

Engagement in the Early Intervention Program Planning Process for Parents and Professionals

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University Center for Excellence
in Developmental Disabilities

GEORGETOWN UNIVERSITY CENTER FOR CHILD AND HUMAN DEVELOPMENT



Presenter: Rachel Brady, PT, DPT, MS

- Thank you for attending!
- Image description
- My background
- Who is here today?
- Director of the Georgetown University Certificate Program in Early Intervention
- Training Director for the Georgetown University Leadership Education in Neurodevelopmental and Related Disabilities (LEND)



Overview of the Individuals with Disabilities Education Act (IDEA)

Reference: <https://ectacenter.org/idea.asp>

Reference: <https://sites.ed.gov/idea/>

Federal grant program

- Part A- foundation; lays out the need and definitions
- **Part B- Special Education (3-21)**
- **Part C- Early Intervention (0-3)**
- Part D- National activities to improve education for children with disabilities



The screenshot shows the homepage of the Individuals with Disabilities Education Act (IDEA) website. The header features the IDEA logo and the text "Individuals with Disabilities Education Act". A search bar is located in the top right corner. Below the header is a navigation menu with links for Home, About, Law and Policy, Reports, Grants and Funding, Resources, and News and Media. The main content area includes a large banner image of children and adults, with the text "INDIVIDUALS WITH DISABILITIES EDUCATION ACT" overlaid. To the right of the banner is a sidebar with several links: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), OSERS Blog, IDEA by State, and Contacts. At the bottom of the page, there is a welcome message: "Welcome to the U.S. Department of Education's Individuals with Disabilities Education Act" and the URL "https://sites.ed.gov/idea/".



IDEA, Part C

Purpose

- To enhance the development of infants and toddlers
- To enhance the capacity of families to meet the needs of their infants and toddlers

Part C is NOT

- “.....intended to be a stand alone program serving this population”

Section 143(a) of IDEA Statute

Part C is

- Intended to build collaborations to meet the needs of infants and toddlers in their communities

Part C Core Principles

Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.

All families, with the necessary supports and resources, can enhance their children's learning and development.

The primary role of a service provider in EI is to work with and support family members and caregivers in children's lives.

The EI process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.

IFSP outcomes must be functional and based on children's and families' needs and family-identified priorities.

The family's priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.

Interventions with young children and family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations

What happens at age 3?

Transition to....

- Community supports
- New systems of care
- IDEA Part B, Section 619



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IDEA Part B, Section 619

MISSION

- Part B Preschool Special Education provides a free and appropriate public education in the least restrictive environment for children with disabilities through the delivery of special education and related services for children ages 3-5.

Part B, Section 619 Focus

Preschoolers with disabilities who need special assistance are eligible

Special education is provided in the least restrictive environment

Related services are provided to help the child access their education: curriculum, environment, extra-curricular activities

The Individualized Education Program (IEP) to support the child access their education

IEP goals are related to education outcomes and developed by a team of family members, the child when appropriate, special and general education teachers, related service providers, and other specialists as appropriate

Special education and general education work together

Related services should support the teachers to support the child's learning needs

Program Planning Requirements

Individualized Family Service Plan

- Child status
- Family Information
- Outcomes
- Early Intervention Services
- Other Services
- Dates and duration if services
- Service Coordinator
- Transition

IFSP PROCESS

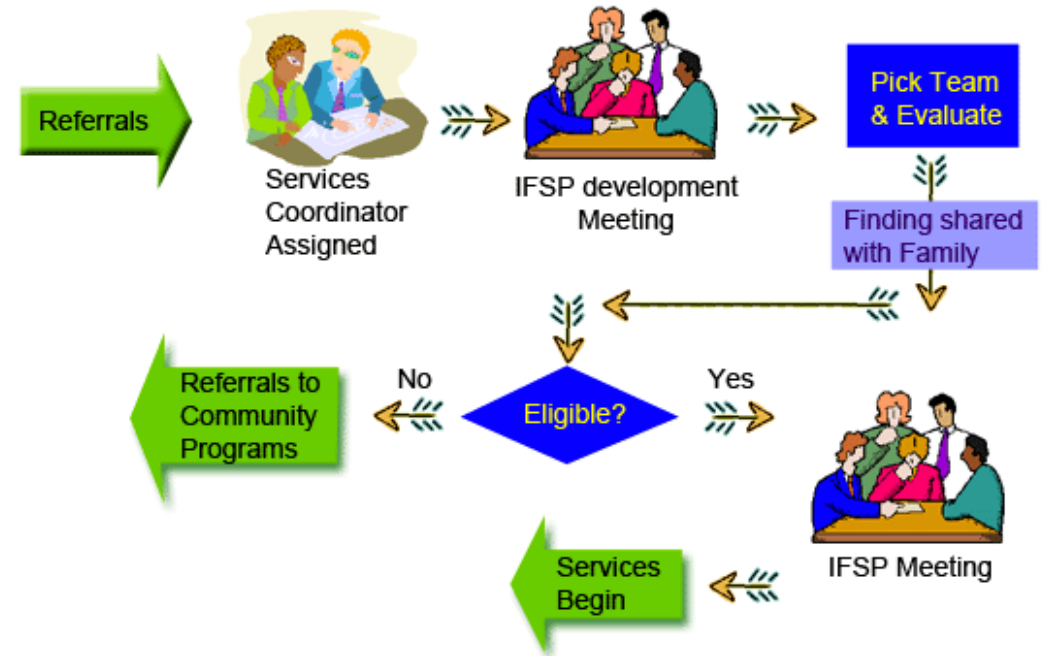


Image from speechbuddy.com

Statute Part C Subpart D Section 303.344



Program Planning Requirements

Individualized Education Program

- Child's present levels of academic achievement and functional performance
- Measurable annual goals, including academic and functional goals,
- Special education and related services and supplementary aids and services, to be provided to the child, or on behalf of the child, and the program modifications or supports for school personnel that will be provided for the child
- Educated and participate with other children with disabilities and nondisabled children (and reasons if not educated with non-disabled peers)
- Accommodations for state and district-wide assessments or alternative assessments
- the projected date for the beginning of the assessments and their frequency, location, and duration.

Reference: https://www.everycrsreport.com/reports/R41833.html#_Toc18484540



Questions?



So what does this mean for engagement?

For Families & Students?

For Service Providers?

**For Administrators and
Policy Makers?**



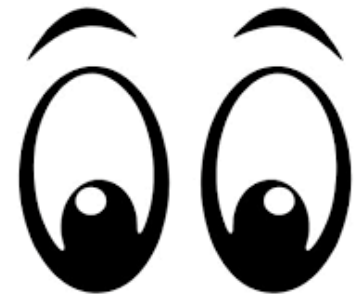
Preparation for Full Participation

How are we...

- Gathering information?
- Delivering services?
- Gathering feedback?

Consider

- Communication
- Model of collaboration
- Services
- Systems



Family Members

Strategies to support collaboration

- Gathering Information
- Delivering Services
- Gathering Feedback

- Think about what is important to you
- Communication
- Work on what improves your engagement with your child
- Use your service providers as a resource
- Connect
- Give feedback
- Know your rights

Family Members

- An Early Childhood Guidebook for Families of Young Children, Pacer Center
<https://www.pacer.org/ec/early-intervention/ifsp.asp>
- Individualized Family Service Plan Guidebook, Early Childhood Technical Assistance Center
<https://ectacenter.org/eco/assets/pdfs/EDISIFSPProcessGuidanceHandbook.pdf>
- Developing Your Child's IEP, Center for Parent Information Resources
<https://www.parentcenterhub.org/pa12/>
- See if your state has a guide. For example, Maryland Public Schools
[https://marylandpublicschools.org/programs/Documents/Special-Ed/BKPIS/GreenUnderstandingtheIFSPGuide\[Sept2018\]online.pdf](https://marylandpublicschools.org/programs/Documents/Special-Ed/BKPIS/GreenUnderstandingtheIFSPGuide[Sept2018]online.pdf)

Young Children & Students

- What are their likes?
- What do they want to be able to do?
- Communication
- Social engagement



Service Providers & Teachers

Practices that promote partnership and engagement

- Gathering Information
- Delivering Services
- Gathering Feedback
- Examine how you team with families & providers
- Use authentic assessment practices
- Offer evidence-based strategies to deliver services
- Connection to community services
- Use information across discipline organizations

Service Providers & Teachers

The Envelope <https://theenvelope.commons.gc.cuny.edu/> Bonnie Keilty, Carol Trivette, Kerri Bull

Developing High-Quality, Functional IFSP Outcomes and IEP Goals Training Package, Early Childhood Technical Assistance Center
<https://ectacenter.org/topics/ifsp/ifspprocess.asp>

Fidelity tools for practices such as gathering information and approaches to service delivery

Self Assessment Checklist for Personnel Providing Services and Supports in Early Intervention and Early Childhood Education Setting
<https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf>

Decision Makers

- Create feedback mechanisms
- Ensure quality continuing education
- Use fidelity measures
- Use data to understand performance
- Find and collaborate with all partners
- Self- assessments



Decision Makers

Family Engagement in Systems Assessment Tool (FEAST), Family Voices <https://familyvoices.org/>

Cultural and Linguistic Policy Assessment (CLCPA), National Center for Cultural and Linguistic Competence
<https://nccc.georgetown.edu/assessments/>

Feedback and Advocacy

Interagency Coordinating Council

<https://ectacenter.org/topics/intercoord/intercoord.asp>

Parent Training and Information Centers (PTI) & Community Parent Resource Centers (CPRC's) <https://www.parentcenterhub.org/find-your-center/>

Local & State Government Part C and Part B, Section 619 Program Coordinators

- Part C <https://ectacenter.org/contact/ptccoord.asp>
- Part B, Section 619 <https://ectacenter.org/contact/619coord.asp>

Resources

- U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs <https://www2.ed.gov/about/offices/list/osep/index.html>
- Family Voices <https://familyvoices.org/> And Many More!
- Early Childhood Technical Assistance Center <https://ectacenter.org/>
- Center for Parent Information and Resources <https://www.parentcenterhub.org/>

Questions?



Contact Us



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