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Pocket Guide

Early Intervention Process

Things to Remember

There are 17 types of Early Intervention Services

Types of early intervention services include, but aren't limited to, the following:

1. Assistive technology devices and services
2. Audiology
3. Family Training, counseling, and home visits
4. Health Services
5. Medical Services (for diagnostic or evaluative purposes to help in determining the eligibility of the infant or toddler)
6. Nursing Services
7. Nutrition Services
8. Occupational therapy
9. physical therapy
10. Psychological Services
11. Service coordination services
12. Sign language and cued languages
13. Social work services
14. Special instruction
15. Speech language pathology services
16. Transportation to access the other EI services and the related costs
17. Vision services

<https://www.pacer.org/>

PACER Center

<https://pathfinder-nd.org/resource.php?f=108>

ND DHS

Understanding Early Childhood Transition: A Guide for Families and Professionals

<https://www.dec-sped.org/>
Division for Early Childhood (DEC)

<https://community.fpg.unc.edu/connect>
CONNECT: The Center to Mobilize Early Childhood Knowledge

<https://www.earlyliteracylearning.org>
Center for Early Literacy Learning (CELL)

<https://ectacenter.org>
Early Childhood Technical Assistance Center (ECTA)

<https://www.parentcenterhub.org/>
Center for Parent Information & Resources (CPIR)

<https://www.nd.gov/dpi>
ND Department of Public Instruction (NDDPI)

<https://pathfinder-nd.org/>
Pathfinder Services of ND

Additional Resources

Additional Resources

under Part C of IDEA.

Service Coordination Services - Services provided by a service coordinator to assist and enable an infant or toddler with a disability and the child's family to receive the services and rights, including procedural safeguards, required

Natural Environments - Settings that are natural or typical for a same-aged infant or toddler without a disability. May include the home or community settings, and must be consistent with the provisions of the law.

Multidisciplinary - The process of having two or more separate disciplines or professions. It is defined for two specific contexts: during evaluation of the child and family; and in terms of the IFSP Team.

Consent - Giving Consent is strictly voluntary for parents. They may revoke consent at any time, but that revocation is not retroactive. Notable times when parents must give their consent: screening, evaluation, or provision of services.

Native Language - Refers to other modes of communication such as sign language, and the diversity of languages spoken by different cultures and countries.

Prior Written Notice - Refers to the information that must be provided to parents in a reasonable time before the lead agency or an EIS provider proposes, or refuses, to initiate or change the identification, evaluation, or placement of their infant or toddler, or the provision of early intervention services to the infant or toddler with a disability and that infant's or toddler's family.

Early Intervention Services - The public agency that receives the State's Part C policies and services available. The public agency that receives the public funding, develops the State's Part C policies and procedures, oversees the operation of EI (providing monitoring and supervision of the early intervention process in the State).

Developmental Delay - Defined as demonstrated a significant delay in one or more of the following areas: cognitive, fine motor, gross motor, vision, hearing, communication, preacademic, socialization, and adaptive skills.

Infant or Toddler with a Disability - If a child is in one (or more) of the developmental delay areas, then he or she is eligible for early intervention services under Part C.

Key Terms

9 Key Terms

Required Team Members

Each initial meeting and each annual IFSP Team meeting to evaluate the IFSP must include the following participants:

1. The parent or parents of the child.
2. Other family members, as requested by the parent, if feasible to do so.
3. An advocate or person outside of the family, if the parent requests that the person participate.
4. The service coordinator designated by the public agency to be responsible for implementing the IFSP.
5. A person or persons directly involved in conducting the evaluations and assessments.

6. As appropriate, persons who will be providing early intervention services under this part to the child or family.

*1-4 are part of the IFSP review

7 Acronyms

- **IDEA** - The Individuals with Disabilities Education Act, our nation's early intervention and special education law. IDEA became IDEA in the amendments of 1990, where the name was changed to reflect a movement toward people-first language.
- **IFSP** - Individualized Family Service Plan is a written plan for providing early intervention services to an infant or toddler with a disability and the child's family. Every infant and toddler with a disability receiving early intervention services under Part C must have an IFSP.
- **EI OR EIS** - Early intervention (EI) and early intervention service (EIS).
- **ICC** - Interagency Coordinating Council. A State must establish an ICC with certain membership. The Part C regulations stipulate that 20% of the ICC must be parents of infants or toddlers with disabilities or children with disabilities aged 12 years or younger, 20% must be public or private providers of early intervention services.
- **FERPA** - Family Educational Rights and Privacy Act, a federal law that protects the privacy of student education records.
- **PII** - Personally identifiable information. In Part C it can be understood as information that can be used to distinguish or trace a child's identity, such as: the child's name, the name of the child's parent, or other family members.
- **TA & D** - Technical Assistance and Dissemination Network. OSEP is responsible for guiding, supporting, and monitoring the implementation of IDEA on behalf of children with disabilities in the nation.

Things to Remember

▶ **LOOK INSIDE FOR MORE** ▶

8 Steps in the Early Intervention Process

1 Referral- In Early Intervention happens when someone notices that a baby or toddler may not be developing like other children their age, possibly due to a delay, disability, or medical condition. Every state must have a system called Child Find to help identify young children who may need extra support and to explain how families can refer a child for services. In North Dakota, Child Find is called Right Track, and it helps connect families to early intervention services for infants and toddlers who may need support.

2 Evaluation- The process used to see if a child qualifies for Early Intervention services. This includes screening, the initial evaluation and assessment of the child and family, and the first IFSP meeting, all of which must happen within 45 days of the referral. A team reviews the referral and evaluation information to decide if the child has a disability and needs services. The team includes parents and trained professionals such as a general education teacher, special education teacher, LEA representative, specialists, qualified evaluators, and others the parents choose. Parents know their child best, and professionals share their skills and experience to understand the child's needs.

3 IFSP Meeting- Held for every infant or toddler with a developmental delay who receives Early Intervention services. The IFSP (Individualized Family Service Plan) is used to set realistic goals for the child and to explain the services that will help the child and family. It includes information about the child's development, the family's priorities and concerns (shared if they choose), the outcomes the child is working toward, the services that will be provided, any medical or other supports, the name of the service coordinator, and plans to help the child transition out of Early Intervention services when the time comes.

4 EI Services- services begin after the IFSP is written. This is when the child and family receive the services listed in the plan. These services are usually provided in the child's natural environment, such as the home or another place the child normally spends time. If services cannot be provided well in the natural environment, the IFSP will explain why and where services will take place instead.

5 IFSP Review- Happens because young children grow and change quickly, especially in the early years. The law requires that a child's IFSP be reviewed at least every six months to make sure the plan still meets the child's needs. This is called a periodic review. The IFSP can be reviewed more often if needed or if the family asks for a review.


6 IFSP Annual- The IFSP must be reviewed at least once each year. During this review, the team looks at ongoing assessments to see how the infant or toddler is progressing toward the goals in the IFSP. The assessment results help the team decide if any changes are needed and which early intervention services should continue, change, or be added. Please refer to the "Team Members" section to see who attends the IFSP review meeting.


7 Transition Plan. Early Intervention services under Part C usually end when a child turns three years old. It is important to help children move smoothly from Part C into their next program or setting. A transition plan is created to support this process and must be included in the child's IFSP at least 90 days before the child's third birthday (around the 2 years, 7 months meeting). The transition plan is part of the IFSP and is not a separate document. There are several program options a child may move to after leaving Part C. These may include a preschool program, preschool or elementary school services, Head Start or Early Head Start, child care programs, or other appropriate services.


8 IDEA Part B. Under Part B of the Individuals with Disabilities Education Act (IDEA), special education and related services are provided to meet the unique needs of eligible children with disabilities. This includes preschool services under Section 619 of IDEA for children ages 3–5.

Part B is typically administered at the state level by the state educational agency, or SEA. Local educational agencies (LEAs) are responsible for ensuring that special education and related services are made available to eligible children through the public school system in the area they serve. Where a child lives in the state determines which LEA is responsible for the child educationally.

Pathfinder Services of ND (PSND) is a 501(c)(3) non-profit organization that provides educational resources and navigational supports through statewide services to families, youth, and professionals.

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