



PRESCHOOL EARLY INTERVENTION AT IU

20

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EARLY
INTERVENTION
PRESCHOOL!!!

SO WHAT IS PRESCHOOL EARLY INTERVENTION

Services and Supports designed to help families of children ages 3-5 with developmental delays.

Overarching goal is to reduce the likelihood that children will need special education services when they become of school-age or reduce the level of supports needed.



WHAT PRESCHOOL EI IS NOT

A place - students do not just come to a Preschool EI classroom



WHERE DO OUR KIDS COME FROM??

1. Birth to 3 program
2. Off the Street - Referrals come from families, doctors, daycares/preschools, Children and Youth, through COMPASS
3. You can refer your child by calling our intake coordinator or our online referral
4. We advertise and send information to all schools, preschools, child care and physicians in our 3 counties.

[EI Referral](#)

LEA

Important to note that is Preschool EI we are the LEA - not the district - we act as the district and make all final decisions on placement

FUNDING FOR EI

We are funded in 3 ways:

1. The most is by the State - we get a per child allocation per child served up to a target each year.
2. Districts pay for students that might stay in Preschool an extra year. Children are able to stay back - preschool serves them and district is fiscally responsible.
3. Federal Government pays a little toward our overall budget - money is given to the state as part of our allocation.



ELIGIBILITY FOR PRESCHOOL EI

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]

ELIGIBILITY FOR PRESCHOOL

OR

Diagnosed with:

- Autism
- Visual impairments, including blindness
- Hearing Impairments, including deafness
- Intellectual Disability
- Traumatic Brain Injury
- Orthopedic Impairment
- Other Health Impairment
- Serious Emotional Disturbance
- Specific Learning Disability
- Speech or Language Impairments
- Deaf/blindness
- Multiple Disabilities

[§300.8 and 300.111]



ELIGIBILITY FOR PRESCHOOL EI

One of the above AND in need of special education and related service



EVALUATION

In Preschool EI the student typically comes to one of our centers/ classrooms, or itinerant sites for an evaluation to be complete. The evaluations are completed by a team of qualified staff including our special education teacher, speech therapist, and Service Coordinator. If needed and OT, PT, or other related service will be invited to complete the evaluation.

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)]

EVALUATION

The teams complete several formal assessments to determine if a student is 25% or more delayed in one of 5 areas of child development:

Cognitive Skills, Adaptive Skills, Communication Skills, Motor Skills, and Social/Emotional Skills.



EVALUATIONS

Tests that are used to determine eligibility include the Batelle Developmental Inventory- 2 and the DAYC. Speech and Language Assessments are also completed to determine language and/or articulation delays.

Parent Interviews, Doctor or Private Therapy Reports, and Informal Observations and language samples are also used to get a true picture of the whole child.

If a child attends a daycare or preschool staff are required to observe them in this setting and get information from their regular education teachers.

WHERE DO WE PROVIDE SERVICES - WE FOLLOW STATE LAW

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

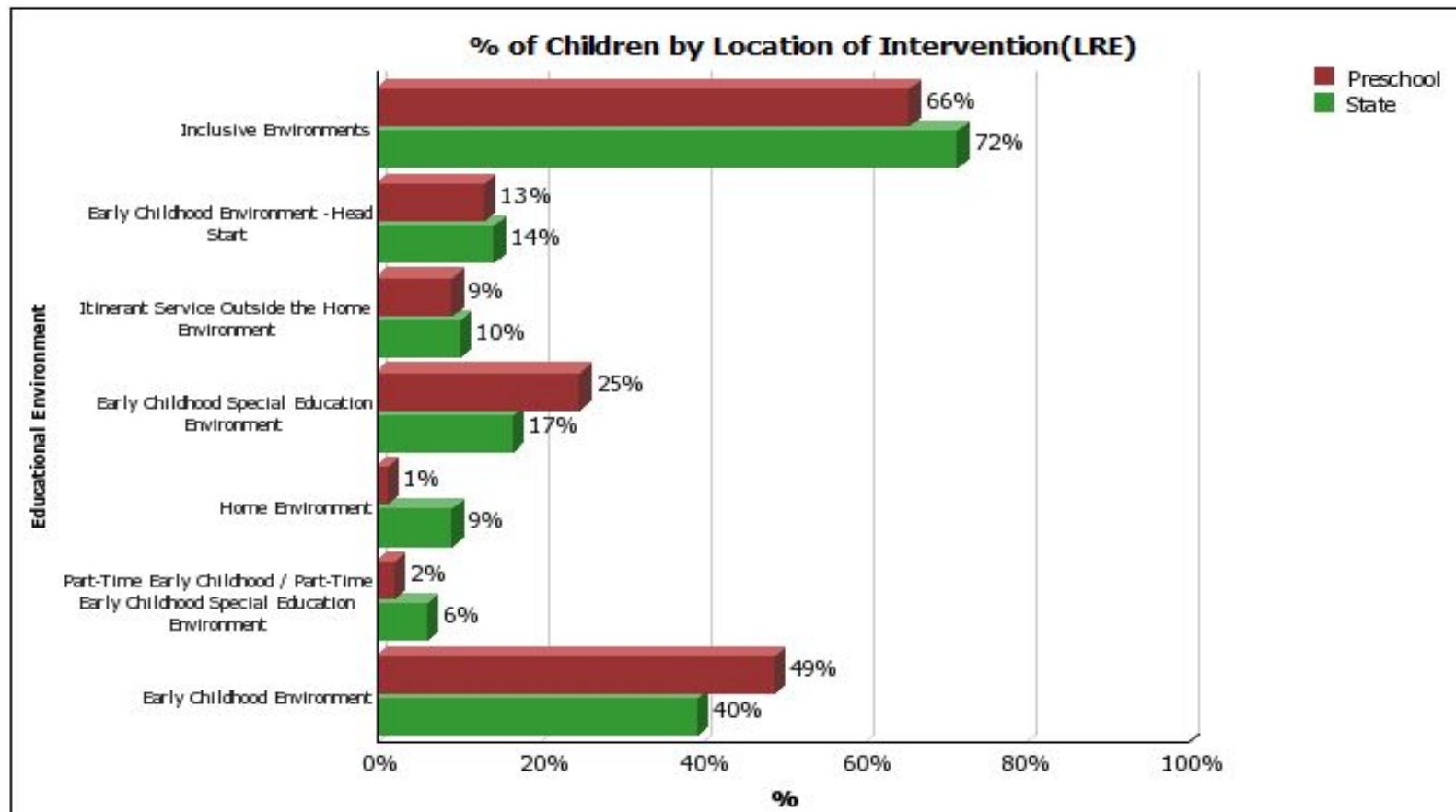
[Chapter 14.155(b)]

The Preschool EI Program offers a full continuum of services to reach all levels and student need.

PLAN COMPONENTS AND CONTENT OF IEP

- Goals and Progress Indicators
 - o 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
 - o 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

WHERE ARE WE SERVING KIDS RIGHT NOW



WHO ARE WE SERVING: BY DISABILITY

Autism - 4.98% (Not Diagnosed by EI Staff)

Developmental Delay (3-6 in EI Program) 66.64%

Hearing Impairment including deafness - .18%

Multiple Disabilities - .18%

Speech and Language Impairment - 27.83%

Visual Impairment incl. Blindness - .18%

WHAT ALL WE DO IN PRESCHOOL EARLY INTERVENTION

The Iu #20 Preschool Early Intervention Program's goal is to provide supports and services for children in the same environment they would be in if they did not have a disability; and to help children move to less restrictive environments throughout their times with us or exit from special education services. We are here to support children and families throughout their preschool years and throughout their transition to school age.

SUPPORTS AND SERVICES WE PROVIDE

- Specialized Early Intervention Class
- Speech and Language Support
- Hearing Support
- Vision Support
- Orientation and Mobility
- Physical Therapy
- Occupational Therapy

- Behavior Management and Consultation and Monitoring

SUPPORTS AND SERVICES WE PROVIDE

- Psychological Services
- Family Support
- Early Intervention Topics/Trainings and Trainings for Preschools and Daycare Centers
- Public Awareness - Community Resource Meetings and Supports to families and outside agencies
- Curriculum and Instruction

WHAT WE DO IN PRESCHOOL EARLY INTERVENTION

Student Assessment - Once a child begins services the Preschool EI program collects entry and exit data on all students to measure their progress in our programs and in their individual development. It is measured in three areas:

Acquisition and Use of Knowledge and Skills (Language and Literacy)

Positive Social and Emotional Skills

Use of Appropriate Behaviors

% OF CHILDREN SUBSTANTIALLY INCREASING RATE OF GROWTH BY 6 YEARS OLD

Growth Rate of Students in CIU20 Early Intervention Programs

Percentage Increase



Acquisition and Use of
Knowledge and Skills



Positive Social and
Emotional Skills



Use of Appropriate
Behaviors

Growth Categories

CURRICULUM AND EVIDENCE BASED PRACTICES

Evidence based practices are used throughout all EI supports and Services.

In our specialized settings we also use : The Creative Curriculum, Unique, and the ABLLS-R/VB Mapp.

We use the PA Early Learning Standards to guide instruction and they are matched to all of our lessons.

Progress Monitoring is kept on students regularly and reported to families 2 times a year and at their yearly IEP.

WHAT DO WE DO IN EARLY INTERVENTION

We get on-site compliance monitoring every 5 years - the state comes out and reviews 35 files and does onsite reviews of all EI policies and procedures. They complete staff interviews and observations of evaluations, transition meetings, IEPs, and Service Delivery. Each year we complete a self-verification - we got 100% this year.

We go to school year round!! The teachers work 187 but it is spread across 12 months - EI students cannot go more than 3 weeks without a break by law!!

WE COLLABORATE

We work with Community Services for Children to provide typical environments for 60 students to attend each year - at our Bethlehem CLC site as well as their Northampton Street Head Start programs.

WHAT DO WE DO IN PRESCHOOL EI

We bill for MA - We bill Medical Assistance for Speech, OT, PT, and Personal Care Assistance - we also help families to sign up for medical assistance by being Compass users.

We encourage families in need to get MA and also connect them with provider 50 services or outside services if needed.

We have our yearly Family Fun Day sponsored by Special Olympics - resource fair and physical activities - great day for all!!

WE PROVIDE SUPPORTS TO FAMILIES

[New Family Website](#)

THE TRANSITION PROCESS

22 Pa. Code Chapter 14.154 € requires the IEPs of children in Early Intervention who are within one year to transition to a school age program, to include goals and objectives which address the transition process.



THE TRANSITION PROCESS

The EI staff identifies all children in the program who are approaching the age for kindergarten or 1st grade in their district of residence. A list of these students is maintained/updated throughout the year. The EI supervisors will share the number of students with district contact representatives at the December District Contact meeting and provides them a list of students by initials as well as current placements by February 1st.

THE TRANSITION PROCESS

By December 1 of each year, each service coordinator and speech therapist must review the children they identified, who are approaching the age for kindergarten or first grade in their districts of residence and must send their parents a letter explaining the transition process.

The Notice of Your Child's Transition to School Age Meeting, to notify parents of the transition to school age process. This will be sent out to families in December to ensure it is received prior to the transition meetings being scheduled.

THE TRANSITION PROCESS

Transition Meetings are set up with EI staff and each of our 13 school districts.

Meeting format look different for each district -group, individual, rotational groups, etc.

THE TRANSITION PROCESS

The meetings - we give each district contact person/Sp. Ed. secretary our current ER/IEP electronically

The district then takes this information and has 2 options :

1. Take our IEP and adopt it on their paperwork.(mostly speech and language only students)
2. Re-evaluate the student to change their primary diagnosis and complete a new school age IEP.

WHY RE-EVALUATE?

Developmental Delay is not a school age primary diagnosis - so the student needs to be re-evaluated by a psychologist to determine one of the 13 school age disabilities

Best practice as our little ones change and more current info in the spring can lead to more appropriate IEPs for Fall

TRANSITION WHAT HAPPENS NEXT

The district is in the lead at this point in that they will re-evaluate and then either provide services for their students or contact the IU to provide services in one of the IU programs.

We then share any new ERs and IEPs and have created some new Google Docs to help us to transfer information to those of you who will work Directly with our students.

TRANSITION PROCESS

We must complete all transition meetings before March 1st - this gives districts time to gain family consent and re-evaluate their students to ensure services are ready before the start of Kindergarten.




COLLABORATION IS KEY

We participate in Kindergarten Readiness Activities in several school districts and share all information we receive to get families involved in their community schools.

We participated on a team with Pocono Mountain, Saucon Valley and Wilson for the Governor's Institute for Kindergarten Readiness.

I participate on the United Way Kindergarten Readiness Committee and Early Childhood Coalition.

I am apart of Lehigh University's Early Childhood Community Advisory Board.



Future Cardinals

Fly in Early

**Do you have a 3 or 4
year old at home?**

Your family is invited to participate in the following activities...

- Fine and Gross Motor Activities
- Community Resources
- Developmental Screenings

WHAT'S NEW!!

Autistic Support Program - we worked with School Age Supervisor of Autistic Support to create a spreadsheet listing triggers, reinforcers, strategies and also transferred all VB-Mapps electronically to be shared with receiving staff.

OT and PT - we created a spreadsheet to list services from EI and script dates, and what the goals were being addressed - they held a joint PD to be able to discuss students to best provide the supports in the fall.

WHAT'S NEW!!!

Communication of AAC and communication methods - We created a form that any student who uses assistive technology to communicate to share the info about this - we also collected all picture books and passed them on to the supervisor of the program the student is entering.

We focused our PD this year on CORE language and AAC to help the students transition into these programs you are working on when they enter into Kindergarten.

HANDOUT - STATE PROCESS GUIDE FOR TRANSITION



IN EARLY INTERVENTION - WE BUILD AND GROW WITH OUR STUDENTS



WE CONNECT WITH FAMILIES AND THE COMMUNITY



AND WE SMILE



ANY QUESTIONS OR FOR FURTHER INFORMATION

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