



Official Newsletter of the Illinois Subdivision of the Division
for Early Childhood of the Council for Exceptional Children

**Special Edition for the
9th Sharing A Vision Conference
Fall 2005**

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Upcoming Events

OPENING MINDS:

*The Chicago Early
Education, Child Care,
and School-Age
Conference*

Chicago Metro AEYC
Action for Children
M.O.S.T.

January 26-28, 2006

Hyatt Regency McCormick Place

For more information visit
www.chicagometroaeyc.org
or call 312.427.5399

Inside this issue:

Congratulations to...	2
Membership Matters	2
CAN News	2
IDEA 2004	3
Resource Connections	3

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publication of the Illinois Division
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FAMILY RELATIONS: *A family perspective article series on early childhood special education in Illinois* by Lisa A. Ellis

For some, moving to
another country evokes
excitement, and fear of
the unknown. Imagine
coupling these emotions
with the anxiety of hav-
ing to face a new system
of care for your child with
a disability. In 2004,
Jenny Song* and her hus-
band experienced this
when they moved to the
U.S. from Korea.

Brian* is a very
social 6 year old and loves
to learn everything his
peers are doing. He ex-
presses himself with bab-
bles and facial expres-
sions as a result of weak
oral muscles as well as
being challenged with
putting words together.
He has just begun utiliz-
ing the PECS system to
communicate his needs,
thoughts, and ideas. Ms.
Song feels very lucky to
have a Korean speaking
teaching assistant who
has experience with chil-
dren like Brian.

The latest issue in her
son's collaboration meet-
ing is pulling him out of
class for services. Stay-
ing in the general educa-
tion classroom and
learning with his peers
is critical to him. For
example, every afternoon
he is being tutored in
Korean. Also, at this
time there is a simple
phonics activity in his
regular class. Brian
really enjoys this activity
and it is helpful to him.
Yet in Korean class, he
struggled with 1st grade
Korean. Ms. Song under-
stands that learning Ko-
rean and meeting Ko-
rean students is very
important to him.
Through collaboration,
his needs are met. He
now takes Korean cur-
riculum that matches his
skills and his favorite
phonics activity.

Currently, the
Songs are deciding if
they should return to



Korea or remain in the
U.S. Returning would
mean she would probably
need to independently
find comparable services
for her child in Korea,
which may not be easy.
Staying in the U.S. would
maintain continuity for
Brian but would also con-
tinue to challenge him in
learning English. In the
U.S. or Korea, Ms. Song
wants her child to gain
skills so he can do what
most children eventually
do in life — become inde-
pendent.

*Names changed for
confidentiality purposes.

Families interested in participating
in this article series may contact
Lisa at LAELLIS2@uiuc.edu

PRESIDENT'S MESSAGE by Jennifer Loncola

It is with great
pride that I step into the
role of President of IDEC.
As most of you are aware,
the Individuals with Dis-
abilities Education Act
(IDEA) was reauthorized
last November by Presi-
dent Bush. With this

latest reauthorization,
many questions arose
regarding what IDEA
2004 meant for early in-
tervention and early
childhood special educa-
tion. The Division for
Early Childhood (DEC) of
the Council for Excep-

tional Children (CEC) has
taken a leading role in
clarifying language and
advocating for the rights
and needs of young chil-
dren with disabilities. As
the U.S. Department of
Education held open

Continued on page 2

Membership Matters! Come and join us!!!

The [Division for Early Childhood \(DEC\)](#) of the [Council for Exceptional Children \(CEC\)](#) is a nonprofit organization advocating for individuals who work with or on behalf of children with special needs, birth through age eight, and their families.

Founded in 1973, DEC promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children who have or are at risk for developmental delays and disabilities

Here's a sampling of membership benefits:

- Access to CEC Publications such as Exceptional Children, TEACHING Exceptional Children and CEC Today. Plus, DEC Publications such as the Journal of Early Intervention and Young Exceptional Children.
- Discounts on resources and materials specifically for special educators.
- Professional Development opportunities such as the CEC Annual Convention and Expo and the DEC Conference.

- Networking opportunities for professional support and opportunities
- Online Member-Only discussion forums
- Discounts on services such as Car Insurance, car rentals and professional insurance

More information about membership can be found at
<http://www.dec-sped.org/membershipbenefits.html>

CAN NEWS by Debbie Bruns, President-elect and CAN Coordinator

This has been a busy year with the reauthorization of the Individuals with Disabilities Education Act (IDEA). Throughout the summer, sessions were conducted throughout the country soliciting input on the proposed regulations. Chicago was one of the sites and IDEC was well-represented. Thanks to all who attended the session as well as provided their feedback on the issues.

CEC has also provided a number of resources related to the reauthorization including a side-by-side comparison of the 1997 and proposed IDEA regulations

(http://www.cec.sped.org/cec_bn/side-by-sides.html), information on highly qualified personnel and other "hot topics" in the field.

On a related note, Congressman Charles Bass (R-NH) has introduced legislation in the House that would require mandatory full funding of IDEA (H.R. 3145, the Mandatory IDEA Full Funding Compromise Act). Through the increases in funds for each fiscal year through 2011, H.R. 3145 will achieve full funding in 2012 despite the shortfall in funding IDEA received in FY 2005. Congressman Bass authored similar legislation

during the last session of Congress but Congress failed to act on it.

If you are interested in receiving email alerts related to IDEA and other bills and funding affecting early childhood special education, send your name and email address to dabruns@siu.edu to be added to the IL DEC CAN list.

Thanks are extended to Sarah Hadden, DEC Governmental Relations Committee, Diana La-Rocco, DEC Governmental Relations Committee Chair and Sharon Walsh, DEC Governmental Relations Consultant, for the news updates.

President's Message (continued from page 1)

forums to discuss possible interpretations of the law, DEC made sure that we had representatives at every site submitting testimony (To read Jennifer's testimony, visit the IDEC Website at <http://illinois-dec.org/>) so that the voices of young children and their parents would be heard by the federal government. I am proud to be a member of an organization that acts on its beliefs and am honored to serve as president of Illinois DEC.

As you read this many of you will have just returned from DEC in Portland. I hope that you will take

the information you have learned and share it with others in the early childhood community.

Finally, I would like to welcome Mary-alyne Hughes to our executive board as vice-president and Micki Ostrosky as treasurer. Along with president-elect Deb Bruns, we look forward to serving your needs and continuing to work together for all children.

You may contact Jennifer Loncola at:

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CONGRATULATIONS to IDEC member- Amanda Quesenberry !



She was honored at the 2005 DEC Conference with the prestigious **J. David Sexton Doctoral Student Award!**

Amanda is currently working towards her Ph.D. in Special Education at the University of Illinois - Urbana-Champaign.

IDEA 2004: New Opportunities for Early Childhood

Through the passage and signing of P.L. 108-466, The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), both houses of Congress and President Bush confirmed the Federal government's continued commitment to providing a free appropriate public education to children with disabilities. While most of the provisions of IDEA 2004 went into effect on July 1, 2005, not all the regulatory implications of the new law will be fully understood until the final regulations are released. Nevertheless, it is evident that IDEA 2004 offers new opportunities for services for young children with special needs and their families. This article provides a brief overview of three of those opportunities: transition, early intervening services, and a new referral requirement in Part C.

Transition

Anyone who has worked with young children and their families understands the importance of planning for and providing a thoughtful transition from one program or service to the next. As reauthorized, IDEA 2004 maintains and expands the provisions to sup-

port a smooth transition from early intervention (Part C) to preschool and other appropriate services.

IDEA 2004 includes new language that allows the required transition planning conference to occur up to 9 months before the child is eligible to receive preschool special education services, if all parties agree to this earlier timeline. The law also provides support to families by giving them the option to invite a representative of the early intervention system to the initial IEP meeting (Sec. 614(d)(1)(D)). This could be the family's service coordinator or another representative from the early intervention system. In addition, at that meeting, the IEP team must consider the child and family's IFSP (Sec. 614(d)(2)(B)).

The additional provisions are wonderful opportunities for collaboration and communication between early intervention and early childhood special education service providers as a child transitions from Part C to Part B services. These meetings can promote discussion regarding the type of services the child and family received in early intervention, early intervention

strategies that were successful for the child and family, the settings in which IFSP outcomes have been successfully met, goals necessary to facilitate the transition between service systems, and priorities and recommendations for IEP goals.

In addition to strengthening opportunities for collaboration related to planning and implementing transition, IDEA 2004 contains a new provision that allows states to offer parents the option of having their children remain in the Part C early intervention system until they are eligible to enter kindergarten. These provisions allow for state policy that permits parents of children with disabilities, who are age three and older, who have participated in Part C services, and who are now eligible to receive services under Part B, to continue to have their child participate in early intervention services, rather than enrolling in services provided under 619, until their child enters, or is eligible under state law to enter kindergarten (Sec. 635(c)).

Parents must be informed of the differences in the two programs and must provide written consent

Continued on page 4

RESOURCE CONNECTIONS: The Center on the Social and Emotional Foundations for Early Learning by Rob Corso

The Center on the Social and Emotional Foundations for Early Learning is a national center focused on strengthening the capacity of Child Care and Head Start programs to improve the social and emotional outcomes of young children. The Center is jointly funded by the Head Start and the Child Care Bureaus in the U.S. Department of Health and Human Services and is located at the University of Illinois at Urbana-Champaign.

Several products have been developed for those who provide professional development to early childhood educators to promote the social and emotional development of children as a means of preventing challenging behaviors.. Two of the means for disseminating resources to early care providers include developing a series of "What Works Briefs," which are short summaries of effective practices for supporting children's social-emotional, as well as comprehensive training modules

intended to be used with child care, Head Start, and Early Head Start providers.

All of the products described are available to download at no-cost from the Center's web site and are available in English and Spanish.

<http://csefel.uiuc.edu>

If you know of resources in our state or nationally that we should include in future editions of this newsletter, please contact Lisa, LAELLIS2@uiuc.edu or 773.791.8588.

IDEA 2004 (continued from page 3)

indicating their decision to either continue participation in early intervention, or to accept a free appropriate public education (FAPE) as provided under preschool special education services. In these instances, an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills must be available to the child and all early intervention rules apply. This includes the fact that parents in some states will be required to share in the cost of services, according to their ability to pay.

This new option for children to continue to receive services under Part C is an opportunity for states to develop a seamless service system for children, families, and practitioners. Moreover, it has the potential of enhancing family-centered approaches to transition by allowing states to give families options that best meet the needs of the child and family.

Early Intervening Services

IDEA 2004 now allows local school districts, under certain conditions, to use up to 15 percent of its Federal Part B IDEA funds to provide early intervening services for students in kindergarten through grade 12. These funds can be used to provide educational supports to children who have not been identified as needing special education services, but who need additional academic and behavioral support to succeed in the general educational environment. With the statute highlighting kindergarten through grade 3, an opportunity exists for early childhood general and special education professionals to meet the needs of all children in the general education classroom.

Under the new early intervening provisions, special education professionals can collaborate with general educators in planning and implementing strategies such as

addressing challenging behaviors, providing professional development to enable the provision of scientifically based academic and literacy instruction, and individualizing instruction within the developmentally appropriate framework of the general education classroom. Through the expertise of general and special education professionals, a differentiated learning environment can be created that promotes learning and inclusion, attentive to the strengths and needs of each individual child, regardless of eligibility status.

New Referral Requirement

The new IDEA now requires that children birth to three years - "(A) involved in a substantiated case of child abuse or neglect; or (B) identified as affected by illegal substance abuse, or withdrawal symptoms resulting from prenatal drug exposure" (Sec. 637(a)(6)) be referred to early intervention. While these children, who are at high risk for developmental delays or disabilities, may or may not be found eligible for early intervention, this provision provides an opportunity to create or enhance linkages between protective services and early intervention to foster early identification of eligible children (National Research Council, 2000).

This new provision provides increased opportunities for strengthening collaboration between Part C early interventionists and protective service professionals. As they implement this provision, these professionals will need to cross disciplinary boundaries and share their knowledge and skills as they gain new expertise. For example, protective service professionals can share strategies for supporting families and addressing family outcomes in areas where early interventionists might not feel completely comfortable or competent. At the same time, early interventionists can support protective service

professionals in understanding the nuances of early childhood development so they can more readily identify developmental concerns for referral of children, as well as learn developmentally appropriate strategies that can be used with all young children and particularly those children at risk for future delays.

Overall, IDEA 2004 has continued to strengthen the level of service and coordination for young children with disabilities and their families. While many of these new provisions may require additional guidance and support through the regulations, they offer new opportunities to ensure that services are individually and developmentally appropriate for children birth through age eight.

This article was written on behalf of the Division for Early Childhood of the Council for Exceptional Children by Lynette Chandler, DEC President; Bonnie Keilty, Member, DEC Governmental Relations Committee; Diana J. LaRocco, Chair, DEC Governmental Relations Committee; Beth Rous, DEC Past-President and Sharon Walsh, DEC Consultant. You can reach Diana J. LaRocco, Chair, DEC Governmental Relations Committee by email at dlarocco@hartford.edu.



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<http://illinois-dec.org/>