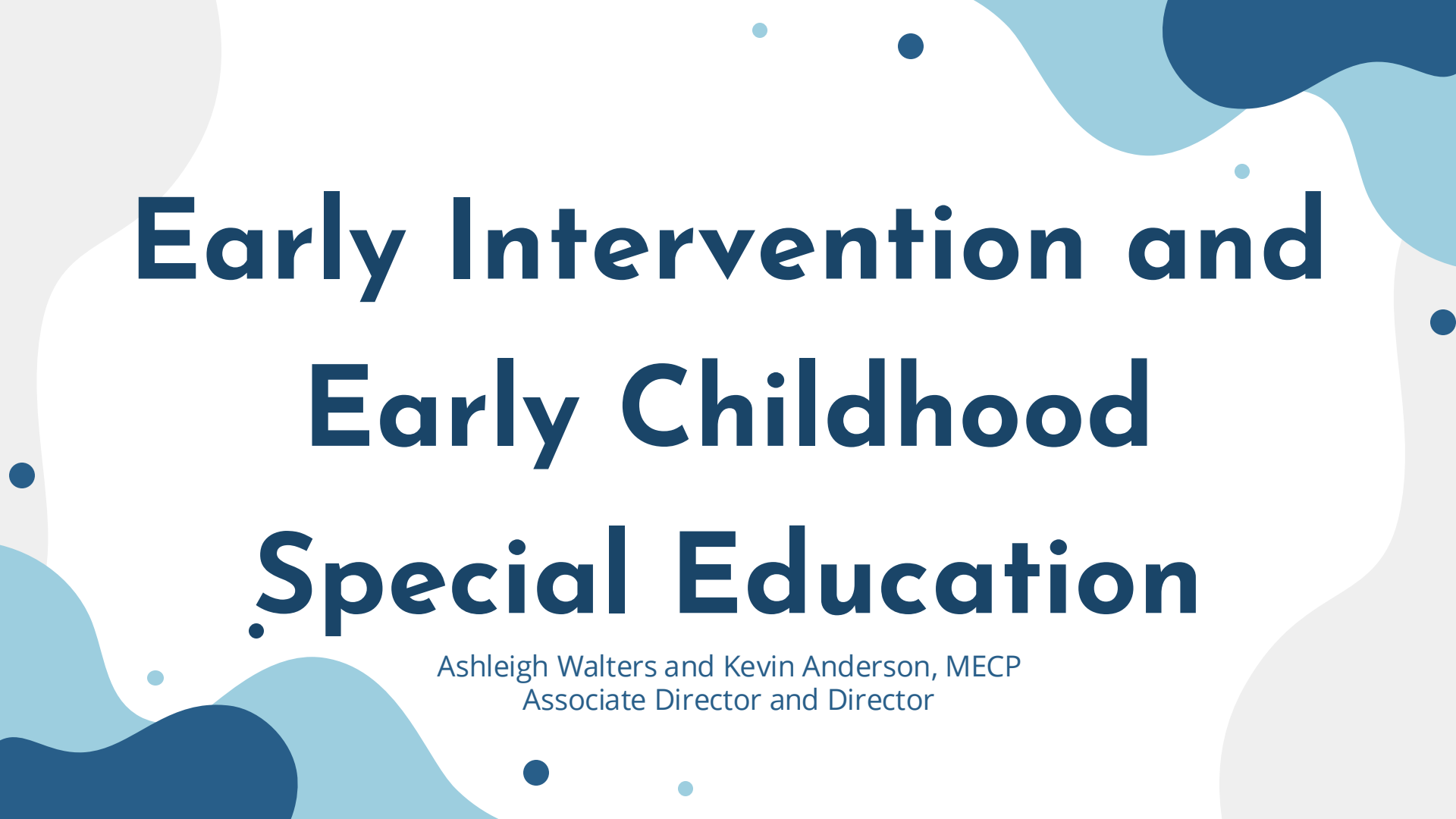




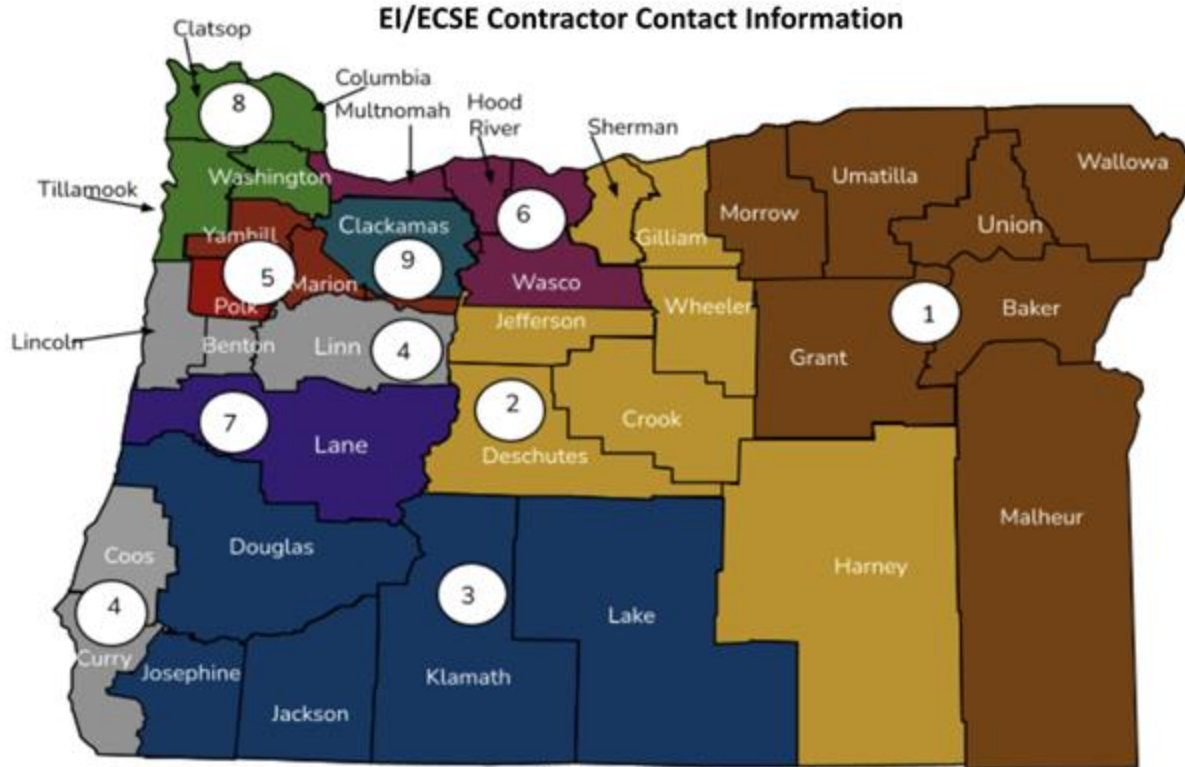
Early Intervention and Early Childhood Special Education

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Oregon EI/ECSE Overview

- Programs
 - What is EI/ECSE?
 - When to make a referral
 - How to make a referral
 - Referral to Evaluation to Eligibility
 - IFSP Development
 - Natural / Least Restrictive Environment
 - Protected Educational Information / Confidentiality
 - Our service model (if time allows)
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Statewide Map



Early Intervention/Early Childhood Special Education

* use main contractor websites for counties without a separate website listed

What Is EI/ECSE?

- State Program funded through the Department of Education - Grant in Aid
- Provides early intervention (0-3) and early childhood special education services (3-5) in a seamless system
- Services are individually designed to address the special needs of the young child with developmental delays or disabilities.
- All services are free of charge to families
- Contracts are held by ESDs or School Districts to provide the services

When to make a referral?

Anyone can make a referral:

- Call the appropriate referral number about any baby, toddler, or preschool child whose development seems slow and who might need some kind of special services, especially if they have problems with how they: talk, walk, see, hear, respond to others, play, learn, and/or cope with new situations.

Brain science supports early intervention. Neural circuits are most flexible during the first years of life. Over time, they become increasingly difficult to change. Therefore, intervention is often most beneficial in the early childhood stages of life.

If you have any concerns, it is always best to refer.

Additionally, if completing the Ages and Stages Questionnaire (ASQ) and the scores indicate a referral should be made—refer to us for an evaluation!

How to Make a Referral

- In general, you can make a referral by reaching out to the local EI/ECSE Provider. Each program in the state has a method for accepting referrals:

By Phone

Programs will have an intake and referral line which is monitored all year. Messages are typically answered within a period of 48 hours. Be prepared to have basic contact information. It is best if the parent is aware of the referral since they will be contacted.

This [list](#) indicates the referral number for each county.

By Email or Fax

Many programs will also have an email and fax number where referrals can be sent.

- [English](#) referral form
- [Spanish](#) referral form

Although it is not required it is helpful to include a recently completed ASQ with the referral form

Child Abuse Protection and Treatment Act (CAPTA)

All EI/ECSE programs are required to have a contract with the local Department of Human Services.

Children under the age of 5 with founded allegations of child abuse are to be referred for screening and possible evaluation for eligibility

- Mandated by law for EI referrals, recommended for ECSE referrals

This is a time when programs often screen children before moving to evaluation.

Overall Process Overview

- **What happens after a referral is made:**

- Some programs screen and can screen out (varies by program)
- Evaluation scheduled / Eligibility determined
- Individualized Family Service Plan (IFSP) developed
- Services start in the agreed upon setting (home, preschool, etc)

Evaluation

Screening: Ages and Stages Questionnaire (ASQ)

- Evaluation:

- Consent - Parent or Surrogate
- Multiple measures, including standardized assessments
- Currently includes the Assessment, Evaluation, and Programming System (AEPS)

Can be conducted in the community (family's home) or at an evaluation center

Typically a 2 hour appointment with eligibility determination at the end

- Some eligibilities require additional observations and may take longer

Evaluation team has 60 days from Consent to Eligibility determination

What does an IFSP look like?

- When children qualify for early intervention (EI) or early childhood special education services (ECSE), the next step is IFSP development.

IFSP stands for Individualized Family Service Plan. An IFSP is a written legal document that lays out the support and services that are provided to children who qualify for early intervention or early childhood special education services.

IFSP Development

- **For all age groups:** Parent (as defined in Special Education) must be in attendance at initial IFSP meeting. Signed consent is required for services, although for children over 3 consent is just required at the first meeting.

All initial IFSP meetings should be a discussion of child and family needs (potential goals), followed by a discussion of what services are necessary to meet those goals. Different programs = different approaches to service

EI

- General guidance is a weekly visit from a specialist. Individual services can be accepted or declined. Parent consents to the services at the end of the meeting.

ECSE

- Weekly services are recommended. Services are all or nothing as proposed by the team.

IFSP Cover Page

The cover page of an IFSP is where you find the following information:

1. Who the service coordinator for the child is. This is the point of contact. This person will help set up and schedule services for the child.
2. When the child became eligible for services
3. Who are the service provider(s) that will be providing services to the child
4. Location and frequency of services provided



Multnomah Early Childhood Program

David Douglas School District

5208 NE 122nd Ave. | Portland, Oregon 97230 | 503-261-5535

Individualized Family Service Plan (IFSP)

Meeting date: 09/01/23

Child's Name: Parton, Dolly Gender: F Birthdate: 07/15/20 SSID #: None

Parent(s)/Guardian: Robert and Avie Parton, 1234 Music Way, Portland, OR, 97217

Service Coordinator: Nickia Tye

Resident School District: Portland Public Schools

IFSP date: 09/02/23

Eligibility date: 08/01/23

Review date(s): 03/01/24

Annual review date: 09/01/24

Abbreviations: EI (Early Intervention), ECSE (Early Childhood Special Education). Services follow program and preschool calendars which include scheduled breaks.

Service	Method	How Often	Location	Start Date	Stop Date
Service Coordination	Direct	30 min/week	home, office, email, phone, teleconference	09/01/23	09/01/24

Who will do this? EIECSE Teacher

Who will pay? MECP

Specialized instruction in cognitive, adaptive and social	Direct	60 min, 1 time/week	Community Preschool	09/15/23	09/01/24
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Who will do this? EIECSE Staff

Who will pay? MECP

Collaborative Consultation	Direct	30 min, 1 time/month	Community Preschool	10/01/23	09/01/24
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Who will do this? EIECSE Teacher

Who will pay? MECP

Other (non EIECSE) Services	Method	How Often	Location	Start Date	Stop Date
Preschool	Direct	8 hours, 5 times/week	Community Preschool	09/01/23	09/01/24

Who will do this? Preschool Staff

Who will pay? Family

Are EI services in the child's natural environment? n/a If not, please explain:

Enter hours **per week** child attends an early childhood program group child cares, Head Start, community preschool, see definitions in the IFSP instructions: 40

Enter hours **per week** ECSE services **will be** provided with typical peers in an early childhood program: 1

Enter hours **per week** ECSE services **will not be** provided with typical peers in an early childhood program: 0
If ECSE services **will not be** provided with typical peers in an early childhood program, explain the reason(s) for not providing services with typical peers:

Parents will be informed of the child's progress toward annual goals. Review Schedule:

☒ Six month and annual review ☐ Other review schedule

How will progress be reported to parents?

Initial, verbal and written reports of the AFSP

Early Childhood Special Education (ECSE) Page

The ECSE page lists services and supports that are necessary for the child to participate in their educational environment. Some examples include:

- Augmentative and Alternative Communication (AAC) devices; including visual schedules and choice boards
- Behavior Support Plans (BSP)
- Pre-warnings for transitions
- Preferential seating near teacher
- Offering choices to support transitions

Goal Pages

- Every IFSP is individualized to the needs of the child, so every child will have a different set of goals. Goals are developed in partnership with the family and other caregivers (teachers, etc) to guide the conversation and decision making around services and placement and are used to monitor child progress.

IFSP goals are developed in the following developmental domains:

- Social or Emotional
- Receptive and Expressive Communication
- Cognitive / Problem Solving
- Adaptive / Self Care
- Fine Motor and Gross Motor

Natural Environment/Placement

Early Intervention:

Services should be offered in the Natural Environment - or where the child spends most of their time during the week.

This includes the person responsible for care as well as the physical environment

Early Childhood Special Education:

The IFSP team agrees on a placement based on multiple factors. All programs throughout the state have a continuum of services.

- When parent(s) enroll their child in a community preschool, the team should look first at this option as it is the Least Restrictive Environment for all children (where the child would be if they didn't have a disability).
- Parents cannot "choose" an ECSE classroom - this is the most restrictive and should be based on the child's progress on their goals.

Protected Educational Information /Confidentiality Information

- EI/ECSE providers have to have a signed Release of Information (ROI) to talk with and/or provide any educational information to our community partners.

CHILD'S NAME (PLEASE PRINT FULL NAME) _____ DATE OF BIRTH _____ RELEASED TO _____ BY _____

If a parent signs the referral form, we do not need an additional release of information

CONSENT FOR RELEASE OF MEDICAL AND EDUCATIONAL INFORMATION

I, _____ (print name of parent or guardian), give permission for my child's early childhood care and education provider _____ (print provider's name), to share any and all pertinent information regarding my child, _____ (print child's name), with Early Intervention / Early Childhood Special Education (EI/ECSE) services. I also give permission for EI/ECSE to share developmental and educational information regarding my child.

Parent / Guardian Signature _____ **Date** _____

– Your consent is effective for a period of one year from the date of your signature on this release –

One Delivery Model

MECP utilizes the Routines-Based Model where MECP staff work with families and preschools/child cares to support children's participation in their daily activities.

During weekly visits:

- Staff will discuss and provide instructional strategies to be implemented throughout the week, in between visits. Our focus and coaching is on the caregivers because they have more influence on the child than we can in our weekly visits.
- Suggestions are made to enhance what caregivers are already doing - the focus is on collaborative problem-solving, not an "expert model" approach to service
- In preschools/child cares: MECP staff will help embed specialized instruction which is layered on top of universal supports (classroom routines, transition, classroom environment) and activities / lesson plans to meet the individual needs of students in the classroom.

Collaborative Consultation

- To best support preschool/child care staff, MECP staff will schedule additional time to meet monthly. This meeting will be outside of weekly services provided by MECP and ideally will include everyone supporting the classroom - MECP, preschool team, community partners, etc.

Scheduling this time together allows team members to ask questions, brainstorm problems or barriers, and get the training and support needed to support children's successful participation and engagement in daily routines.

Community Partners & Preschools

- The preschool/child care program is an essential member of the IFSP. The teacher (or a representative from the site) will be invited to all IFSP meetings for children who are receiving their EI/ECSE services in preschool/child care settings.

Teachers and caregivers provide valuable input about child progress on goals and may have suggestions for next steps in their learning.

Whomever attends the IFSP meeting can share the information discussed in the IFSP meeting to keep the classroom team informed about goals and services.

Community Partners & MECP cont.

- When an EI/ECSE provider is assigned to a preschool/child care program, they will work with the site staff to establish agreements for working together. The purpose of this conversation is to ensure the expectations on both sides are clear, as well as to have the opportunity to explain why each side has their desires and expectations.

Contact Information

Contact Information:

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