

Early Childhood Intervention Over 3 - Webinar April 29, 2020

The questions below were from a webinar that provided an overview of extending Birth to Three supports, as referenced in Governor Lamont's Executive Order Number 7DD and joint OEC/CSDE Memo #19. The webinar focused on providing resources for Birth to Three providers, Local Education Agency's (LEA's), and parents. Presenters included Andrea Brinnel, Mary Beth Bruder, Jane Hampton, and Alice Ridgway.

Birth to Three

Q: Once schools reopen, how long will Birth to Three supports be completed pending the completion of comprehensive evaluations?

A: The OEC has been given approval to provide Birth to Three supports over age three through the end of May but the Executive Order (EO) is in effect "during the period of school class cancellations due to this civil preparedness and public health emergency". Any changes will be communicated in either a new EO or Memo or modifications to those existing documents.

Q: Please clarify how Birth to Three programs will be paid for over three services? Alice indicated that it would follow the current fee-for-service billing model. However, the joint statement from OEC/SDE indicates that LEA's "may contract with Birth to Three Programs."

A: Programs will be paid to support families of children who qualify for Early Intervention Services (EIS) over three as described in the Interim Exit-Transition procedure and the Interim Payment procedure. If the LEA cannot implement an IEP for children who have been determined eligible for Part B by a PPT, the LEA could explore contracting with agencies that provide EIS.

Q: Is there a secure way for Birth to Three providers to send/resend Birth to Three referrals and records to LEA teams that are working remotely.

A: Birth to Three programs have several ways to send documents, Personally Identifiable Information (PII), and Protected Health Information (PHI) securely to the LEA. Check with each program for which methods the program uses.

Q: If a child turned three on or after March 16th and a PPT did not occur...if the family does not want preschool special education, are they eligible to have home-based Birth to Three services when Birth to Three reopens for home services and if school districts remain closed?

A: No. EIS Over 3 is only for families with children who are potentially eligible for Part B as defined in the Part C SPP/APR Indicator 8C. The family has to have completed Form 3-8 indicating that they approved of including the LEA in their transition planning.

Transition

Q: If a child is in "process" for example, had the Referral PPT and had one part of the initial evaluation done, are they Birth to Three or the LEA?

A: If an LEA is unable to complete a comprehensive evaluation (and documents this), then the child is able to continue to receive Birth to Three services.

Q: Would the LEA school staff be able to participate or observe virtual sessions?

A: As long as there is parent consent, yes. Reach out to the family's EIS program to schedule.

Q: Once we are back in school, will the 45-day timeline still be extended for students referred from Birth to Three?

A: Guidance is that assessments should be conducted as soon as possible (within existing timelines). We anticipate that the 45-day timeline will continue to be in effect.

Q: We have a handful of children who turned three (March 16 or after), and the LEAs involved did conduct the evaluation before shutting down. Families have not been contacted by LEA to schedule PPT2. Can Birth to Three attend PPT 2 (when scheduled by LEA) and be paid for their time?

A: PPT2 is the PPT when eligibility is determined. Until the end of that meeting, EIS can be provided so the EIS program can participate in and will be paid for the time supporting the family at the PPT.

Part B and PPT

Q: PPT1 is a Referral PPT Correct?

A: PPT1 is the referral PPT, and PPT2 is the eligibility PPT.

Q: Should we go forward with PPT 1's or wait until back in school? It sounds like you said hold PPT1.

A: Yes, you should hold PPT1 (referral PPT) to develop a comprehensive evaluation and discuss if the comprehensive evaluation is able to be completed to determine eligibility.

Q: If at PPT1, it is determined that a complete comprehensive assessment cannot happen, should we still discuss the assessments we want to be done when school opens and have parent sign?

A: You should document why a comprehensive evaluation cannot be completed, and you may have the family sign permission for the evaluations you plan to do as soon as possible when school opens. Best practice is that you keep in touch with the family regularly, even if you have to delay the comprehensive evaluation.

Q: Just to confirm, the state recommends that PPT1 should be held now, not when we return to school.

Q: I understand that LEA will attend Birth to Three transition conferences. Are you suggesting that we hold PPT 1 as well? Could we share the recommendation that assessments occur when we are back in school?

A: LEAs should hold PPT1 (remember, there has been no waiver of IDEA requirements for this). At PPT1, the team will need to develop a comprehensive evaluation and determine if and how assessments can be conducted during the COVID-19 health emergency. If a comprehensive evaluation can be completed, then PPT2 (eligibility) should be convened, and an IEP

developed and implemented. Only if a comprehensive evaluation is documented as unable to be completed should the evaluation be delayed.

Q: Can you discuss guidance given to Surrogates in regards to holding PPTs?

A: The guidance document “Guidance for Children Turning Three During the COVID-19 Health Emergency” has been sent out to surrogate parents.

Part B Evaluation

Q: I know this is outside Birth to Three, but would you recommend the same evaluation procedures for preschoolers that had been referred via child find prior to school closures?

A: Child find is another area of IDEA that continues to be in effect. There will be guidance issued by CSDE about child find for students not yet enrolled in school in the very near future.

Q: Can you give a concrete example of what evaluations you would recommend to conduct via the computer?

A: BDI-2 - Norm-referenced tools like the BDI-2 have parent interview sections and items that have to be administered according to standardization. The degree to which the testing varies from the standard administration may significantly affect the validity of the testing results. That is a judgment call – are the items parents using similar to test items, are they able to administer in the manner required on the tool?

Some Norm-referenced tools that rely on parent interview or survey:

- Vineland Adaptive Behavior Scales
- DAYC - Developmental Assessment of Young Children
- ABAS - Adaptive Behavior Assessment System
- DECA - Devereux Early Childhood Assessment
- CDI - Children's Depression Inventory

Clinical opinion is another determination of eligibility. Tools that are not norm-referenced (i.e., do not give a standard score) but could help inform clinical opinion:

- AEPS - Assessment Evaluation and Programming System
- MEISR - Measure of Engagement, Independence, and Social Relationships
- HELP – Hawaii Early Learning Profile
- LAP – Learning Accomplishment Profile
- Rossetti
- TPBA - Transdisciplinary Play-Based Assessment
- Carolina