

But I Don't Know How to Work With Babies

- All School Districts Participating In Serving Children, Birth To Three, And Their Families (RCW 28A.155.065)



This ITEIP PowerPoint was adapted for the AER Conference (March 2008). The original may be found at www.psesd.org/specialservices/ec.html

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Individuals with Disabilities Education Act (IDEA)

- | Part C (B-3) | Part B (3-21) |
|---|--|
| <ul style="list-style-type: none">• Early intervention to all eligible children• Birth to three years of age• Community providers, including school districts | <ul style="list-style-type: none">• Special Education to all eligible children• Three to 21 years of age• School districts |

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Washington State Structure

- | Part C (B-3) | Part B (3-21) |
|--|--|
| <ul style="list-style-type: none">• Lead Agency: DSHS• Lead Section: Infant Toddler Early Intervention Program• Advisory: SICC• ITEIP – Local Lead Agency – Family Resources Coordinators, Service Providers, and Families• CICC – Advises the Local Lead Agency | <ul style="list-style-type: none">• Lead Agency: OSPI• Lead Section: Special Education• Advisory: SEAC• OSPI – Local Education Agency – School District Staff, and Families |

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All School Districts Participate in Serving Children, Birth to Three, and Their Families

- **By September 2009 (RCW 28A.155.065)**
- **School districts are required to participate in partnership with ITEIP, Local Lead Agencies, and Community Resources**

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How Can School Districts Participate?

- **By providing services directly;**
- **Contracting with the Local Lead Agency and/or early intervention service provider(s); or,**
- **A combination of providing some services and contracting some services.**

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Must School Districts Provide FAPE?

- **No, school districts are not responsible for FAPE for children, birth to three.**
- **School districts' obligation for FAPE begins at age three.**
- **School districts are required to follow IDEA, Part C, and ITEIP policies, procedures, and early intervention definitions.**
- **See WAC 392-172-030 and 114**

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Where are ITEIP Policies and Procedures?

- ITEIP website at:
<http://www1.dshs.wa.gov/iteip>

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Eligibility (Number 1)

1. Developmental Delay

A child is eligible if he or she demonstrates a delay of 1.5 standard deviation or 25% of chronological age delay in one or more developmental areas as measured by appropriate evaluation tests or procedures, and administered by qualified personnel. In the case of . . . vision, the criteria listed within. . . vision impairment apply:

(continued)

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Physical: Vision Impairment

- (a) A vision impairment that adversely affects the child's development even with correction. Eligibility is dependent on documentation of a visual impairment, including one or more of the following conditions:

Legal blindness or visual handicap as they are customarily defined, either in terms of qualifying reduction in visual acuity and/or a qualified reduction in visual fields;

A visual impairment which is progressive in nature and can be expected to lead to blindness within a reasonable period of time.

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Vision Impairment (cont.)

(b) If a visual acuity or field cannot be determined:
Qualified personnel must identify a diagnosis or medical history which indicates a high probability of visual loss that may adversely affect the child's development.
Functional vision evaluation by a qualified professional is necessary to determine eligibility.

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Eligibility (Number 2)

2. Or a diagnosed physical or mental condition:
A child is eligible if he or she has a diagnosed physical or mental condition that has a high probability of resulting in a developmental delay, including but not limited to:
c) Deaf, **blind** or deaf-blind;
http://www1.dshs.wa.gov/ITEIP/Services_Elig.htm

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Early Intervention Services

- Assistive technology/services
- Audiology
- Family training, counseling, and home visits
- Health services (to enable the child to benefit from other early intervention services)
- Medical services (only for diagnostic or evaluation purposes - does not cover services that are surgical in nature)
- Nursing services (to enable the child to benefit from other early intervention services)
- Nutrition Services

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Early Intervention Services (cont.)

- Occupational therapy
- Physical therapy
- Psychological services
- Social work services
- Special instruction
- Speech language pathology
- Transportation
- VISION SERVICES

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The Individualized Family Service Plan (IFSP)

- The IFSP process is the heart of Part C services. It is the global plan for health, education, and social services regardless of funding source.
- The family and professionals work as a team to identify and mobilize formal and informal resources to help their child and family reach the outcomes identified in the plan.
- The IFSP's focus is on the child's development, within the context of the family's concerns, priorities, and resources.
- The IFSP includes outcomes for the child and the family (to enhance the developmental needs of their child).

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IFSP and Natural Environments

- Part C regulations defines natural environment as:
 - Settings that are natural or normal for the child's age peers who have no disabilities.

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Natural Environments (cont.)

- To the maximum extent appropriate to the needs of the child, early intervention services are provided in natural environments, including the home and community settings in which children without disabilities participate.
- This means we must focus on activities embedded in natural and daily routines and places where children and families live, learn, and play.

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IFSP (cont.)

- No single agency is obligated to provide every service on the IFSP. The IFSP must define roles and responsibilities, including funding sources.
- IFSP services are coordinated among a variety of community agencies, with Part C funding as the 'payer of last resort'.
- The IFSP Team may access a number of resources to pay for services, including Medicaid, SCHIP, private insurance, Tri-West, county developmental disabilities, as well as school districts.

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School District Role in the IFSP Process

- School districts are one part of the total state system for providing early intervention services.
- District personnel are one of the many community providers in the IFSP process and services.
- Districts, as part of the team, provide early intervention services based on the child's evaluation and assessment and IFSP.

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Other Resources

Early Intervention Guidelines for Infants & Toddlers with Visual Impairment in Washington State: Download from www.wsdsonline.org

ViSioN Program: Training at Combined Summer Institute, Yakima (July 17)
See flier!

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Questions and Comments

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