

## Similarities of Early Intervention Infant Toddler and Preschool Programs

### Eligibility

- Infant Toddler and Preschool EI use the same definition of developmental delay.
- Infant Toddler and Preschool EI use a multidisciplinary evaluation process to determine initial and ongoing eligibility.

### Evaluation

- All children need a determination of eligibility, the type and extent of the evaluation is an individualized decision.
- Information is gathered about both the child and family's needs.
- Families are members of the multidisciplinary team that conducts the evaluation.
- A written evaluation report must be provided to the family within timelines.
- There is a standardized, statewide format for the MDE report.
- Evaluations and assessments of the child must be conducted in the native language of the child and be conducted by qualified personnel, in a non-discriminatory manner.
- Cannot use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability or determining appropriate programs or services for the child.

### Individualized Plans

- Infant Toddler and Preschool EI Programs require a written plan that describes for the provision of appropriate Early Intervention services to an infant/toddler or preschool child, including services to enable the family to enhance the young child's development. The plan shall be based on and responsive to the results of the evaluation.
- There is a statewide standardized Plan for infants, toddlers and preschool age children.
- Plans must be reviewed annually.
- Infant Toddler and Preschool EI require services to start as soon as possible after the completion of the plan and with parent consent and no later than 14 days from that date.
- Individualized plans Infant Toddler and Preschool EI must include the start date of services, duration, frequency, intensity, method, length, duration and location of service.

## **Services**

- Infant Toddler and Preschool EI programs provide similar Early Intervention services for the child and family.
- While Programs provide a list of Early Intervention services, the types of services that may be provided to the child and their family is not limited by this list.
- Services in Infant Toddler and Preschool EI Programs are designed to meet the developmental needs of the child and the family's needs related to enhancing the child's development.

## **Location of Services**

- Infant Toddler and Preschool EI Programs support providing services to children with disabilities in settings with typically developing peers to the maximum extent appropriate to the needs of the child.
- Infant Toddler and Preschool EI Programs require an explanation of why services, if any; will not be provided in a natural environment (Infant/Toddler)/least restrictive environment (Preschool).
- Infant Toddler and Preschool EI Programs rely on the team, including the parents, to make the decision about where services should occur as appropriate to meet the needs of the child.

## **Program Exit**

- Infant Toddler and Preschool Programs have obligations at age three to meet in order to assist in making sure the transition is smooth and effective.
- Infant Toddler and Preschool Programs must develop interagency agreements to ensure smooth transitions. [Act 212, Section 104; Chapter 4226.77(d)]
- Infant Toddler and Preschool Programs are required to have procedures for a child to exit from Early Intervention services. [Act 212, Section 301(a)(14)]
- Infant Toddler and Preschool Programs have policies and procedures related to the transition of young children from Early Intervention services to other special education or community services.