TRANSMISSIONS OF YOUNG CHILDREN WITH DISABILITIES

ORIGINAL REPORT REGARDING

Transition planning for children with disabilities and their families. This chapter discusses the current federal and state context for
current, federal, state, and local laws, regulations, and priorities, as well as by prevailing philosophies for service delivery.

Transition planning for children with special needs and their families.
Each change is described in turn:

- Child care with special needs
- Enhanced coordination among community, educational, and other sectors to serve the child's needs
- Identification of emergency needs of children and their families
- Identification of crisis needs of families
- Increase in natural services
- Services provided on a more frequent basis
- Services provided by a broader diversity of community and family agencies
- Services available to more children and families

The following trends are having a significant impact on the lives of children with disabilities:

- Increased awareness of the importance of early intervention
- Increased knowledge and understanding of the rights of children with disabilities
- Increased knowledge and understanding of the impact of disabilities on families
- Increased knowledge and understanding of the importance of family support

Services for Children with Disabilities

- A national trend toward more comprehensive and coordinated services for children with disabilities
- A trend toward more inclusive education
- A trend toward more family support

Policy Initiatives on Transition

Several key provisions of P.L. 102-119 outline provisions of IDEA regulations. Table 2.2 compares provisions of IDEA regulations with actual provisions of the regulations. The table shows that the regulations provide for more comprehensive and coordinated services for children with disabilities.
ince 1977, there has been a notable shift in educational services being provided to children and families. The emphasis has moved from the traditional educational setting to include a more comprehensive approach that recognizes the importance of family-centered care. This shift is evident in the increased recognition of the need for family-centered care, as well as the growing understanding of the role of the family in a child's education.

Since 1999, there has been a focus on increasing the number of family-centered services and educational programs. This is evident in the increased recognition of the need for family-centered care, as well as the growing understanding of the role of the family in a child's education.

Increased recognition of families as decision-makers

Increased recognition of families as decision-makers has been a significant development in the field of early childhood education. The recognition of the role of the family in a child's education has led to the development of new programs and services that are family-centered. These programs and services are designed to provide support and guidance to families, rather than relying solely on the school system. This approach recognizes the unique needs and circumstances of each family and seeks to build partnerships between schools and families to ensure the best possible outcomes for all children.