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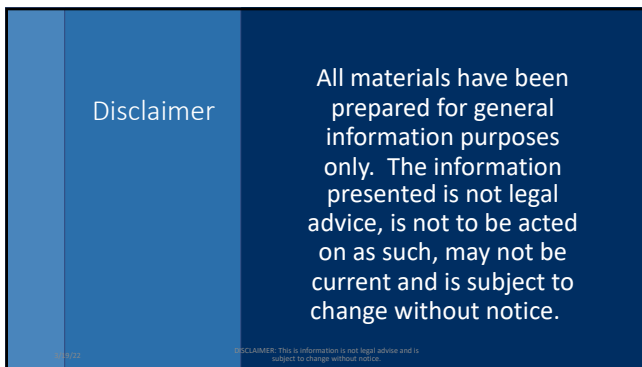
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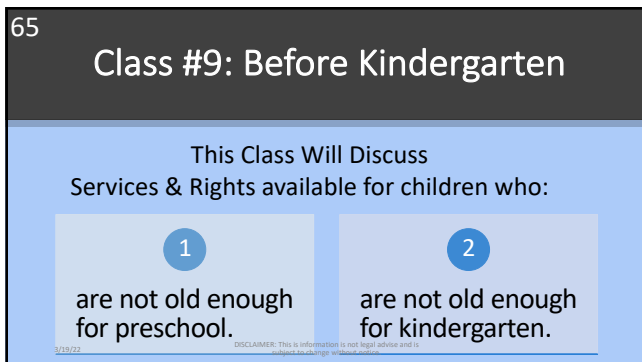
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### What is Early Start?

Each state is required, under IDEA, to provide early intervention services through its own comprehensive, coordinated program.

California's program to deliver these services is called **Early Start**. Early Start services are designed to be provided in a coordinated, family-centered system.

From birth till 3 years old

**SPECIAL EDUCATION PROCESS**

Referral, Evaluation, Eligibility, IEP or IEP, Placement, Instruction, Annual Review

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### Early Start: Early Intervention Services

Services designed to help infants and toddlers with disabilities or delays to catch up in their development. The focus is on helping babies and toddlers learn the basic and brand-new skills that typically develop during the first three years of life, such as:

- **Physical:** such as reaching, rolling, crawling, and walking
- **Cognitive:** such as thinking, learning, and solving problems
- **Communication:** such as talking, listening, and understanding
- **Social/emotional:** such as playing, and feeling secure and happy
- **Self-help:** such as eating and dressing

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Birth through age 2      Age 3 to age 5      Age 5 through age 22

**Early Start**      **Preschool**      **School**

Pre-Preschool Rights are different in Early Start than in Preschool

Many of the rights for preschool school age special education are the same, but there are some differences

- Statutes
  - FEDERAL: Part C of IDEA
  - STATE: California Early Intervention Act

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**IFSP vs IEP**

	IFSP	IEP
<b>AGES</b>	Birth through age 2	3 through age 22
<b>RESPONSIBLE AGENCY</b>	Dep't of Developmental Services	School District
<b>TEAM</b>	Includes Parents	
<b>PROCESS</b>	(1) Referral, (2) Evaluation, (3) Eligibility Determination, (4) Develop Plan	

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**66 Eligibility:** birth through 2 years who have at least one of the following:

A significant developmental delay in one or more of the following five areas:

- cognitive
- physical and motor
- communication (including vision & hearing)
- social or emotional OR
- adaptive

There is a significant difference between the expected level of development for their age and their current level of functioning.

They have established risk conditions of "known etiology" (cause) or conditions with established harmful developmental consequences.

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**66 Eligibility:** birth through 2 years who have at least one of the following:

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- cognitive
- physical and motor
- communication (including vision & hearing)
- social or emotional OR
- adaptive

BEFORE THE  
OFFICE OF ADMINISTRATIVE HEARINGS  
STATE OF CALIFORNIA

In the Matter of:  
**M.R.**,  
Petitioner,  
vs.  
**EASTERN LOS ANGELES REGIONAL CENTER.**  
Respondent.

OAH No. 2014051141  
California Early Intervention Services Act (Gov. Code, § 95000 et seq.)

**DECISION**

They have established risk conditions of "known etiology" (cause) or conditions with established harmful developmental consequences.

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  - communication (including vision & hearing)
  - social or emotional OR
  - adaptive
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66 **Eligibility:** birth through 2 years who have at least one of the following:

- A significant developmental delay in one or more of the following five areas:
  - cognitive
  - physical and motor
  - communication (including vision & hearing)
  - social or emotional OR
  - adaptive
- There is a significant difference between the expected level of development for their age and their current level of functioning.
- BEFORE 24 MONTHS
  - 33% delay in one area
- 24+ MONTHS
  - 50% delay in one area
  - OR
  - 33% delay in 2+ areas
- STANDARDIZED TESTS
  - 1/3 below age expectation

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66 **Eligibility:** birth through 2 years who have at least one of the following:

- A significant developmental delay in one or more of the following five areas:
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- There is a significant difference between the expected level of development for their age and their current level of functioning.
- They have established risk conditions of "known etiology" (cause) or conditions with established harmful developmental consequences.

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66 **Eligibility:** birth through 2 years who have at least one of the following:

ELARC; 28 months old at time of evaluation

- Auditory comprehension = 27 months
- Expressive Communication = 21 months
- Total Language = 24 months

Kaiser Report; 29 months old at evaluation

- Receptive Language = 32 months
- Expressive Language = 17 months

BEFORE 24 MONTHS
33% delay in one area
24+ MONTHS
50% delay in one area 12 months
OR
19 months
33% delay in 2+ areas
STANDARDIZED TESTS
1/3 below age expectation

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66 **Delivery of Services**

- The Department of Developmental Services (DDS) has been designated as the lead agency responsible for the administration and coordination of the statewide service delivery system.
  - The services are delivered through an **Individualized Family Service Plan (IFSP)**.
  - A service coordinator designated by the IFSP team is responsible for direct implementation of the plan, as well as coordination with other agencies.

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67 (1) A referral must be made to the regional center or school district, *orally or in writing.*

School Districts	Regional Centers
"Low incidence" disabilities — occurring in less than 1% — which are solely visual, hearing, or severe orthopedic impairments, OR Require intensive special education and services.	all other eligible infants, including children who have developmental delays or are at risk of delay.

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67 (2) A timely, comprehensive, multidisciplinary evaluation must be provided to identify:

(1) The child's **unique strengths and needs** in each of the five areas of assessment:

- Cognitive development
- Physical and motor development
- Communication development
- Adaptive development AND
- Social or emotional development

(2) Early intervention & other **services appropriate to meet your child's needs**; and

(3) The family's resources, priorities, and concerns AND the supports & services necessary to enhance the family's capacity to meet the developmental needs of their infant/toddler

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67 (2) A timely, comprehensive, multidisciplinary evaluation must be provided to identify:

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- Cognitive development
- Physical and motor development
- Communication development
- Adaptive development AND
- Social or emotional development

(2) Early intervention & other **services appropriate to meet your child's needs**; and

(3) The family's resources, priorities, and concerns AND the supports & services necessary to enhance the family's capacity to meet the developmental needs of their infant/toddler

*Assessments should be conducted in natural environments whenever possible. Natural environment means a setting that is natural or normal for non-disabled peers that are the child's age.*

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67 (3) The eligibility decision is made by:



Qualified staff of the regional center or district



With the participation of the multidisciplinary team



Including the parents

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**67** (4) Develop an IFSP

**WHO:** A multidisciplinary team, including the parents

- Develop the IFSP from the information provided by the assessment and
- Identifies the services appropriate to meet such needs.

**WHEN:** The regional center or school district must **develop an IFSP**

- within 45 calendar days of the referral for early intervention services.



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**68** **WHAT:** The IFSP must be in writing and include:

- A statement of present levels of development;
- A statement of the family's concerns, priorities and resources;
- A statement of the major outcomes to be expected
  - and the criteria, procedures and time lines used to evaluate these outcomes;
- A statement of specific services
  - including how often, how much, and the method of delivery;
- A statement of the "natural environments" in which early intervention services shall appropriately be provided,
  - including a justification of the extent, if any, to which the services will not be provided in a natural environment;
- Dates for starting services;
- Name of agency responsible for providing the identified services;
- Name of the service coordinator; and
- A transition plan to other appropriate services.

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**69** **HOW:** Services may include:

- Assistive technology devices and services;
- Audiology;
- Family training, counseling & home visits;
- Health services
- (including catheterization, tracheostomy care,
- tube feeding, changing of dressings and colostomy bags and physician consultation);
- Medical services only for diagnostic or evaluation purposes;
- Nursing services;
- Nutrition services;
- Occupational and physical therapy;
- Physical therapy;
- Psychological services;
- Service coordination services;
- Sign language & cued language services;
- Social work services;
- Special instruction;
- Speech and language services;
- Transportation and related costs;
- Vision services; and
- Respite & other family support services.

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**When the Child Turns Three** If NOT eligible for Special Education

At least 90 days before 3<sup>rd</sup> birthday

Transition Plan must be developed

- by lead agency, family, and relevant service providers
- To assure a smooth transition from Part C to other appropriate services

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**69** **When the Child Turns Three** If eligible for Special Education

6 months before child turns 3

Service Coordinator must notify: • Parents & • District of need for a Transition Plan meeting

30 days

Everyone must agree on a date

90 days before 3<sup>rd</sup> birthday

Convene a transition conference with: • Parents • District

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**69** **Transition Planning Meeting**



**Should discuss:**

Possible preschool Special Education services and Transition steps



**Should include:**

Parents  
School district and Regional Center

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Federal law requires that this discussion include:

- (1) Future placements and parent training regarding these placements;
- (2) Procedures to prepare the child for changes in service delivery and adjustments to new settings; and
- (3) Transmission of information and records to the school district.

34 C.F.R. Sec. 303.344(h)

In addition, California law requires that:

- (1) Parents are provided information about community resources;
- (2) Information about the child is sent to the school district, including IFSPs (with the parent's consent), and any necessary assessments by the district and regional center to determine eligibility and the timelines for completing assessments;
- (3) A projected date for conducting a final review of the IFSP is determined;
- (4) Steps are taken to ensure that the referral to the district is received in enough time so that assessments are completed, and an IEP implemented, by the child's third birthday;
- (5) Referral to the district occurs no later than the time a child reaches age 2 years, 9 months, or before the district's break in services if the child will turn 3 during that break; and
- (6) The people responsible for convening an IEP and final IFSP meeting are identified.

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Eligible student's  
must receive a  
FAPE in LRE

Eligibility is the  
same as for  
Special Education

Preschool: Ages 3-5

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The California Legislature states that these are some of the benefits of preschool education programs provided in a "typical environment:"

Prevent:	Produce substantial gains in development	Reduce
<ul style="list-style-type: none"> <li>the development of secondary disabling conditions and</li> <li>significantly reduce the potential impact of any disabling conditions</li> </ul>	<ul style="list-style-type: none"> <li>physical</li> <li>cognitive</li> <li>speech and language</li> <li>psychosocial</li> <li>self-help</li> </ul>	<ul style="list-style-type: none"> <li>family stress</li> <li>societal dependency and institutionalization</li> <li>the need for special day class placement once school age</li> </ul>

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71 SpEd Services: Preschool vs School

- Evaluation Criteria = SAME
- Eligibility Criteria = SAME
- "Stay Put" = DOES NOT APPLY to IFSP → IEP transition
- IEP Procedures & Rights = SAME
- Special Education & Related Services = SAME
- LRE = SAME

However, if district has no preschool program they do not have to establish one for sole purpose of LRE

Including parent counseling & training to better understand your child's special needs & development

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24 Educational performance is a broad concept

IDEA distinguishes between "educational" and "academic"

For example, children must be assessed by schools in **all** areas of suspected disability.

Academic performance is only one of the areas in which children must be assessed.

20 U.S.C. Sec. 1414(b)(3)(B)  
34 C.F.R. Sec. 300.304(c)(4)

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Evaluation Area	Examiner Title
<input checked="" type="checkbox"/> <b>Academic Achievement</b> - These assessments measure reading, arithmetic, oral and written language skills, and/or general knowledge.	SDC Intensive Autism Teacher
<input checked="" type="checkbox"/> <b>Health</b> - Health information and testing is gathered to determine how your child's health affects school performance.	School Nurse
<input checked="" type="checkbox"/> <b>Intellectual Development</b> - These assessments measure how well your child thinks, remembers, and solves problems.	Program Psychologist
<input checked="" type="checkbox"/> <b>Language/Speech Communication Development</b> - These assessments measure your child's ability to understand and use language and speak clearly and appropriately.	Speech & Language Pathologist
<input checked="" type="checkbox"/> <b>Motor Development</b> - These assessments measure how well your child coordinates body movements in small and large muscle activities. Perceptual motor skills may also be measured.	Occupational Therapist
<input checked="" type="checkbox"/> <b>Social Emotional/Behavior</b> - These assessments will indicate how your child feels about him/herself, gets along with others, takes care of personal needs at home, school and in the community.	Program Psychologist
<input checked="" type="checkbox"/> <b>Adaptive Behavior</b> - These assessments indicate how your child takes care of personal needs at home, school and in the community.	Program Psychologist
<input type="checkbox"/> <b>Post-Secondary Transition</b> - These assessments related to training, education, employment and where appropriate independent living skills.	Special Education Teacher & Program Psychologist
<input checked="" type="checkbox"/> <b>Other</b>	
SCIA - Special Circumstance Instructional Aide Assessment	
<input type="checkbox"/> <b>Alternative Means of Assessment</b> - (Describe alternative methods of assessing the child, if applicable)	

3/19/22 Examiner/Qualifiers have professional, regulatory and district occupational safeguard provisions. Please refer to the relevant statute.

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**Qualifying Areas of Impairment:**

<b>Autism</b>	<b>Deaf-Blindness</b>	<b>Emotional Disturbance</b>	<b>Hearing Impairment/Deafness</b>
<b>Intellectual Disability</b>	<b>Multiple Disabilities</b>	<b>Orthopedic Impairment</b>	<b>Other Health Impairment</b>
<b>Specific Learning Disability</b>	<b>Language Or Speech Disorder</b>	<b>Traumatic Brain Injury</b>	<b>Visual Impairment</b>

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**IDEA Requires that the Assessment Plan be:**

**Sufficiently Comprehensive**

- Assess all areas
- Individualized

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**Valid**

- Technologically Sound
- Trained Personnel
- Consider Communication, Language & Culture

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**Proper Assessment Plan**

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- Please take our survey
  - <https://forms.gle/8JKvsi5GcyeGpm9e6>
- Next week is the LAST class
  - It will be starting at 10:30; sorry for the change in time
  - Reminder emails will go out next week

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