

MODULE 1 - HANDOUTS

**Table of Contents**

Handout 1.1 Differences Between Parts C and B of IDEA..... 2  
Handout 1.2 State Performance Plan (SPP) and Early Childhood (Part C) Indicators..... 3  
Handout 1.3 Outcomes of Effective Service Coordination Parent Checklist ..... 5

## Handout 1.1

### Differences Between Parts C and B of IDEA

#### Individuals with Disabilities Education Act

##### Part C (B-3)

##### Part B (3 to 21)

##### Services

Provides services for children ages B to 3.

Provides services for children ages 3 to 21.

##### Service Coordination

Service Coordination is a mandated service.

Uses and educational Case Manager.

##### Timelines

Forty-five (45) calendar days from the referral to the initial IFSP team meeting.

Educational evaluation completed within thirty (30) school days from the date the parent signs the consent to evaluate.

##### Evaluation Components

Evaluations in all areas of development (motor, cognition, communication, social/emotional, adaptive/functional). Each time a meeting is held, prior written notice is provided.

Evaluate only the areas of suspected delay/disability.

##### Eligibility Components

Part C  
Categorical eligibility  
Developmental Delay  
- diagnosed condition with a high probability of developmental delay, or - a delay of 1.5 standard deviation below the mean in one or more areas of development, or - eligibility established through the use of informed clinical opinion.

Part B  
Categorical eligibility  
Developmental delay  
- diagnosed condition with a high probability of resulting in delay, or - a delay of 1.5 standard deviations below the mean in two or more areas of development, and - an identified education need.

##### Focus of Services

Services and support provided to the family and child.

Special education and related services are provided to the child.

##### Goals

Focus on supporting the family in meeting developmental needs of the child.

Focus on the child's educational needs.

##### Plan of Service

Individual Family Service Plan (IFSP)

Individual Education Plan (IEP)

##### Delivery of Service

Requires services and supports to be provided in natural environments.

Requires special education and related services to be provided in the least restrictive environment.

##### Year-Round Services

Services and supports are required to be provided year-round to any child with an IFSP.

A child must meet Extended School Year (ESY) criteria to receive service through the summer. Required documentation is needed.

##### Progress Reporting

IFSP is reviewed at least every six months.

Progress is reported at least as often as parents for children without disabilities are informed.

Individuals with Disabilities Education Act of 2004 (IDEA), Pub. L. No. 108-446

<http://idea.ed.gov/>

This handout was developed to support the content of the Service Coordination Modules, 2012 and is not intended to stand alone.

## Handout 1.2

### State Performance Plan (SPP) and Early Childhood (Part C) Indicators

#### How do the State Performance Plan (SPP) and Early Childhood Indicators relate to Service Coordination?

The Individuals with Disabilities Education Act (IDEA) is the Federal law that guarantees a free, appropriate public education to each child with a disability throughout the nation. The IDEA governs how states and public agencies provide early intervention and special education.

IDEA was reauthorized in 2004 and now requires each State develop a State Performance Plan (SPP). For Part C, the SPP includes baseline data, measurable and rigorous targets, and improvement activities for 14 indicators. For Part B, the SPP includes baseline data, measurable and rigorous targets and improvement activities for 20 indicators. The Part C indicators and two of the Part B indicators that relate to children birth through age 5 with IFSPs or IEPs are listed below. The SPP and the results of these indicators are used by the school districts and the state as a tool to improve education for children with disabilities. Service Coordinators need to be familiar with these targets as they relate directly to service coordination activities, timelines and child and family outcomes monitored by the MN Department of Education (MDE) and reported to Office of Special Education Programs (OSEP). The ultimate goal is that young children and their families receive early intervention and special education in accordance to the law (U.S. Office of Special Education Programs).

#### Part C SPP Indicators – for children birth to three

1. **Timely Service Delivery-** Percent of infants/toddlers with IFSPs receiving EI on their IFSPs in a timely manner.
2. **Settings-** Percent of infants/toddlers receiving EI in the home or programs for typically developing children.
3. **Child Outcomes-** Percent of infants/toddlers demonstrating improved: positive social-emotional skills; acquisition & use of knowledge & skills; use of appropriate behaviors.
4. **Family Outcomes-** Percent of families reporting EI services have helped the family: know their rights; effectively communicate child's needs; and help their children develop and learn.
5. **Child Find, Ages Birth to 1-** Percent of infants/toddlers birth-1 with IFSPs compared to: other states with similar eligibility definitions; and national data.
6. **Child Find, Ages Birth to 3-** Similar to indicator 5 for B-3.
7. **Timeliness of IFSP-** Percent of eligible infants/toddlers with IFSPs within 45-day Part C timeline.
8. **Early Childhood Transition-** Percent of all children exiting Part C who received timely transition planning by their 3<sup>rd</sup> birthday.
9. **Part C Monitoring System-** General supervision system identifies & corrects no later than one year from identification.
10. **Administrative Complaints-** Percent of signed written complaints with reports issued that were resolved within 60 day timeline.
11. **Due Process Hearings-** Percent of due process hearing requests that were fully adjudicated within applicable timeline.
12. **Resolution Agreements-** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement.
13. **Mediations-** Percent of mediations held that resulted in mediation agreements.
14. **Data Accuracy-** State reported data are timely and accurate.

## Handout 1.2

### State Performance Plan (SPP) and Early Childhood (Part C) Indicators, cont.

#### Part B SPP Indicators – for children three to five

1. **Preschool Setting-** Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers.
2. **Preschool Skills-** Percent of preschool children with improved positive social emotional skills including social relationships; acquisition & use of knowledge & skills including early language/communication and early literacy; and use of appropriate behaviors.
3. **Transition from Part C to Part B-** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
20 U.S.C. 1416(b)(2)(ii)(II) and 142 of the Individuals with Disabilities Act of 2004 – Pub. L. No. 108-446

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## Handout 1.3

### Outcomes of Effective Service Coordination Parent Checklist

Circle the frequency with which these outcomes occurred with your child and family because of being in the Early Intervention Program.

<u>Outcomes</u>	<u>Always/Almost always</u>	<u>More than half the time</u>	<u>Less than half the time</u>	<u>Never/Almost never</u>
By being in the program, my child & family had access to support, information & education that addressed our needs.	4	3	2	1
By being in the program, my family developed the ability to communicate our needs.	4	3	2	1
By being in the program, my family developed the ability to make informed decisions.	4	3	2	1
The agencies and professionals with whom my family worked were coordinated.	4	3	2	1
By being in the program, my child & family had access to quality service.	4	3	2	1
The services we received were individualized with effective supports and services.	4	3	2	1
By being in the program, my family had the ability to acquire and/or maintain a quality of life that enhanced our well-being.	4	3	2	1
By being in the program, my family developed the ability to meet the special needs of our child.	4	3	2	1
By being in the program, my child's health and development have been enhanced.	4	3	2	1

**Program Analysis:** Tally the responses from parents and determine where changes need to be made in your program. When working with families and children with disabilities, programs should be scoring mostly 4s, maybe some 3s. Make a commitment to target the areas that did not score a four. The program team can develop a plan of action and an evaluation for the target area(s). Work on one area at a time. .Begin work on the area that scored the lowest.

Adapted from: Bruder, M.B. (2010). Coordinating services with families. In R.A. McWilliam (Ed.), *Working with families of young children with special needs*. New York: The Guilford Press (pp. 93-126).

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