



Helpful Information About Preschool Early Intervention

Eligibility:

Eligibility is a two-pronged decision.

- Developmental delay: (same as Infant Toddler)
 - Delay of 25% in one or more areas of development
 - 1.5 standard deviations below the mean on standardized test in one or more areas of development

[Chapter 14.101]

OR

A child evaluated as having:

- Autism
- Deaf-blindness
- Deafness
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual impairment including blindness

[\$300.8 and 300.111]

One of the above AND

By reason thereof, needs special education and related service

Evaluation

Purpose of Evaluation:

Determines whether the child has a disability and needs special education and related services and to determine the extent to which the child can be involved in appropriate preschool activities. [Chapter 14.153(3) and §300.301 (b)]

Individualized Education Program

Participants: The IEP team is composed of:

- The parents of the child
- Not less than 1 regular education teacher if the child is or may be participating in the regular education environment
- Not less than 1 special education teacher or where appropriate, not less than 1 special education provider
- An agency representative who is qualified to provide or supervise specially designed instruction, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resource.
- An individual who can interpret the instructional implications of the evaluation results (may be a member of the team described above)
- Other individuals, at the parent or agency discretion who have special expertise or knowledge about the child, including related service personnel as appropriate [Chapter 14.154(b) and §300.321(a)]
- Initial IEP Team meeting for child under Part C. In the case of a child who was previously served under Part C of the Act, an invitation to the initial IEP Team meeting must, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services §300.321(f)

Plan Components and Content of IEP (similar to IFSP)

- Special Considerations (vision, hearing, behavior, limited English proficiency, communication, assistive technology, transition)
- Present Levels of Academic Achievement and Functional Performance
 - Developmental, academic achievement, and functional performance information on the child's strengths and needs, describing what the child can and cannot do in appropriate activities
 - How the disability affects the child's participation in appropriate activities
- Family Services
 - Family needs related to supporting their child's development
 - Services/assistance provided to assist the family in supporting their child's development

- Goals and Progress Indicators
 - Measurable annual goals designed to enable the child to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the child's disability
 - Description of how the child's progress toward meeting annual goals will be measured and when periodic reports on the child's progress will be provided
- Specially Designed Instruction and Program Modifications
 - modifications and accommodations to enable the child to attain goals and to be involved in and progress in appropriate activities with children without disabilities and progress in the general curriculum ie .the same curriculum as non-disabled children.
 - [§300.320]
 - Supports to program personnel, including training or materials
- Least Restrictive Environment
 - Recommended Level of Intervention and Educational Environment
 - Explanation to what extent, if any, the eligible child will not participate with non-disabled children in appropriate activities
 - [§300.320(a) (5)]
- Early Intervention Services
 - Statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child.
 - The IEP team shall recommend services and programs be provided in a regular class or regular preschool program unless the IEP team determines that the IEP cannot be implemented in a regular class or regular preschool program even with supplemental aids and services.
 - [Chapter 14.155(c)]
 - Services provided in the home may be the least restrictive Early Intervention program for eligible preschoolers
 - [Chapter 14.155(b)]

Projected start date, frequency, duration and location of services.

Location of Services and Supports:

Least Restrictive Environment

- To the maximum extent appropriate, children with disabilities are educated with children who are nondisabled.
[Chapter 14.102(2)(xxiv) and §300.114]
- Services provided in the home may be the least restrictive Early Intervention program for eligible preschoolers
[Chapter 14.155(b)]