

Expanding Opportunities at the Texas School for the Deaf

What are we called to do by **IDEA Part C**, ECI, and our states (IDEA Part C, Section 632.4 (a, b, c, d, e))?

Early intervention services means developmental services that are provided under public supervision, are provided at no cost or on a sliding scale, and are designed to meet the developmental needs of an infant or toddler with a disability. These services must meet the standards of the State in which the services are provided, including the requirements of this part, including:

- Family training, counseling, and home visits
- Special instruction
- Speech-language pathology and audiology services, and sign language and cued language services
- OT
- PT
- Psychological services
- Service coordination

Texas Administrative Code: Rule §108.1103 (Early Childhood Intervention Services Delivery)

In addition to the requirements in CFR §303.13, all early childhood intervention services must be provided:

- To address the development of the whole child within the framework of the family
- In the context of natural learning activities
- According to a plan and with a frequency that is individualized to the parent and child, and
- In the presence of the parent or other routine caregiver, with an emphasis on enhancing the family's capacity to meet the developmental needs of the child

SKI-HI Curriculum, Volume 1, page 17 (2004 edition)

An early intervention program must be *family-centered*. SKI-HI is based on the principle that the family is the most important element in the infant's and young child's life and development.

It is the responsibility of the early intervention program to help the family determine the appropriate communication-language approach. The program must introduce the family to the variety of available communication-language "opportunities", including the use of listening and speech, the use of cues, and the use of signs, without imposing biases on the parents.

SKI-HI Language Development Scale, Volume 1, page 20:

A true family-professional partnership cannot be totally driven or managed only by the Parent Advisor or only by the family. *The Parent Advisor is NOT expected to make decisions for the family* (italics mine). The Parent Advisor offers a consistent presence of support in (a) providing information and sharing skills the family members need in order to interact effectively with their child who is deaf or hard of hearing, and (b) supporting family members while they develop their abilities to work with agencies and professionals, to access resources, and to make decisions as needed.

Beyond ECI Transition Document

(<http://www.dars.state.tx.us/ECIS/publications/EngTransition.pdf>): page 6

School District Services

If your child is to be evaluated for school district special education services, you will go through the following process:

Step 1: Evaluation

The school district must get your signed consent for the evaluation to proceed. Once you have given your consent, your child will be evaluated within 60 calendar days. Other sources of information, such as your child's ECI records, and information you provide will also be considered in the evaluation. The school must give you a copy of your child's full individual evaluation (FIE).

Step 2: Eligibility Determination

The results of the evaluation will be used to determine if your child is eligible to receive special education services. The eligibility requirements for school district services are different from those for ECI. The school must determine that your child has a disability **and** needs special education services.

After the evaluation, you will be invited to participate on the team that determines whether or not your child is eligible for special education services. Only children found eligible for special education can participate in the school district's PPCD. If your child is eligible, the team will develop an IEP for your child. Related services, such as therapies, are not available from the school district if your child is not found eligible for special education.