



SUNNY DAYS EARLY CHILDHOOD DEVELOPMENTAL SERVICES INC.

"Making the Future Brighter, One Child at a Time"

300 Corporate Center Drive • Manalapan, NJ 07726 • tel: 732-761-0088 • fax: 732-761-2550

www.sunnydays.com

OUR MISSION

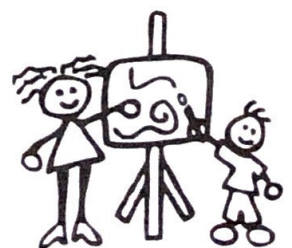
Our mission is to provide quality Evaluative and Therapeutic Early Intervention Services. Our family-centered philosophy supports the family as the most significant component to the child's progress.

Sunny Days Professionals aim is to foster the family's ability to promote their child's development to their fullest potential. Through our services, families are empowered to incorporate support strategies into their daily routines which will maximize the child's ability to participate in their environment.

Sunny Days provides community based services in the child's Home, Pre-School, School, Day Care or other locations specifically requested.

Sunny Days provides services to thousands of children and their families throughout the New Jersey, New York, Pennsylvania and California Area.

Be sure to visit our redesigned website @ www.sunnydays.com. If you would like to receive our newsletter, click on the link at the bottom of the page.



FAMILY ROADMAP OF THE NEW JERSEY EARLY INTERVENTION SYSTEM: NJEIS

STEP 1 CALL INTO NJEIS: SINGLE POINT OF ENTRY (SPOE)

Referral phone call to move forward with the Early Intervention Process

STEP 2 INITIAL EVALUATION

Two evaluators will schedule an initial evaluation to address your concern within 22 days of the referral phone call, unless waived.

STEP 3 ELIGIBILITY DETERMINATION

Based on the results of the initial evaluation your child will be eligible for the program or not.

If not, you may contact the referral line in the future if concerns persist (STEP 1).

STEP 4 INITIAL INDIVIDUALIZED FAMILY SERVICE PLAN: INITIAL IFSP

Two separate meetings will be scheduled to develop your initial service plan with the Early Intervention Team.

STEP 5 SERVICES START

Practitioners are assigned and will work with you and your family through a coaching philosophy.

Link to what Early Intervention sessions look like:

https://www.youtube.com/watch?v=sL_WOCu3Ptg

STEP 6 PERIODIC IFSP MEETINGS

IFSP Periodic Review meetings typically happen every 6 months while in the program (or sooner if needed) to discuss your child's needs, concerns and progress.

STEP 7 ANNUAL EVALUATION

Annual evaluation occurs at about the year anniversary of the initial evaluation;

An evaluator will schedule and conduct another evaluation using the same test to mark your child's progress in Early Intervention.

STEP 8 ANNUAL IFSP MEETING

Annual IFSP review meeting is scheduled to discuss your child's needs, concerns and progress.

This process of periodic review and annual review meetings (STEPS 6-8) continue through out the Early Intervention process.

STEP 9 EXIT EVALUATION

As your child approaches three years old or having been in early intervention for at least 6 months, an exit evaluation is scheduled to compare your child's progress from the initial evaluation.

STEP 10 TRANSITION PLANNING CONFERENCE (TPC)

Early Intervention can assist with transitioning into the school district as your child approaches three years old.



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Service Schedule and Contact Information

MONDAY

Practitioner Name	Session Time	Service Provided

TUESDAY

Practitioner Name	Session Time	Service Provided

WEDNESDAY

Practitioner Name	Session Time	Service Provided

THURSDAY

Practitioner Name	Session Time	Service Provided

FRIDAY

Practitioner Name	Session Time	Service Provided

SATURDAY

Practitioner Name	Session Time	Service Provided

SUNDAY

Practitioner Name	Session Time	Service Provided

CONTACT INFORMATION

Practitioner Name	Session Time	Service Provided



2025 Holiday Schedule

DATE

HOLIDAY

Wednesday, January 1

New Year's Day

Monday, January 20

Dr. Martin Luther King, Jr.'s Birthday

Monday, May 26

Memorial Day

Friday, July 4

Independence Day

Monday, September 1

Labor Day

Thursday, November 27

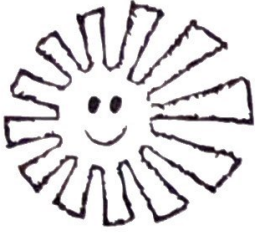
Thanksgiving Day

Friday, November 28

Day after Thanksgiving

Thursday, December 25

Christmas Day



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Family/Practitioner Agency Policies and Guidelines

Agency Calendar

Please note that the calendar reflects the days Sunny Days honors as State/Federal Holidays. On these days, services may not be provided nor will the practitioner be required to make them up.

Included in this Welcome Packet is the **NJEIS-14 Policy on Rescheduling, Make-up or Compensatory Services for Missed and Disrupted EI Services**. Sunny Days follows this policy. Please feel free to contact your Regional Administrator with any questions regarding these procedures.

Monitoring

Each program must assume that families are receiving the services listed in their child's IFSP. We anticipate that you're involved in the intervention process and decisions made regarding your child. One way of assuring we provide quality services is through a home visit with you, your practitioner and a Clinical Educator who will observe the session. Another way of assuring quality and consistent services may be through the use of a parent survey/questionnaire. You may be asked to complete a survey. Please note your answers will not affect your continued service and is voluntary.

In addition at Sunny Day, each practitioner is required to complete a Service Verification Log. Please do not sign blank or incomplete logs. You will be asked to sign the log at the end of each session. Session summary notes which detail the activities of each session may be left with you to help support you in following suggested strategies towards outcomes written in your family's IFSP.

Confidentiality (please see agency policy enclosed)

Sunny Days requires that each practitioner respect a family's right to confidentiality. Please be assured that your child's concern and/or family issues will not be discussed with anyone outside the early intervention system. You will be asked to sign a **Release of Information** to a doctor or outside entity. This form will specify how the information will be given and exactly what information will be given. This form once signed, is in effect for one year from date you signed consent. **Consent to Release Information** is also needed for services in your child's daycare.

Additional Services

Please note that your practitioner may request an assessment/consultation with another practitioner in order to better meet the needs of your child and family. If you have additional concerns about your child or a family issue, you may request consultation with a specific discipline. You should call your Regional Administrator to discuss your concerns. In turn, your Regional Administrator will speak with your Service Coordinator. All requests will be responded to in a timely fashion.

Please feel free to visit our website at www.sunnydays.com and visit the Family Resource section.



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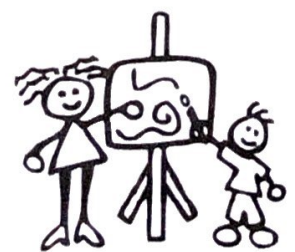
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PROGRAM GUIDELINES

1. All services are individualized and provided in a manner which best reflects each child and family's specific needs.
2. All services may be available 7 days a week during both traditional and non-traditional hours.
3. All services provided in natural environments in accordance with the family's needs and routines.
4. All services provided will be done in accordance with the child's IFSP outcomes.
5. All records and information on each child will be kept confidential. Information will not be shared without written consent from the family.
6. All services provided will be provided in accordance with the Part C and State criteria for Early Intervention services.
7. Any IFSP changes need to be agreed upon by the entire IFSP Team including the Family, Service Coordinator, Provider and Sunny Days Administrator.



What does **EARLY INTERVENTION** look like?



- Early Intervention focuses on supporting you as the caregiver so that you can enhance the development of your child during daily interactions and routines in natural settings.
- Infants and young toddlers develop and learn best through everyday experiences and interactions with familiar people in familiar places. In Early Intervention, you are the expert on your child's needs.
- All families with the necessary support and resources can enhance their children's development and learning.
- Practitioners work with you to learn techniques and strategies so that you can support your child's development, providing lasting effects well after an Early Intervention session.

*adapted from OSEP Work Group 7 principles of EI





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YOUR FAMILY’S RIGHTS PERTAINING TO EARLY INTERVENTION SERVICES

YOU HAVE A RIGHT TO give voluntary, informed written permission for services that will be provided.

YOU HAVE A RIGHT TO refuse or withdraw consent for specific services without putting other services at risk.

YOU HAVE A RIGHT TO have services provided consistent with the Individualized Family Service Plan (IFSP).

YOU HAVE A RIGHT TO have written prior notice before services are changed.

YOU HAVE A RIGHT TO request mediation, an impartial hearing or a systems complaint investigation if you disagree with the early intervention services being provided.

YOU HAVE A RIGHT TO continue to receive services during mediation or impartial hearing proceedings unless both sides agree not to continue services. You also have the option to receive other agreed upon services or withdraw your child and family from early intervention services at any time. These are called pendency placement rights.



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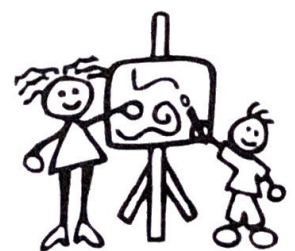
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EMERGENCY PROCEDURES

POLICY: All Sunny Days Practitioners will follow established guidelines in the event of a medical emergency in a child’s home.

1. In the event of a medical emergency or first aid incident, practitioners will assist the parent/caregiver in making decisions and assessing the situation.
2. If first aid is determined by parent to be necessary, practitioner will assist parent in administering same (i.e. bandaging, cold packs).
3. If parent/caregiver decide that a call for First Aid Squad is necessary, practitioner can assist parent/caregiver in calling 911 and will then stand by until the First Aid Squad arrives.





WHAT TO DO IF YOUR CHILD IS SICK?

Dear Families,

To prevent the spread of illness, it may be necessary to cancel your Early Intervention Session. Please see cancellation guidelines below:

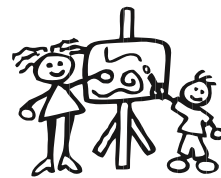
1. A fever of over 100.4 – must be fever free for 24 hours without any fever reducing medications
2. A fever of 100.4 including a new rash, headache, cough, swollen glands, chills
3. Coughing, runny nose, sore throat and sneezing that has not been diagnosed
4. Vomiting more than 2x in 24 hours- should be symptom free for 24 hours
5. Diarrhea- must be symptom free for 24 hours
6. Undiagnosed skin rashes or skin sores that are draining fluid
7. Extreme irritability or lethargy
8. Cough with an inspiratory whooping sound or vomiting after continuous coughing
9. Untreated lice or scabies- can return 24 hours after treatment
10. Untreated Conjunctivitis (pink eye) – can return 24 hours after treatment
11. A diagnosis made by your child's pediatrician/nurse practitioner of Influenza, Streptococcal Pharyngitis (strep throat) Cocksockie (foot hand and mouth disease), Erythema Infectiosum (fifths Disease) Pneumonia, Bronchitis, RSV COVID, Meningitis, Measles, Mumps Pertussis, Varicella (chicken pox, or Rubella.

Please refer to your child's pediatrician/nurse practitioner for further information and to discuss the best time to return to your sessions.

Additionally, if someone in your home has any of these symptoms, or diagnoses it is requested that the session be cancelled.

Telehealth sessions may be conducted during the period of illness.

Reference: https://www.nj.gov/health/cd/documents/topics/outbreaks/School_Exclusion_List.pdf





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CONFIDENTIALITY

POLICY: Sunny Days is committed to maintaining strict Confidentiality for all children and their families. To ensure confidentiality, all practitioners and staff members are required to adhere to the following guidelines:

1. Information about children and their families should not be discussed in public places, other clients' homes, or with family members or friends.
2. Documentation with any identifying information should be kept in a secure location.
3. Sunny Days information concerning children and their families may only be shared with outside agencies after written permission is received from parent and/or legal guardian.

The Standards for Privacy of Individually Identifiable Health Information ("Privacy Rule") establishes, for the first time, a set of national standards for the protection of certain health information. The U.S. Department of Health and Human Services (HHS) issued the Privacy Rule to implement The requirement of the Health Insurance Portability and Accountability Act of 1996 ("HIPPA"). The Privacy Rule standards address the use and disclosure of individuals' health information-called "protected health information" by organizations subject to The Privacy Rule-called "covered entities," as well as standards for individuals' privacy rights to understand and control how their health information is used. Within HHS, the Office for Civil Rights ("OCR") has responsibility for implementing and enforcing the Privacy Rule with respect to voluntary compliance activities and civil money penalties. A major goal of the Privacy Rule is to assure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health and well-being. The Rule strikes a balance that permits important use of information, while protecting the privacy of people who seek care and healing. Given that the health care marketplace is diverse, the Rule is designed to be flexible and comprehensive to cover the variety of uses and disclosure that need to be addressed.



	<p><i>POLICIES AND PROCEDURES NJEIS 14</i></p>
<p>Effective Date: October 1, 2023</p>	<p>Subject: Rescheduling & Make-up of missed services</p>

I. Purpose

To identify circumstances and procedures for offering to reschedule, make-up for missed early intervention services to eligible children and families.

II. Policy

- A. EIPs/practitioners are required to offer a “Rescheduled” or a “Make-Up” early intervention service to a family when the missed or disrupted service is due to a system reason, including practitioner cancellations.
- B. EIPs have the option to offer a family a substitute practitioner when an assigned practitioner is unavailable to provide a regular or make-up service.
- C. As used in NJEIS-14, the following words and terms are defined as indicated:
 - 1. “Reschedule” means providing a service within the same week, bi-week, month (frequency) and length (i.e. 60-minutes) of service time established under the Individualized Family Service Plan (IFSP) but at a rescheduled time different from the practitioner’s scheduled appointment.
 - 2. “Make-Up” means providing a service to replace a service that did not occur due to a NJEIS cancelation that was not able to be rescheduled.
 - 3. “Week” means Sunday through Saturday.
 - 4. “Month” means calendar month.
- D. EIPs/practitioners may offer, but are not required, to reschedule a service under these circumstances:
 - 1. The family cancels;
 - 2. A service is missed due to extreme weather or natural disaster; or
 - 3. If a scheduled service falls on a State, federal or religious holiday, and the agency provides the parent with a written copy of the agency’s calendar identifying when the agency will be closed for services.

- E. In the event make-up services cannot be adequately arranged and provided by the EIP, resulting in significant disruption in services, families are to be apprised of the process to seek compensatory services.
- F. Only the Procedural Safeguards Office can determine the need for a compensatory service, and can offer such service to the parent, as appropriate, through the procedures established by the DOH.
- G. Service Coordination is responsible to ensure any compensatory services issued by the Procedural Safeguards Office are offered to eligible children and their families.

III. Procedures

A. Rescheduling for Family Cancellations, Practitioner Cancellations, Extreme Weather, or Holidays

1. When a family or practitioner is unable to keep a regularly scheduled service, there is an extreme weather event, or a Holiday is on a planned service day, the following procedures are to be followed:
 - a. The practitioner and family determine together if there is an acceptable alternative day/time to reschedule (defined above) the planned service.
 - b. The rescheduled service must be provided within the same week, bi-week, month (frequency) and length (i.e. 60-minutes) of service time established under the Individualized Family Service Plan (IFSP) but at a rescheduled time different from the practitioner's scheduled appointment. Example: a weekly one-hour Physical Therapy on Monday is rescheduled for a one-hour Physical Therapy on Friday. A monthly one-hour Speech Therapy service is rescheduled 2 weeks later on a Wednesday within the calendar month.
 - c. Practitioners log the rescheduled service in the Early Intervention Management System (EIMS) as a regularly delivered service.
 - d. If an acceptable rescheduled (alternative) service cannot be arranged within the scheduled week, bi-week, month, the practitioner documents the following in the EIMS:
 - (1) Person who cancelled;
 - (2) Reason for the cancellation, including description of any extreme weather event;
 - (3) Date of missed service; and
 - (4) Communication with family regarding the cancellation and any attempt/offer made to reschedule.

B. Make-up Services

1. When a practitioner is unable to keep a regularly scheduled service and rescheduling is not an option, the following procedures are to be followed:
 - a. The practitioner and family determine together the next acceptable alternative day and time to make-up the missed service.

- b. Regularly scheduled services must be provided as planned and are not affected by the addition of a make-up service.
- c. The make-up service must be consistent with the planned frequency of the missed service. Example: a one-time per week service may not exceed more than a one-time per week make-up.
- d. The make-up service must be consistent with the planned length of the missed service. Example: a make-up one-hour Physical Therapy service cannot exceed a one-hour Physical Therapy.
- e. If a make-up service is less than the IFSP service time (e.g. 45 minutes instead of an hour), the “shortfall” in time cannot be made-up at another time.
- f. The practitioner documents make-up services in the EIMS including:
 - (1) Reason for the cancellation/disruption;
 - (2) Date(s) of missed service being made-up; and
 - (3) Communication with family regarding the cancellation and any attempt/offer made to make-up the service.
- g. After the service has been provided, the practitioner logs it in the EIMS as a “Make-Up” service. Make-up sessions can only be provided after a planned session was missed, not before.



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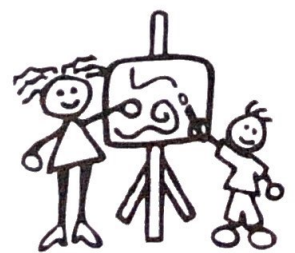
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The Sunny Days Program Services for Children with Autism

Sunny Days has a large program of services available for children with a diagnosis of Autism/PDD or those children that have characteristics of an Autism Spectrum Disorder (ASD). Sunny Days uses an Evidenced Based approach that allows our children to learn in a systematic manner. The child's program is created using A Step by Step Curriculum for Early Learners with Autism Spectrum Disorders. The curriculum is based on best practices, and provides the practitioner/parent the exact steps on what to teach while utilizing the principles of Applied Behavior Analysis. Sunny Days provides an Autism Team that is comprised of team leaders, therapists, Regional Administrator, and Clinical Educator that is a Board Certified Behavior Analyst. The team leaders are typically Special Educators or Behavioral Specialists and their role is to help guide the program of each individual child while providing support to families and other professionals working with the family.



CHILD DEVELOPMENT CHART- FIRST FIVE YEARS

Harold Ireton, PH.D

	SOCIAL	SELF-HELP	GROSS MOTOR	FINE MOTOR	LANGUAGE
5 YRS TO 4 YRS	Shows leadership among children. Follows simple game rules in board games and card games.	Goes to the toilet without help. Usually looks both ways before crossing street. Buttons one or more buttons.	Swings on swing, pumping by self. Skips or makes running "broad jumps." Hops around on one foot without support.	Prints first name. Draws a person that has at least three parts – head, eyes, nose, mouth, etc. Draws recognizable pictures.	Tells meaning of familiar words. Reads a few letters (five+). Follows a series of three simple instructions.
4 YRS TO 3 YRS	Protective toward younger children. Plays cooperatively, with minimum conflict and supervision. Gives directions to other children.	Dresses and undresses without help, except for tying shoelaces. Washes face without help. Toilet trained.	Hops on one foot, without support. Rides around on a tricycle, using pedals.	Cuts across paper with small scissors. Draws or copies a complete circle.	Understands concepts – size, number, shape. Counts to five or more objects when asked. How many?" Identifies four colors correctly. Combines sentences with the words "and," "or," or "but."
3 YRS TO 2 YRS	Plays a role in "pretend" games: mom-dad, teacher, space pilot. Plays with other children –cars, dolls, building. "Helps" with simple household tasks.	Dresses self with help. Washes and dries hands. Opens door by turning knob.	Walks up and down stairs – one foot per step. Stands on one foot without support. Climbs on play equipment – ladders, slides.	Turns pages of picture books, one at a time. Builds towers of four or more blocks.	Follows two-part instructions. Uses at least ten words. Follows simple instructions.
2 YRS TO 18 MOS	Usually responds to correction-stops. Shows sympathy to other children, tries to comfort them. Sometimes says, "No" when interfered with.	Takes off open coat or shirt without help. Eats with spoon, spilling little. Eats with fork.	Walks up and down stairs alone. Runs well, seldom falls. Kicks a ball forward.	Turns pages of picture books, one at a time. Builds towers of four or more blocks.	Follows two-part instructions. Uses at least ten words. Follows simple instructions.
18 MOS TO 12 MOS	Greets people with "Hi" or similar. Gives hugs or kisses. Wants stuffed animal, doll, or blanket in bed.	Insists on doing things by self such as feeding. Feeds self with a spoon. Lifts cup to mouth and drinks.	Runs. Walks without help. Stands without support.	Scribbles with crayon. Picks up two small toys in one hand. Stacks two or more blocks.	Asks for food or drink with words. Talks in single words. Follows simple instructions.
12 MOS TO 9 MOS	Plays patty-cake. Plays social games, peek-a-boo, bye-bye.	Picks up a spoon by handle.	Walks around furniture or crib while holding on. Crawls around on hands and knees.	Picks up small object – precise thumb and finger grasp.	Understands words like "No," "Stop," or "All gone." Word sounds – says "ma-ma" or Da-da."
9 MOS TO 6 MOS	Pushes things away he/she does not want. Reaches for familiar persons.	Feeds cracker to self.	Sits alone... steady, without support. Rolls over from back to stomach.	Picks up object with thumb and finger grasp. Transfers toy from one hand to the other.	Wide range of vocalizations (vowel sounds, consonant-vowel combinations). Responds to name – turns and looks.
6 MOS TO BIRTH	Distinguishes mother from others. Social smile.	Comforts self with thumb or pacifier. Reacts to sight of bottle or breast.	Turns around when lying on stomach. Lifts head and chest when lying on stomach.	Picks up toy with one hand. Looks at and reaches for faces and toys.	Vocalizes spontaneously, social. Reacts to voices. Vocalizes, coos, chuckles.

Remember that children develop at different rates and this is only a general guide. If you have concerns about your child's development contact Eastern Shore Developmental Clinic.

FAMILY MATTERS



A Resource Directory for Families with Children Ages Birth to Three with Developmental Disabilities or Delays

NJ Early Intervention System (<https://www.nj.gov/health/fhs/eis/>)

Created Through a Partnership Between the Four Regional Early Intervention Collaboratives whose mission is to facilitate access and availability to effective early intervention services through outreach and collaboration. The REIC's are committed to providing a family-centered, family driven, culturally sensitive system of services and supports.

Meet Our Team

Laura Washington

Family Support Coordinator

Helpful Hands - Northeast Regional Early Intervention Collaborative
82 Totowa Rd.,
Wayne, NJ 0740
973-200-1227

Laura@nreic.org

Counties: Bergen, Hudson, Passaic

[Visit Our Website \(https://nreic.org/\)](https://nreic.org/)

Karen Loaiza

Family Support Coordinator

Family Link Early Intervention Collaborative
2333 Morris Avenue, Suite A-204
Union, NJ 07083
908-613-7579

Karenl@njeis.org

Counties: Essex, Morris, Sussex, Union, Warren

[Visit Our Website \(http://familylinkreic.org/\)](http://familylinkreic.org/)

Karen Armas Landau

Family Support Coordinator

Mid-Jersey CARES for Special Children Early Intervention Collaborative
30 Silverline Drive, 2nd Floor, Suite 1
North Brunswick, NJ 08902
Phone: 732-937-5437 Ext. 156

Karmaslandau@cjfhc.org

Counties: Hunterdon, Mercer, Middlesex, Monmouth, Ocean, Somerset

[Visit Our Website \(https://cjfhc.org/what-we-do/community/early-intervention.html\)](https://cjfhc.org/what-we-do/community/early-intervention.html)

Nicole Hope Brogden

Family Support Coordinator

Southern New Jersey Early Intervention Collaborative
1044 South Route 73 Suite-A
Berlin, NJ 08009
Phone: 856-768-6747 x 228

nicoleb@snjreic.org

Counties: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Salem

[Visit Our Website \(https://snjreic.org/\)](https://snjreic.org/)

Resources

[NJ Department of Health | NJ Early Intervention \(nj.gov\) \(https://www.nj.gov/health/fhs/eis/\)](https://www.nj.gov/health/fhs/eis/)

We've organized a list of useful links so you can easily find the information you need.

Feel Free to reach out to your Family Support Specialist listed above if you have questions

NJEIS RESOURCES

English:

- [NJEIS Milestones 0-36 \(https://snjreic.org/wp-content/uploads/2022/07/Developmental-Brochure_English.pdf\)](https://snjreic.org/wp-content/uploads/2022/07/Developmental-Brochure_English.pdf)
- [NJEIS Welcome Brochure \(https://snjreic.org/wp-content/uploads/2022/12/NJEIS_Welcome-Brochure_en.pdf\)](https://snjreic.org/wp-content/uploads/2022/12/NJEIS_Welcome-Brochure_en.pdf)
- [NJEIS Poster \(https://snjreic.org/wp-content/uploads/2022/12/EI-developmental-milestones-en.pdf\)](https://snjreic.org/wp-content/uploads/2022/12/EI-developmental-milestones-en.pdf)
- [Steps In the EI Process \(https://snjreic.org/wp-content/uploads/2022/07/steps-in-early-intervention-process.pdf\)](https://snjreic.org/wp-content/uploads/2022/07/steps-in-early-intervention-process.pdf)

Spanish:

- [NJEIS Etapas importante de desarrollo 0-36 \(https://snjreic.org/wp-content/uploads/2022/07/Developmental-Brochure_Espanol.pdf\)](https://snjreic.org/wp-content/uploads/2022/07/Developmental-Brochure_Espanol.pdf)
- [Bienvenido a NJEIS \(https://snjreic.org/wp-content/uploads/2022/12/NJEIS_Welcome-Brochure_es.pdf\)](https://snjreic.org/wp-content/uploads/2022/12/NJEIS_Welcome-Brochure_es.pdf)
- [NJEIS Poster \(https://snjreic.org/wp-content/uploads/2022/12/EI-developmental-milestones-es.pdf\)](https://snjreic.org/wp-content/uploads/2022/12/EI-developmental-milestones-es.pdf)
- [Pasos en el Proceso de Intervención Temprana \(https://snjreic.org/wp-content/uploads/2023/11/Pasos-en-el-Proceso-de-Intervencion-Temprana.pdf\)](https://snjreic.org/wp-content/uploads/2023/11/Pasos-en-el-Proceso-de-Intervencion-Temprana.pdf)



SUNNY DAYS EARLY CHILDHOOD DEVELOPMENTAL SERVICES INC.

“Making the Future Brighter, One Child at a Time”

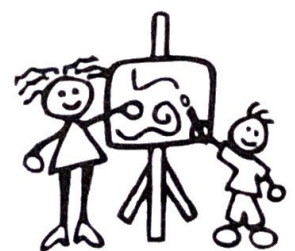
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www.sunnydays.com

EMERGENCY PROCEDURES

POLICY: All Sunny Days Practitioners will follow established guidelines in the event of a medical emergency in a child’s home.

1. In the event of a medical emergency or first aid incident, practitioners will assist the parent/caregiver in making decisions and assessing the situation.
2. If first aid is determined by parent to be necessary, practitioner will assist parent in administering same (i.e. bandaging, cold packs).
3. If parent/caregiver decide that a call for First Aid Squad is necessary, practitioner can assist parent/caregiver in calling 911 and will then stand by until the First Aid Squad arrives.



Upcoming Presentations (English):

Monday, September 16th at 3:30 PM

Friday, October 18th at 8:30 AM

Wednesday, November 13th at 6:00 PM

Monday, December 9th at 12:30 PM

Upcoming Presentations (Spanish):

Mire lo siguiente para Español

Friday, October 4th at 12:30 PM

Wednesday, December 4th at 6:00 PM

Our Journey Continues

From IFSP to IEP

A Parent's Guide to the Transition Process from Early Intervention Services in New Jersey.

This presentation is geared towards parents of children 24-32 months old who will be transitioning out of Early Intervention Services.

When: Sept 16th @ 3:30 pm

Where: Zoom Presentation

[*Click to register*](#)

See below for Spanish presentations.

NJEIS NJ EARLY
INTERVENTION
SYSTEM
BIRTH TO THREE



Proximas Sesiones en Espanol:

Viernes, 4 Octubre @ 12:30 PM

Miercoles, 4 Diciembre @ 6:00 PM

Proximas Sesiones en Ingles:

Look above for English

Lunes, 16 Septiembre @ 3:30 PM

Viernes, 18 Octubre @ 8:30 AM

Miercoles, 13 Noviembre @ 6:00 PM

Lunes, 9 Diciembre @ 12:30 PM

Nuestro Viaje continua

Del IFSP al IEP

Una guia para padres sobre el Proceso de Transicion de los servicios de Intervencion Temprana en NJ

Esta presentacion esta dirigida a padres de ninos
de 24 a 32 meses de edad que saldran de los
Servicios de Intervencion Temprana.

Cuando: 4 Octubre @ 12:30 pm

Donde: Presentacion de Zoom

Registrate

Mire arriba para las presentaciones de Ingles.



NJEIS Exit Evaluations

Understanding an Exit Evaluation in Early Intervention



As your child's journey in the Early Intervention (EI) program comes to an end, we offer an exit evaluation. There is no cost to you for this service. This evaluation mirrors the initial evaluation your child underwent when they first joined the program. It provides an opportunity to celebrate your child's growth and see how much progress they've made from the beginning to the end of their time with NJEIS. Participating in this evaluation provides a meaningful reflection on your child's journey while in the program. It also helps the EI system know how we did in supporting your child's development.

The Importance of the Exit Evaluation for Your Child's Transition

This exit evaluation can be especially valuable as it highlights your child's developmental milestones and achievements, offering insights that will be useful as they transition to new services or settings. While this evaluation is similar to the annual check-ins you've had, its focus is solely on recognizing your child's progress rather than determining continued eligibility. It's a chance to gather valuable information that can guide future steps and support your child's continued development.



The Advantage of Completing Both the EI and School District Evaluation

Even if your school district is conducting an evaluation to determine your child's eligibility for special education services, it's still valuable to complete an exit evaluation in EI. These two assessments are separate processes and provide different insights. One focuses on how your child has progressed in their natural environment at home, while the other will be focused on school eligibility and future planning. By completing both evaluations, you'll get a comprehensive view of your child's development and needs, helping to ensure they receive the best possible support as they transition to the next stage of their education.



Understanding the Value of An Exit Evaluation

To participate in the exit evaluation, all you need to do is be available when the evaluator contacts you to schedule it. You just need to have your child and one parent or guardian present during the evaluation. The evaluator will bring everything needed, including all the testing materials. After the evaluation, you'll receive a detailed report with your child's current scores and previous scores for comparison. Participating in the exit evaluation is a simple yet important step in supporting your child's development.



Evaluaciones de salida de NJEIS



Entender una evaluación de salida de Intervención Temprana

A medida que el recorrido de su hijo en el programa de Intervención Temprana (IT) llega a su fin, ofrecemos una evaluación de salida. Este servicio no tiene ningún costo para usted. Esta evaluación refleja la evaluación inicial a la que se sometió su hijo cuando se unió por primera vez al programa. Brinda una oportunidad de celebrar el crecimiento de su hijo y ver cuánto progreso ha logrado desde el principio hasta el final de su tiempo con NJEIS. Participar en esta evaluación brinda una reflexión significativa sobre el recorrido de su hijo mientras estuvo en el programa. También ayuda al sistema de IT a saber cómo nos desempeñamos en el apoyo al desarrollo de su hijo.

La importancia de la evaluación de salida para la transición de su hijo

Esta evaluación de salida puede ser especialmente valiosa, ya que destaca los hitos y logros del desarrollo de su hijo, y ofrece información que será útil durante la transición a nuevos servicios o entornos. Si bien esta evaluación es similar a los controles anuales que ha tenido, se centra únicamente en reconocer el progreso de su hijo en lugar de determinar si sigue siendo elegible. Es una oportunidad para recopilar información valiosa que puede guiar los pasos futuros y respaldar el desarrollo continuo de su hijo.



La ventaja de completar tanto la evaluación de como la evaluación del distrito escolar

Incluso si su distrito escolar está realizando una evaluación para determinar la elegibilidad de su hijo para recibir servicios de educación especial, sigue siendo valioso completar una evaluación de salida en Intervención Temprana. Estas dos evaluaciones son procesos separados y brindan diferentes perspectivas. Una se centra en cómo ha progresado su hijo en su entorno natural en el hogar, mientras que la otra se centrará en la elegibilidad escolar y la planificación futura. Al completar ambas evaluaciones, obtendrá una visión integral del desarrollo y las necesidades de su hijo, lo que ayudará a garantizar que reciba el mejor apoyo posible en su transición a la siguiente etapa de su educación.



Entendiendo el valor de una evaluación de salida

Para participar en la evaluación de salida, todo lo que necesita hacer es estar disponible cuando el evaluador se comunique con usted para programarla. Solo necesita que su hijo y uno de sus padres o tutores estén presentes durante la evaluación. El evaluador traerá todo lo necesario, incluidos todos los materiales de prueba. Después de la evaluación, recibirá un informe detallado con las calificaciones actuales de su hijo y las calificaciones anteriores para comparar. Participar en la evaluación de salida es un paso simple pero importante para apoyar el desarrollo de su hijo.



#kNOWLEAD

Protect your child from lead exposure.
Know the sources of lead contamination:



Lead based paint

If your house was built before 1978



Imported goods

Some imported goods such as toys, cosmetics, candy, and spices



Herbal remedies

Some herbal remedies and folk medicines



Leaded pipes

Old water pipes with lead



Ceramic pottery

Lead has long been used in ceramic ware in glazes

Get your child tested at ages 1 & 2, and get the facts at nj.gov/health/childhoodlead or follow **#kNOWLEAD**



#kNOWLEAD

Proteja a su hijo de la exposición al plomo.
Conozca las fuentes de exposición al plomo:



Pintura en base a plomo

Si su casa fue construida antes de 1978



Productos importados

Algunos productos importados tales como juguetes, cosméticos, golosinas y especias



Remedios naturales

Algunos remedios naturales y medicinas caseras



Tuberías de plomo

Tuberías viejas de agua hechas con plomo



Artículos de cerámica

El plomo ha sido utilizado desde hace mucho en el esmalte de piezas de cerámica

Haga que su hijo sea examinado a la edad de 1 y 2 años, y conozca la realidad acerca del plomo en nj.gov/health/childhoodlead o siga #kNOWLEAD





SUNNY DAYS SUNSHINE CENTER



Our **Little Rays** **Preschool Prep** is an integrated approach to ABA, OT, and Speech Therapy.

Center-based services provided through private insurance or private pay.

This is a great way to introduce your child to other peers, get them ready for school, & allow them to have fun — all at the same time.

NOW SERVING OUR LITTLEST RAYS OF SUNSHINE

Your child will work 1:1 in individualized programs and then join peers their age for group work such as:

- ★ Circle Time
- ★ Art
- ★ Music
- ★ Play Time
- ★ ...And More!

WHO: Children 2 Years Old & Up

WHERE: Offered at each Sunshine Center location

WHEN: M-F, 9:30am-12:30pm

COST: Insurance & Private Pay Options

Scan to learn more



Call us today to have our team get you insurance authorization and to sign you up. Space is limited!

Call **866-55-SUNNY** or visit us at www.SunnyDaysSunshineCenter.com to learn more.

January 2024

Dear Families:

The following is a list of Sunny Days' Regional Administrators and Clinical Educators

Regional Administrator	Telephone	E-mail	New Jersey County
Sarah Martin	(201) 784-7577	smartin@sunnydays.com	Intervention Services in Bergen, Hudson, Morris, and Passaic.
Sheryl Newman	(732) 905-8939	snewman@sunnydays.com	Intervention Services in Mercer, Middlesex, Ocean, and Somerset.
Debbie Zielinski	(732) 335-3720	dzielinski@sunnydays.com	Intervention Services in Sussex, Essex, and Union. Coordinator of Autism Services in North and Central NJ
Marisa Lamonte-Paulsen	(732) 905-7737	mlamonte-paulsen@sunnydays.com	Intervention Services in Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Hunterdon, and Monmouth. Coordinator of Autism Services in the Southern Region.
Clinical Educators	Telephone	E-mail	New Jersey County
Jacque Jupin-Manzi, RNC NIC, MHA, IMH E'	(732) 223Q11	jjupin-manzi@sunnydays.com	Direct Intervention Services In New Jersey
Carmela Hanna, PT, DPT	(732) 294-3801	channa@sunnydays.com	Initial Evaluations/Assessments, Annual Evaluations/Exit Evaluations Sussex, Morris, Hudson, Bergen, Union, Passaic, Hunterdon, Ocean, Atlantic and Cape May Counties