

Description of Early Intervention Services

Early intervention services are entitled to infants and toddlers who meet the eligibility criteria for the IDEA, Part C program.. Early intervention services are those services designed to meet the developmental needs of the eligible child, under the IDEA, Part C, and the needs of the family related to supporting the child's development. Services are selected in collaboration with the child's family and reflected on the Individualized Family Support Plan. Types of early intervention services are as follows:

- **Assistive Technology**
 - Assistive Device – any item, piece of equipment or product system whether acquired commercially, off the shelf, modified or customized, that is used to increase, maintain or improve the functional capabilities of children with disabilities. Generally, assistive technology devices supplement the existing skills of the individual with disabilities. These devices are tools used to increase a child's functioning in one or more developmental domains.
 - Assistive Service - any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.
- **Audiology Services – include the following:**
 - identification of children with auditory impairment, using at-risk criteria and appropriate audiologic screening techniques
 - determination of the range, nature, and degree of hearing loss and communication functions, by use of audiological evaluation procedures
 - referral for medical and other services necessary for the habilitation or rehabilitation of children with auditory impairment

- provision of auditory training, aural rehabilitation, speech reading, and listening device orientation and training
- provision of services for prevention of hearing loss
- determination of the child's need for individual amplification, including selecting, fitting, and dispensing appropriate listening and vibro-tactile devices, and evaluating the effectiveness of those devices
- Family Support, Training, and Home Visits - services provided, as appropriate, by social workers, psychologists, Infant Toddler Developmental Specialists (ITDS), and other qualified personnel to assist the family of an eligible child in understanding the special needs of the child and enhancing the child's development. These services may include early intervention sessions that may consist of:
 - developmentally appropriate individualized skills training and support to foster, promote, and enhance child engagement in daily activities, functional independence, and social interaction
 - assistance to caregivers in the identification and utilization of opportunities to incorporate intervention strategies into daily activities and routines that are natural and normal for the child and family
 - ongoing assessment of the child's progress in the acquisition and mastery of functional skills to reduce or overcome limitations resulting from disabilities or developmental delays
- Health Services – services necessary to enable a child to benefit from the other early intervention services authorized through the IFSP during the time that the child is receiving the early intervention services.
 - Examples of covered health services – consultation by a physician or ARNP with other service providers that addresses the special health care needs of the child in the course of providing other early intervention services, such as tube feeding or tracheotomy care.

- Examples of non-covered health services – medical monitoring, other primary health care services, immunizations, diapers or devices used to control or maintain a medical condition.
- Medical Services (for diagnostic/evaluation purposes) - services provided by a licensed physician. Medical services, under the auspices of the Part C program component, cover only those for diagnostic, evaluation or consultative purposes to determine a child's eligibility for the Part C program or to determine required early intervention services or supports. Medical services not covered are those that determine etiology of a condition or provide medical treatment.
- Nursing Services - services provided by a registered nurse that are delivered in a transdisciplinary mode, for example, when the registered nurse assists the family or caregiver to implement parent directed interventions with their child that have been recommended by the physical therapist. Services may include the following:
 - assessment of health status for the purpose of providing nursing care, including the identification of patterns of human response in actual or potential health problems
 - provision of nursing care to prevent health problems, restore or improve functioning; the promotion of optimal health and development
 - administration of medications, treatments and regimens prescribed by a licensed physician, only to the extent required to allow a child to participate in other authorized early intervention services

These nursing services would capture nursing interventions that do not fall within the definition of other specific early intervention services. These are services necessary to enable the child to benefit from or participate in other early intervention services during the time that the child is receiving other early intervention services.

- Nutritional Services - services which include assessing individual nutritional history and dietary intake, biochemical and clinical variables, and feeding habits, skills, and problems. In addition, nutrition services include the development and monitoring of appropriate plans to address the nutritional needs of children and the making of appropriate referrals.
- Occupational Therapy - services that address the functional needs of a child related to the performance of self-help skills, adaptive behavior and play, and sensory, motor, and postural development. These services are designed to improve the child's ability to perform tasks in home, school and community settings.
- Physical Therapy - services that address the identification of movement dysfunction, obtaining, interpreting and integrating information for program planning to prevent or reduce movement dysfunction, and providing services to prevent or reduce movement dysfunction.
- Psychological Services - services include the following:
 - administering psychological and developmental tests and other assessment procedures; interpreting assessment results
 - obtaining, integrating and interpreting information about child behavior and child and family conditions related to learning, mental health, and development
 - planning and managing a program of psychological services including child and family counseling, consultation in child development, parent education and educational programs
- SHINE Services (Serving Hearing Impaired Newborns Effectively) – Services that address assessment, parent education and support, information and provision of initial services, and ongoing service coordination for children with hearing loss.
- Social Services - services that include making home visits; preparing psychosocial developmental assessments of the child within the family context; providing individual and family-group counseling and appropriate social skill-building activities with the child and parents; working to

- overcome barriers to accessing or utilizing early intervention services; and identifying, mobilizing, and coordinating community resources and services.
- Special Instruction Consultation - a service provided in typical childcare settings by individuals with expertise in the area of special instruction for infants and toddlers. This service is provided to childcare agency staff who serve children with established conditions and/or developmental delays. The Special Instruction Consultant service includes providing information by the consultant to agency staff in the following areas:
 - Designing learning environments
 - Conducting activities that promote the child's acquisition of skills in a variety of developmental areas
 - Planning curriculum, including the planned interaction of personnel, materials, time and space that leads to achieving the outcome in the child's IFSP and the child's special instruction plan
 - Providing agency staff and families with information and support related to enhancing the skill development of the child both within the childcare setting and in other settings
 - Special Instruction Consultation Plan Development Service - The Special Instruction Consultant will develop an individualized special instruction plan that is consistent with the IFSP within a week of the child's placement in a cooperating childcare agency. The classroom teacher, the family, the special instruction consultant and others involved in the provision of services for the child (e.g., therapists) jointly develop the individualized special instruction plan. The special instruction plan addresses the specific activities needed to promote skills acquisition during the child's participation in the childcare program.
 - Special Instruction Cooperating Agency Service - The childcare agency provides childcare staff time to meet with the Special Instruction Consultant (SIC) to develop, review and modify the child's individualized

- special instruction plan or to participate in training provided by the SIC on topics related to child development.
- Speech Therapy - services that address the identification, assessment, referral, and provision of services for children with communicative or oral pharyngeal disorders and delays in development of communication skills.
 - Transportation and Related Costs – includes the cost of travel (e.g., mileage, travel by taxi, bus, common carrier or other means) and other costs (e.g., tolls, parking fees) that are necessary to enable an eligible child and the child’s family to receive early intervention services.
 - Vision Services – include the following:
 - the evaluation and assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays and disabilities of children with suspected vision challenges
 - referral for medical and other professional services necessary for the habilitation or rehabilitation of visual functioning disorders or both
 - communication skills training, orientation and mobility training for all environments, visual training, independent living skills training, and additional training necessary to activate visual motor abilities
 - Translator Services – services provided to assure accurate communication to a child/family when English is not the primary mode of communication or when a mode of communication other than oral communication is required. Translator services are provided by any individual that the family and IFSP team agrees is appropriate and capable of providing the translation. If necessary, certified translators may be used.
 - Respite - Respite is appropriate short-term, episodic care that is provided due to the planned or emergency absence of a family member or primary caregiver. Respite is provided to meet a unique, temporary need. The purpose of respite services is to minimize stress that families and caregivers experience from addressing all the needs related to having a

child with a disability or an emergency need of the caregiver. Respite is an early intervention service when identified on the IFSP as necessary to enable the family or caregiver to successfully meet the developmental outcomes for their child.