

Strengthening Families and the Five Protective Factors

Our department has adopted the Strengthening Families Protective Factors Framework which strives to build and strengthen five specific characteristics in families. These “Protective factors” act as a shield to counteract risk factors. They are built through daily interactions with the people and systems that families encounter. Together, we want to help you build your protective factors and make your family strong!

Parental Resilience

Exercise Flexibility and Develop Inner Strength:

Your life is not defined by your experiences, but how you respond and grow. Resilient parents keep a positive attitude, solve problems creatively and take life in stride.

Social Connections

Make a Friend:

Having a social network of emotionally supportive friends and family makes it easier to care for your children and yourself.

Knowledge of Parenting and Child Development

Learn to Be Your Child’s Expert:

Children go through many stages of development. Informed parents are more likely to have realistic expectations, provide appropriate guidance, and build a positive relationship with their child.

Concrete Support in Times of Need

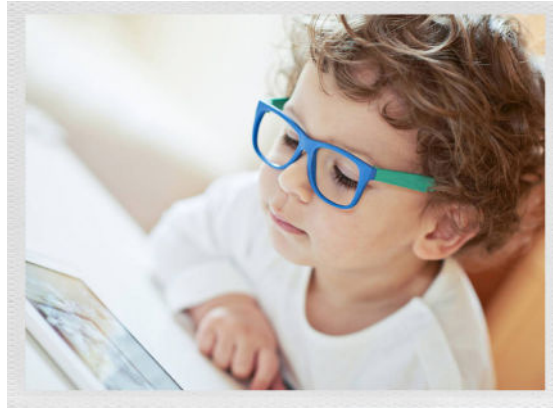
Ask For Help:

All families at some point need help. Whether the challenge is joyous like the birth of a child, transitional like a job loss, or tragic like a serious illness, families need extra support. Families that know where to meet their needs and ask for help can handle life’s challenges and be successful.

Social and Emotional Competence of Children

Give Your Child Words to Express How They Feel:

A child’s ability to interact appropriately with others and express their feelings is essential to emotional intelligence. A parent who helps their child communicate and interact builds an emotionally strong child capable of establishing positive relationships.



Tips for Your Child’s Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP)

As a parent, your expertise is knowing your child. We urge you to ask questions of our staff and use their expertise to support your child. You don’t need to learn all the technical terms. Our staff is more than willing to define terms for you.

Bring a support person to any meetings. This person can help by taking notes, keeping track of information, and reviewing information with you after the meeting.

For More Information

If you suspect that your child is experiencing delays in his or her development, please contact the Taylor School Secretary at 231.439.6937. An early childhood team member will call you to discuss your concerns.

Charlevoix-Emmet
Intermediate School District
Patricia A. Taylor
School for Exceptional Learners

231.439.6937

Schools served by Char-Em ISD

Alanson Public
Beaver Island Community
Boyne City Public
Boyne Falls Public
Central Lake Public
Charlevoix Montessori Academy for the Arts
Charlevoix Public
Concord Academy Boyne
Concord Academy Petoskey
East Jordan Public
Ellsworth Community
Harbor Springs Public
Pellston Public
Public Schools of Petoskey
and non-public schools



Supporting Schools Supporting Students

08568 Mercer Boulevard
Charlevoix, Michigan, 49720
231.547.9947 p
231.547.5621 f
www.charemsd.org

AdvancED Accreditation | NCA

It is the policy of Charlevoix-Emmet Intermediate school district to comply with all federal laws and regulations prohibiting discrimination. Char-Em ISD does not discriminate on the basis of race, color, national origin, age, sex (including sexual orientation or transgender identity), marital status, religion, disability, language, diversity or lack of English language skills. For more information contact the Civil Rights Coordinator at 231.547.9947.

August 2019



Early Childhood Special Education

A Parent’s Guide to
Early Childhood Services
& Programs for
Children With Disabilities
Birth Through Age 5



Early Childhood Special Education

Our Goal

The goal of Early Intervention and Early Childhood Special Education is to:

- Enable children to be active and successful participants in their homes with their families, in child care, in preschool or school programs, and in the community.
- Enable families to provide care for their children and have the resources they need to participate in their own desired family and community activities.

Our Staff

Our staff is committed to providing infants, toddlers, and preschoolers with a disability the opportunities to nurture their social and emotional health and early learning needs. Services and programs for children birth to age 3 are developed through an Individualized Family Service Planning (IFSP) process. Services and programs for children ages 3 through 5 are developed through an Individualized Education Planning (IEP) process. These plans are designed to meet the unique needs of each child and family.

Evaluation Procedures

Your child's needs will be evaluated to determine eligibility for special education. This may take place in your home or an early childhood setting (preschool, playgroup, child-care). The personnel involved may include a speech/language therapist, school social worker, school psychologist, early childhood special education teacher, occupational therapist, physical therapist, and/or hearing or vision impaired consultant. An evaluation for special education may include video play sessions, observations, standardized testing, parent input, teacher/caregiver input, or developmental checklists.

Determining Special Education Eligibility

Children qualify for special education as defined by the guidelines of the State of Michigan. Eligibility for special education requires that there is an adverse effect on educational performance. Areas of eligibility include:

Autism Spectrum Disorder (ASD)

Significant delays in the development of social interaction, communication, and behavior.

Cognitive Impairment (CI)

Significant delays in thinking, problem solving, and reasoning.

Deaf-Blindness (DB)

Both a hearing and visual impairment, the combination of which significantly affects development.

Early Childhood Developmental Delay (ECDD)

A significant delay by at least half of a child's chronological age in one or more areas of development and does not meet eligibility requirements in any other category.

Emotional Impairment (EI)

Significant behavioral problems that occur over a long period of time that impact a child's educational performance.

Hearing Impairment (HI)

A hearing impairment that significantly affects development.

Other Health Impairment (OHI)

A health impairment that significantly affects development.

Physical Impairment (PI)

An existing physical impairment that affects daily functioning.

Severe Multiple Impairment (SXI)

An impairment in more than one disability in intellectual, physical and/or functional abilities.

Specific Learning Disability (SLD)

A disorder in one or more of the basic psychological processes involved in understanding or in using language, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

Speech/Language Impairment (SLI)

Significant delay in speech and/or language that affects the understanding and/or use of language.

Traumatic Brain Injury (TBI)

An acquired injury to the brain that has been caused by external physical force, resulting in significantly impaired development.

Visual Impairment (VI)

A visual impairment, which, even with correction, interferes with development.

Services and Programs for Children Birth to Age 3

Services and programs for infants and toddlers up to the age of 3 with a delay or disability are designed to assist families in nurturing, stimulating and guiding the development of their child.

Services are provided in the child's natural environments, including the home and community settings where children with or without disabilities participate, such as local playgroups.

Services and Programs for Children Ages 3 through 5

Services and programs for children ages 3-5 are designed to support and meet the child's educational needs. Children may receive specially designed instruction from a special education teacher, and/or they may receive related services such as speech and language therapy, occupational therapy, or another service.

Services for this age group are provided in an educational setting. Early Childhood Special Education staff work with families to determine the most appropriate setting. Options include:

- General education preschool classrooms such as Head Start, Great Start Readiness Program or a private preschool.
- Early Childhood Special Education preschool classroom.
- Office/therapy room located in a local elementary school.

