org/file_download/inlinet/abc0ca39-d062-479e-8eb5-932cf109a892)

[https://cjhfc.org/file\\_download/inlinet/3041e89e-e1bb-4823-a315-f89729d4be17](https://cjhfc.org/file_download/inlinet/3041e89e-e1bb-4823-a315-f89729d4be17)

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## Research Shows...

"Early experiences affect the development of the brain architecture - provides the foundation for all future learning, behavior and health...through the

### **serve and return**

interaction between children and their parents and other caregivers in the family or community."



Center on the Developing Child  
HARVARD UNIVERSITY

<https://developingchild.harvard.edu/science/key-concepts/brain-architecture/>

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