

# Child Find Advisory Committee Meeting

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Region One Education Service Center





# Agenda

- Welcome / Introductions
- Review the Child Find Duty/Procedures
- Private Schools/Head Starts
- KEET
- MOUs
- ECI Transition Flowchart
- Timeline / Child-Centered Sp. Ed. Process
- PPCD Location Code Flowchart – PEIMS
- CF Brochures & Posters

## CHILD FIND DUTY

Authorities: 20 U.S.C. §§ 1401, 1412; 42 U.S.C. § 11434a; 34 C.F.R. Part 300; 19 T.A.C. Chapter 89

### [Additional Resources](#)

<http://fw.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=208&DT=G&LID=en>

FEDERAL AND STATE REQUIREMENTS		CITATIONS
<input type="checkbox"/> <u>P</u>	All children with disabilities residing in the state, regardless of the severity of their disabilities, and who are in need of special education and related services, must be identified, located, and evaluated.	<a href="#">300.111(a)(1)(i)</a>
<input type="checkbox"/> <u>P</u>	The term <i>special education</i> means specially-designed instruction, at no cost to the parents, to meet the unique needs of the child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education.	<a href="#">300.39(a)(1)</a>
<input type="checkbox"/> <u>P</u>	The term <i>specially-designed instruction</i> means adapting, as appropriate to the needs of an eligible child under the Individuals with Disabilities Education Act, the content, methodology, or delivery of instruction:	<a href="#">300.39(b)(3)</a>
<input type="checkbox"/> <u>P</u>	<ul style="list-style-type: none"> <li>To address the unique needs of the child that result from the child's disability; and</li> </ul>	<a href="#">300.39(b)(3)(i)</a>
<input type="checkbox"/> <u>P</u>	<ul style="list-style-type: none"> <li>To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the local educational agency (LEA) that apply to all students.</li> </ul>	<a href="#">300.39(b)(3)(ii)</a>
<input type="checkbox"/> <u>P</u>	The term <i>related services</i> means transportation, and such developmental, corrective, and other supportive services as may be required to assist the child with a disability to benefit from special education.	<a href="#">300.34(a)</a>
<input type="checkbox"/> <u>P</u>	The term <i>child with a disability</i> means the child was evaluated according to the <a href="#">EVALUATION</a> frameworks and determined by an <a href="#">ADMISSION, REVIEW, AND DISMISSAL COMMITTEE</a> to have an intellectual disability, a hearing impairment, a speech or language impairment, a visual impairment, a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.	<a href="#">300.8(a)(1)</a>
<input type="checkbox"/> <u>P</u>	In addition to students enrolled in the public schools, the Child Find duty extends to:	<a href="#">300.111(a)(1)(i)</a>
<input type="checkbox"/> <u>P</u>	<ul style="list-style-type: none"> <li>Children with disabilities who are homeless or are wards of the state; and</li> </ul>	<a href="#">300.111(a)(1)(i)</a> <a href="#">300.19</a> <a href="#">42 USC 11434a</a>
<input type="checkbox"/> <u>P</u>	<ul style="list-style-type: none"> <li>Children with disabilities who are attending private schools.</li> </ul>	<a href="#">300.111(a)(1)(i)</a>

## CHILD FIND FOR CHILDREN WITH DISABILITIES PARENTALLY-PLACED IN PRIVATE SCHOOL

Each LEA must locate, identify, and evaluate all children with disabilities who are currently enrolled by their parent in private, including religious, elementary schools, and secondary schools located in the LEA.

[300.131\(a\)](#)

P

To determine the number of parentally-placed children with disabilities attending private schools located in the LEA, the LEA must:

[300.133\(b\)](#)

P

- Timely and meaningfully consult with representatives of private schools; and

[300.133\(b\)](#)

D

- Conduct a thorough and complete [CHILD FIND](#) process.

[300.133\(b\)](#)

P

Each LEA must maintain in its records and provide to the Texas Education Agency (TEA) the following information related to children with disabilities parentally-placed in private school:

[300.132\(c\)](#)

P

- The number of children evaluated;

[300.132\(c\)\(1\)](#)

D

- The number of children determined to be children with disabilities; and

[300.132\(c\)\(2\)](#)

D

- The number of children served.

[300.132\(c\)\(3\)](#)

D

The LEA must comply with the [PROPORTIONATE SHARE FUNDING FOR PARENTALLY-PLACED PRIVATE SCHOOL CHILD](#) framework when carrying out its obligations under the [CHILD FIND](#) frameworks.

P



# Helpful Links

- ▶ Full & Individual Evaluation (FIE) Interactive Timeline Tool
- ▶ [http://www.esc20.net/default.aspx?name=ci\\_se.ChildFind.EarlyChildhoodTransition](http://www.esc20.net/default.aspx?name=ci_se.ChildFind.EarlyChildhoodTransition)

**Key Elements of Early Transition:  
A Guide for Planning, Implementing, and Evaluating Smooth and Effective Transitions  
for Children and their Families  
from Local Early Childhood Intervention Contracted Programs  
to Local Preschool Programs for Children with Disabilities**

This document provides a framework of the key elements of early transition to assist LEAs and ECI contractors in developing a collaborative child find system (34 CFR §300.111) for children who leave Early Childhood Intervention (ECI) services and enter the public school Preschool Program for Children with Disabilities (PPCD). The elements are listed in chronological order and each is accompanied by its corresponding reference(s) in the Individuals with Disabilities Education Improvement Act (IDEA) 2004, the Code of Federal Regulations (CFR), the Texas Administrative Code (TAC), the State Performance Plan (SPP), and/or TEA/DARS Early Transition Memorandum of Understanding (ECI MOU). Websites for accessing the references are listed at the end of the document as are the acronyms that are used in the document.

# Transitioning from ECI to LEA

Key Elements	References
<p>1. The Local Educational Agency (LEA) and the local Early Childhood Intervention (ECI) contractor have developed a coordinated child find system. Both ECI and LEA ensure it has policies and procedures in effect to identify, locate, and evaluate children who are in need of early intervention or special education services.</p> <p>In Texas, children with an auditory impairment (AI) or a vision impairment (VI) are entitled to a free appropriate public education (FAPE) from birth. Services provided with no out-of-pocket payment from the parent are services to children with an AI or a VI that are required by an individualized education program (IEP). All IDEA Part C services are subject to Family Cost Share except those specified as exempt. Exempt services include case management and service coordination. Therefore, services for a child enrolled in ECI with an AI or a VI must be coordinated between the local ECI contractor and the LEA for the area where the child resides.</p>	<p><b>34 CFR §300.111 Child Find</b> (a) General. (1) The State must have in effect policies and procedures to ensure that— (i) All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated.</p> <p><b>34 CFR §303.302 Comprehensive Child Find System</b> (a) General. Each system must include a comprehensive child find system that— (1) Is consistent with part B of the Act (see 34 CFR 300.111);</p> <p><b>TEC, §§29.003, 30.002(a), and 30.081</b> a free, appropriate, public education shall be available from birth to students with visual or auditory impairments.</p> <p><b>40 TAC, §108.411(a)</b> Early Childhood Intervention Services provided with no out-of-pocket payment from the parent are: child find, evaluation and assessment, development of the IFSP, services to children with auditory or visual impairments that are required by and individualized education program pursuant to Texas Education Code, §29.003(b)(1), case management, translation and interpreter services, and administrative and</p>



## KEET (Key Elements of Early Transition

required by and individualized education program pursuant to Texas Education Code, §29.003(b)(1), case management, translation and interpreter services, and administrative and coordination activities related to the implementation of procedural safeguards and other components of the statewide system of early childhood intervention services.

### 19 TAC §89.1050(b)

For a student from birth through two years of age with visual and/or auditory impairments, an individualized family service plan (IFSP) meeting must be held in place of an ARD committee meeting in accordance with 34 CFR, §5300.320-300.324, and the memorandum of understanding between the Texas Education Agency and the Department of Assistive and Rehabilitative Services. For students three years of age and older, school districts must develop an IEP.

**Early Transition Memorandum of Understanding, Interagency Collaboration between the Texas Education Agency and the Department of Assistive and Rehabilitative Services to coordinate an effective system of transition services for children with**



	<p>disabilities in early childhood and the LEA provision of services to children with an AI or a VI.</p> <p><b>Part B SPP, Effective Transition</b></p> <p>Indicator 12: 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.</p>
<p>2. Both ECI and TEA have policies and procedures in place to ensure that children transitioning from ECI to the LEA who will participate in preschool programs will experience a smooth and effective transition by their third birthday.</p>	<p><b>34 CFR §300.124 Transition of Children from the Part C Program to Preschool Programs.</b></p> <p>The State must have in effect policies and procedures to ensure that—</p> <p>(a) Children participating in early intervention programs assisted under Part C of the Act, and who will participate in preschool programs assisted under Part B of the Act, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9) of the Act</p> <p><b>34 CFR §300.101 Free Appropriate Public Education (FAPE)</b></p> <p>(b) FAPE for children beginning at age 3. (1) Each state must ensure that – (i) The obligation to make FAPE available to each eligible child residing in the State begins no later than the child's third birthday, and (ii) An IEP or an IFSP is in effect for the child by that date, in accordance with Sec. 300.323(b)</p>



### **19 TAC §89.1035 Age Ranges for Student Eligibility**

(a) Pursuant to state and federal law, services provided in accordance with this subchapter shall be available to all eligible students age 3-21. Services will be made available to eligible students on their third birthday.

**Early Transition Memorandum of Understanding, Interagency Collaboration between the Texas Education Agency and the Department of Assistive and Rehabilitative Services to coordinate an effective system of transition services for children with disabilities in early childhood and the LEA provision of services to children with an AI or a VI.**

### **Part B SPP, Effective Transition**

**Indicator 12: 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.**

3. The ECI contractor must notify the appropriate LEA not fewer than 90 days before the child's third birthday that the child is potentially eligible for Part B services. The information that will be disclosed will include limited personally identifiable information such as child's name, child's date of birth, parent's name, address and telephone number. Parents may choose to opt out of the LEA notification by providing written documentation of their choice before the notification is sent.

The local ECI contractor and LEA program have a system in place for confirming that referral information about the child has been transmitted to the LEA in accordance with the required notification provisions. The LEA child find contact person has a system in place to maintain confidentiality of personally identifiable information as it is received, maintained, used and as appropriate, destroyed.

#### 20 USC §1437

(a)(9)(A) (i)(I) notify the LEA for the area in which such a child resides that the child will shortly reach the age of eligibility for preschool services under Part B, as determined in accordance with State law

#### 34 CFR §300.623 Safeguards

(a) Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. (b) One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. (c) All persons collecting or using personally identifiable information must receive training or instruction regarding the State's policies and procedures under § 300.123 and 34 CFR part 99. (d) Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

#### **34 CFR §300.624 Destruction of Information**

(a) the public agency must inform parents when personally identifiable information collected, maintained, or used under this part is no longer needed to provide educational services to the child. (b) The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

#### **34 CFR §303.209 Transition to Preschool and Other Programs**

(b) Notification to the SEA and appropriate LEA. (1) The State lead agency must ensure that—i) Subject to paragraph (b)(2) of this section, not fewer than 90 days before the third birthday of the toddler with a disability if that toddler may be eligible for preschool services under part B of the Act, the lead agency notifies the SEA and the LEA for the area in which the toddler resides that the toddler on his or her third birthday will reach the age of eligibility for services under part B of the Act, as determined in accordance with State law;

#### **40 TAC 108.1213 LEA Notification Opt-Out**

(a) The parent may choose not to allow the contractor to send the child's limited personally identifiable information to the LEA. The contractor must:

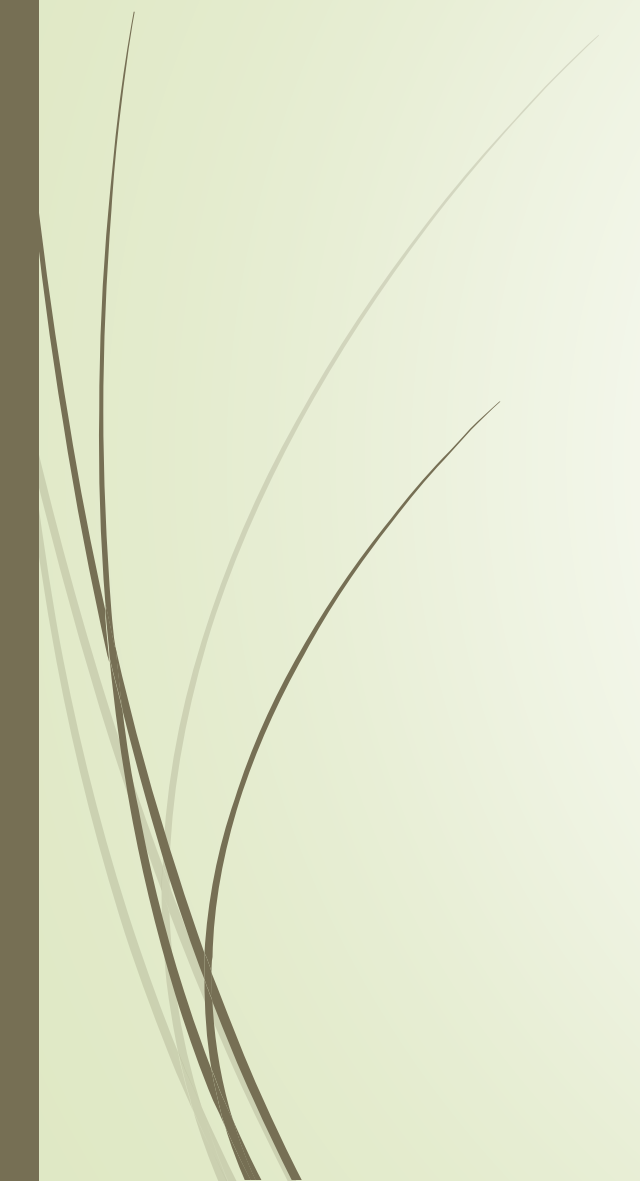
- (1) inform the parent of the LEA Notification of Potentially Eligible for Special Education Services requirements before the parent signs the initial IFSP; and
- (2) explain LEA Notification Opt Out to the parent and the consequences of this choice.

(b) The parent may choose to opt out of the LEA Notification of Potentially Eligible for Special Education Services. The parent must inform the contractor of their LEA Notification Opt Out choice in writing before the scheduled notification date.

**Early Transition Memorandum of Understanding, Interagency Collaboration between the Texas Education Agency and the Department of Assistive and Rehabilitative Services to coordinate an effective system of transition services for children with disabilities in early childhood and the LEA provision of services to children with an AI or a VI.**

#### **Part B SPP, Effective Transition**

**Indicator 12: 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.**



4. LEAs understand that receiving notification of a child who is potentially eligible for Part B services constitutes a referral to the Part B system and that steps must be taken to initiate the evaluation process to determine whether the child is eligible for Part B services.

Early Transition Memorandum of Understanding, Interagency Collaboration between the Texas Education Agency and the Department of Assistive and Rehabilitative Services to coordinate an effective system of transition services for children with disabilities in early childhood and the LEA provision of services to children with an AI or a VI.

Part B SPP, Effective Transition

Indicator 12: 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.

5. ECI contractors document inviting the LEA to the transition conference 14 days in advance of the conference date unless another timeline has been established by local agreement. LEAs have a system in place that ensures their participation in transition planning conferences arranged with family approval by local ECI programs. The transition conference must be convened not fewer than 90 days, and at the discretion of all parties, not more than nine months before the child's third birthday to discuss any services the child may receive under Part B.

20 USC §1437

(a)(9)(A)(ii)(II) in the case of a child who may be eligible for such preschool services, with the approval of the family of the child, convene a conference among the lead agency, the family, and the LEA not less than 90 days (and at the discretion of all such parties, not more than 9 months) before the child is eligible for the preschool services, to discuss any such services that the child may receive.

34 CFR §300.124 Transition of Children from the Part C Program to Preschool Programs

The State must have in effect policies and procedures to ensure that- (c) Each affected LEA will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10) of the Act.



## 34 CFR §303.209 Transition to Preschool and Other Programs

(c) Conference to discuss services. The State lead agency must ensure that—(1) If a toddler with a disability may be eligible for preschool services under part B of the Act, the lead agency, with the approval of the family of the toddler, convenes a conference, among the lead agency, the family, and the LEA not fewer than 90 days—and, at the discretion of all parties, not more than 9 months—before the toddler's third birthday to discuss any services the toddler may receive under part B of the Act;

Early Transition Memorandum of Understanding, Interagency Collaboration between the Texas Education Agency and the Department of Assistive and Rehabilitative Services to coordinate an effective system of transition services for children with disabilities in early childhood and the LEA provision of services to children with an AI or a VI.

6. For children who are referred to the LEA, ECI contractors will invite a teacher certified to teach children with AI or VI, as appropriate, to the transition meeting when addressing issues and evaluation related to or affected by an AI or VI.

#### 34 CFR §303.13 Early Intervention Services


(c) *Qualified personnel.* The following are the types of qualified personnel who provide early intervention services under this part: 11) Special educators, including teachers of children with hearing impairments (including deafness) and teachers of children with visual impairments (including blindness).

**Early Transition Memorandum of Understanding, Interagency Collaboration between the Texas Education Agency and the Department of Assistive and Rehabilitative Services to coordinate an effective system of transition services for children with disabilities in early childhood and the LEA provision of services to children with an AI or a VI.**

7. ECI contractors will document the date of the transition conference, the discussion during the conference, and the contents of the transition plan in the child's record.

LEA staff documents the date of the transition conference, participants, and the steps to determine the child's Part B eligibility.

**Early Transition Memorandum of Understanding, Interagency Collaboration between the Texas Education Agency and the Department of Assistive and Rehabilitative Services to coordinate an effective system of transition services for children with disabilities in early childhood and the LEA provision of services to children with an AI or a VI.**



8. ECI contractors develop transition plans as part of a child's IFSP not fewer than 90 days, but at the discretion of all parties, up to nine months, before the child's third birthday.

LEAs coordinate with ECI programs to fully inform families of the possible services available under Part B and support family involvement in the transition planning process.

#### 34 CFR §303.209 Transition to Preschool and Other Programs

(d) Transition plan. The State lead agency must ensure that for all toddlers with disabilities—(2) It establishes a transition plan in the IFSP not fewer than 90 days—and, at the discretion of all parties, not more than 9 months—before the toddler's third birthday;

Early Transition Memorandum of Understanding, Interagency Collaboration between the Texas Education Agency and the Department of Assistive and Rehabilitative Services to coordinate an effective system of transition services for children with disabilities in early childhood and the LEA provision of services to children with an AI or a VI.



9. When an ECI contractor provides notification of a potentially eligible child less than 90 days before the child's third birthday, the ECI program must provide a written explanation to the LEA stating the reason for the delay.


For children whose eligibility for Part C services with an ECI contractor is determined fewer than 90 days and more than 45 days before the child's third birthday, the ECI contractor must provide notification to the LEA of potential eligibility for Part B services as soon as possible unless the family opts out of this process.

If a child is referred to an ECI contractor fewer than 45 days before the child's third birthday, the ECI contractor is not required to determine eligibility for Part C services. The ECI contractor, with family consent, should facilitate the child's referral directly to the LEA for a Part B eligibility determination.

#### 34 CFR §303.209 Transition to Preschool and Other Programs

(b) Notification to the SEA and appropriate LEA. (i) Subject to paragraph (b)(2) of this section, if the lead agency determines that the toddler is eligible for early intervention services under part C of the Act more than 45 but less than 90 days before that toddler's third birthday and if that toddler may be eligible for preschool services under part B of the Act, the lead agency, as soon as possible after determining the child's eligibility, notifies the SEA and the LEA for the area in which the toddler with a disability resides that the toddler on his or her third birthday will reach the age of eligibility for services under part B of the Act, as determined in accordance with State law; or

(ii) Subject to paragraph (b)(2) of this section, if a toddler is referred to the lead agency fewer than 45 days before that toddler's third birthday and that toddler may be eligible for preschool services under part B of the Act, the lead agency, with parental consent required under §303.414, refers the toddler to the SEA and the LEA for the area in which the toddler resides; but, the lead agency is not required to conduct an evaluation, assessment, or an initial IFSP meeting under these circumstances.

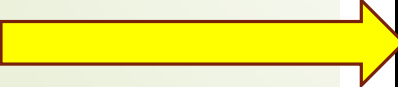


**40 TAC, §108.1215**

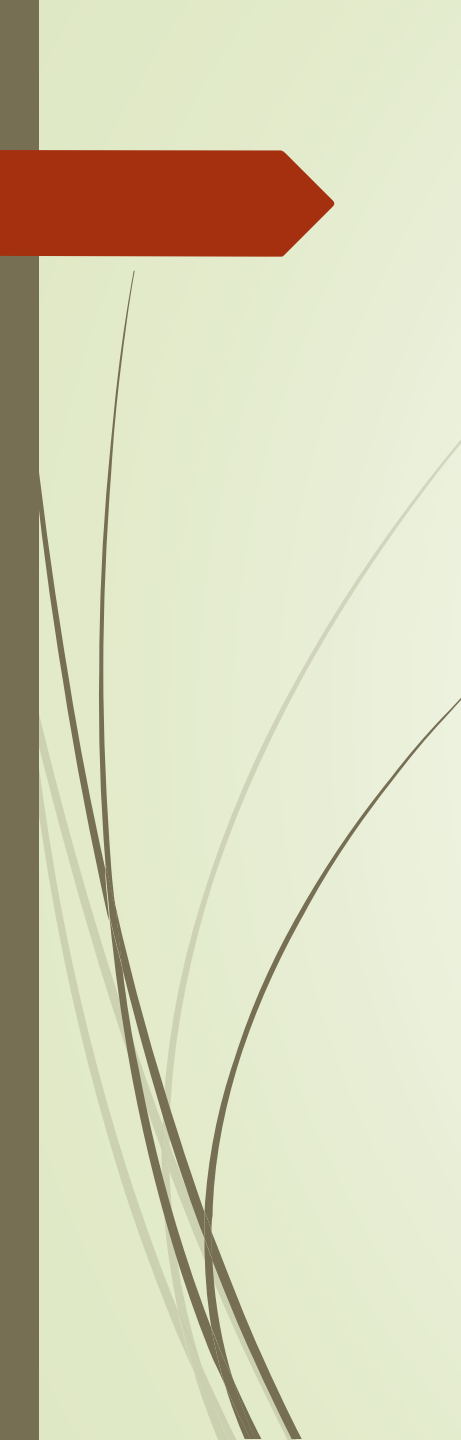
When the contractor provides the LEA Notification of Potentially Eligible for Special Education Services to districts or charter schools less than 90 days before the child's third birthday, the contractor's ECI program must include in the notification the reason for the delay. The contractor must send the LEA for the area in which the child resides a late LEA Notification for any child aged 33-36 months whom the IFSP team determines is potentially eligible for special education services, unless the parent has informed the contractor in writing of their decision to opt-out of LEA notification.

**Early Transition Memorandum of Understanding, Interagency Collaboration between the Texas Education Agency and the Department of Assistive and Rehabilitative Services to coordinate an effective system of transition services for children with disabilities in early childhood and the LEA provision of services to children with an AI or a VI.**

**Part B SPP, Effective Transition**



**Indicator 12: 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.**



<p>10. The LEA will provide Part B evaluations and determinations. If the child is eligible, the LEA will develop and implement the IEP, or IFSP under 34 CFR §300.323(b), by the child's third birthday.</p>	<p>and implemented by their individual ways.</p> <p><b>34 CFR §300.305 Determination of Eligibility</b></p> <p>(a) General. Upon completion of the administration of assessments and other evaluation measures—(1) A group of qualified professionals and the parent of the child determines whether the child is a child with a disability, as defined in §300.8, in accordance with paragraph (b) of this section and the educational needs of the child.</p>
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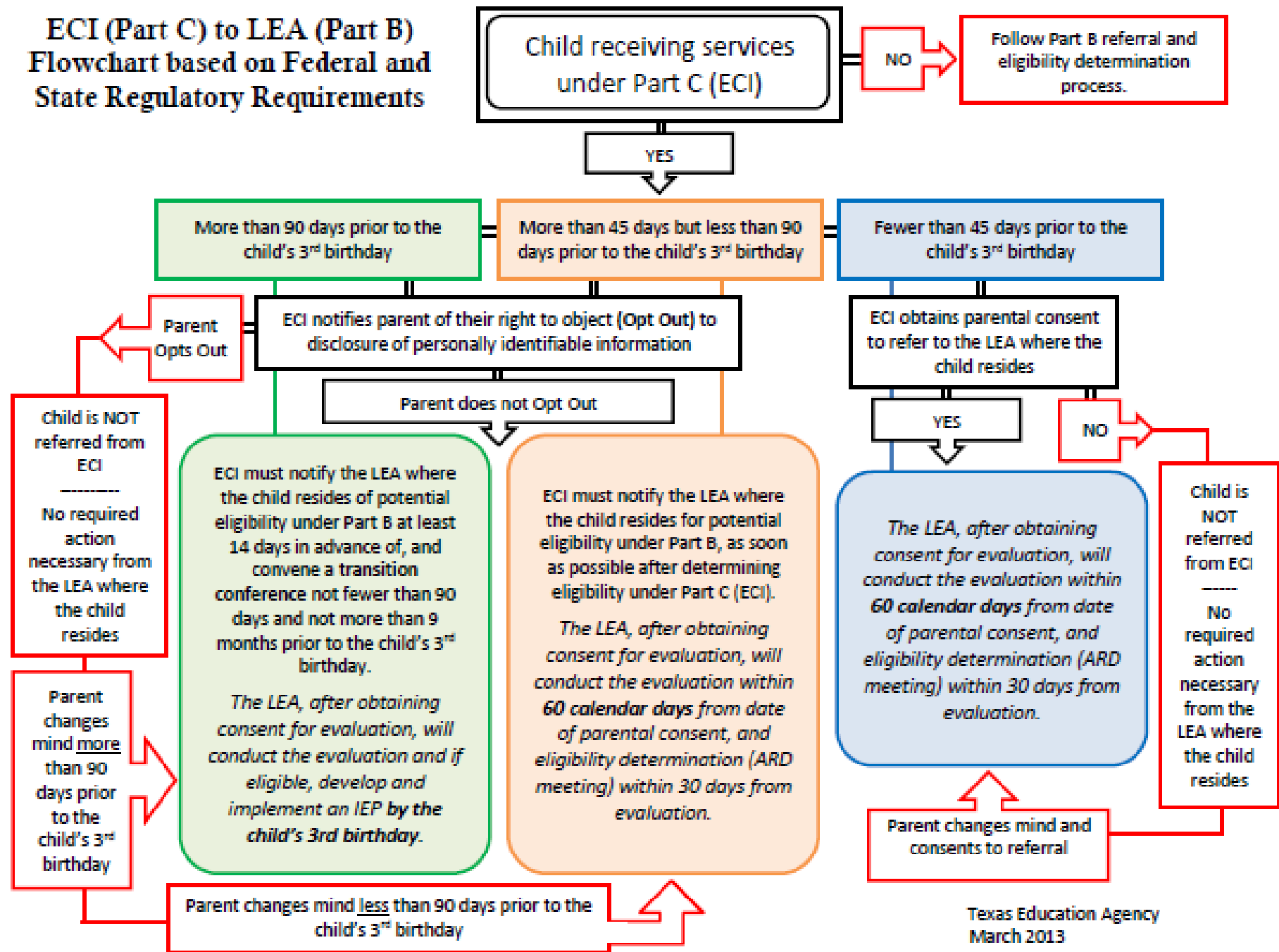
And it continues through page 11 of the KEET document



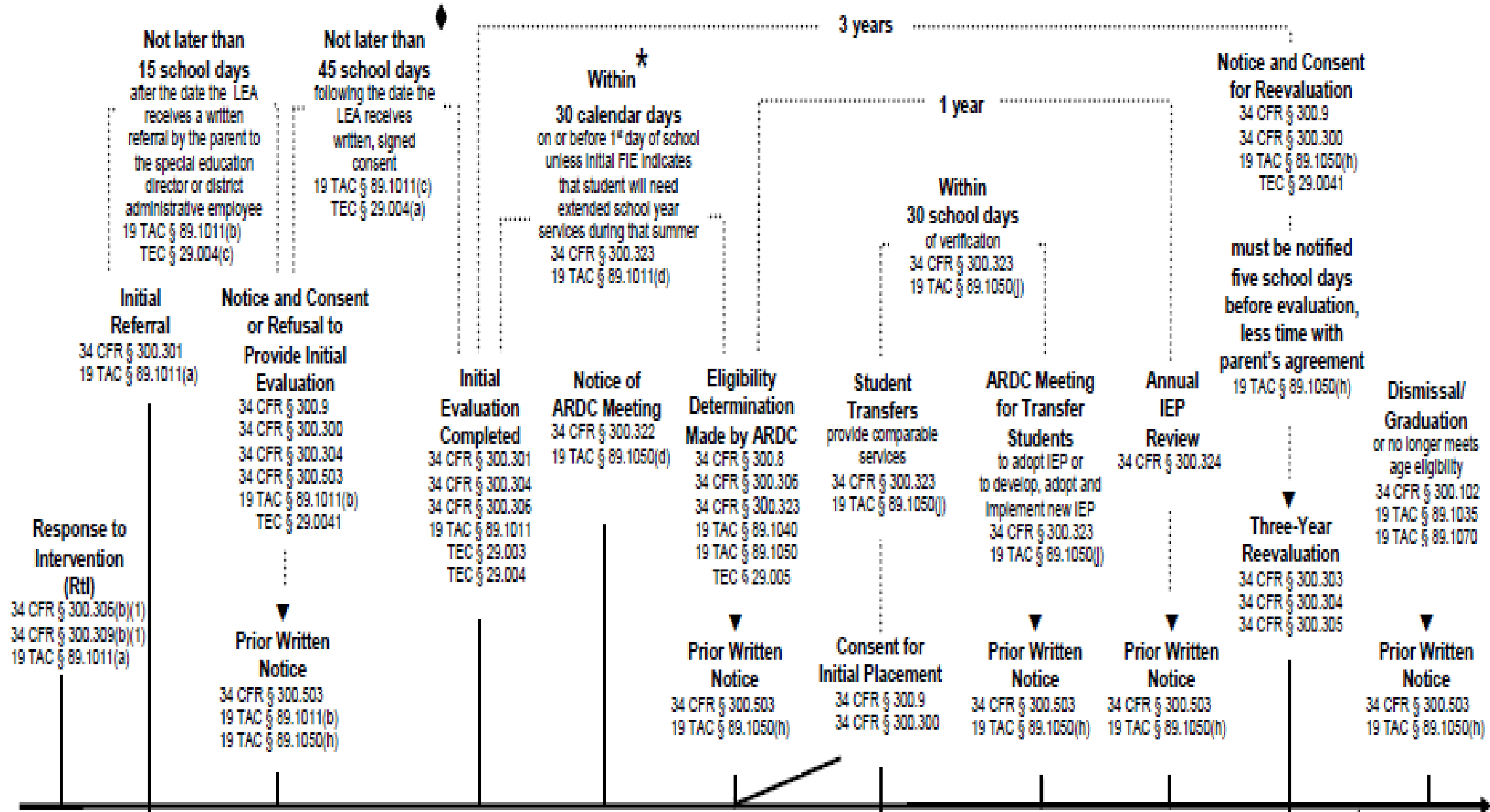
# Early Transition MOUs

- ▶ [http://tea.texas.gov/Curriculum and Instructional Programs/Special Education/Programs and Services/Services for Texas Students with Disabilities Ages 3-5/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Programs_and_Services/Services_for_Texas_Students_with_Disabilities_Ages_3-5/)

# ECI (Part C) to LEA (Part B) Flowchart based on Federal and State Regulatory Requirements



# Timeline | Child-Centered Special Education Process



**KEY** The number in the box indicates the corresponding PPCD-Service-Location-Code for Texas PEIMS submissions.

### Decision Tree for Coding Educational Environments for Preschool Special Education Services

Is the child attending a regular early childhood program?

**YES**

**NO**

If **YES**, determine the following:  
How many hours does the child attend a regular early childhood program?

If **NO**, determine the following:  
Is the child attending a special education program?

At least 10 hours per week

Less than 10 hours per week

If **YES**,  
C1 = Special Education Classroom **3**  
C2 = Separate School  
C3 = Residential facility

If **NO**,  
Is the child receiving the majority of special education and related services in the residence of the child's family or caregiver?

If at least 10 hours per week:  
Where does the child receive the majority of hours of special education and related services?  
**1** A1 = In the regular education program  
**5** A2 = In some other location.

If less than 10 hours per week:  
Where does the child receive the majority of hours of special education and related services?  
**4** B1 = In the regular education program  
**6** B2 = In some other location

If **YES**, **7**  
D1 = Home


Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEP's). This category may include, but is not limited to:

- Kindergarten, public or private
- Preschool classes, public or private
- Group child development center or child care

**Definitions**  
C1 Special Education Classroom = includes a majority (at least 50%) of children with disabilities (i.e., children on IEPs). This category may include, but is not limited to programs in:

- Regular school buildings
- Trailers, Portables
- Child care facilities
- Hospital facilities – out patient
- Other community based settings

If **NO**, **8**  
D2 = Service Provider location or some other location that is not in any other category



# Preschool Programs for children with Disabilities

- ▶ <http://www.esc20.net/users/0040/docs/PPCD%20Resources.pdf>
- ▶ Preschool Special Education Service Location code FAQ
- ▶ PPCD National and State Resources  
<http://www.esc20.net/users/0040/docs/PPCD%20Resources.pdf>



# Child Find Brochures

## How to Make a Referral

Any person who knows of a child/ student who's age is birth to 21 years and is having any developmental delays and/ or difficulties in learning may make a referral.

Call the ECI program for children through 3 years of age, the Special Education office at your local school district for children ages 3 through 21 years or call the Child Find number below.

## Region One ESC Child Find/ Child Serve

1-800-274-7346



## Early Childhood Programs Valley - Wide:

**Easter Seals Society - ECI Program**  
McAllen (956) 631-9171  
Harlingen (956) 423-7457

**ECI Proyecto Niños**  
Webb/Jim Hogg & Zapata Counties

Laredo (956) 228-1769

**Region One ECI Program**  
Edinburg (956) 584-6131  
Brownsville (956) 504-9422



## Helping Families Make Connections

## Child Find / Child Serve

Do you know a child or student between the ages of birth through 21 who shows signs of developmental delays, on-going learning problems, behavioral or medical problems that interfere with learning? Do you suspect the presence of a disability?

Child Find can help you and your family make connections to services in the community or your local school district.

Every child has the right to equal education in the state of Texas. Don't let your child be left behind in their attempts to be successful.

Following information will explain the areas that a child may need assistance and how to make a referral.

## Child Find/Child Serve is a Free Referral and Information Service



<http://www.esc1.net/cms/lib/TX21000366/Centricity/Domain/40/English%20CF%20Brochure%2015-16%20B.pdf>

## What is ECI?

Early Childhood Intervention (ECI) serves children, birth to age 3, with disabilities or delays. ECI teaches families how to help their children reach their potential through education and therapy services. There are 2 programs that serve the children in the Rio Grande Valley.

ECI services could include:

- Screenings and assessments, including hearing and vision
- Physical, occupational, speech and language therapy
- Consultation with therapists
- Activities to develop learning and eating skills
- Activities to help social and emotional development
- Assistive technology
- Case management
- Moving on to school or other services as needed at age 3 or when graduating from the program
- Nutritional services
- Supporting child care or preschool teachers of enrolled children
- Home visits to develop plans

## Families Making Connections



## Services Provided by School Districts

### Children Ages 3 - 21 years

The following are criteria which may qualify a student for special education services in school districts.

- Autism
- Intellectual Disability
- Hearing Impaired
- Speech Impaired
- Visually Impaired
- Orthopedically Impaired
- Emotionally Disturbed Learning Disabilities
- Other Health Impaired
- Traumatic Brain Injury
  - Deaf-Blindness
  - Learning Disability
- Specific Learning Disabilities
- Multiple disabilities



## Como pedir que se haga una evaluación

¿Conoce usted algún niño(a) que demuestre dificultades de aprendizaje?

Puede pedir una evaluación por medio de una de las siguientes:

- el programa de **ECI** para niños menores de 3 años,
- con la oficina de **Educación Especial de su Distrito Escolar**, o
- e **Child Find/ Child Serve** de el centro de servicios de **Region One** al número de teléfono.

### Region One ESC

Child Find/ Child Serve

**1-800-274-7346**



## Programas de Intervención Temprana para la Infancia

### Easter Seals Society - ECI Program

McAllen (956) 631-9171  
Haringen (956) 423-7457

### ECI Project Niños

Webb/Jim Hogg & Zapata Counties

Laredo (956) 728-1769

### Region One ECI Program

Edinburg (956) 984-6131  
Brownsville (956) 504-9422



1900 W. Schunior  
Edinburg, TX 78541  
(956) 984-6000

## Ayudando familias hacer conexiones



**Child Find/Child Serve es un servicio gratuito para tomar información y dar asistencia**



### Child Find / Child Serve

Si usted tiene algún niño o algún niño entre la edad de 1 a los 21 años que demuestre retraso del desarrollo, de salud, o de aprendizaje que se interponga en su aprendizaje?

¿Puede ayudarlo a usted y su familia a hacer contacto con los servicios que hay en la comunidad o en su distrito escolar.

Si su hijo o hija es en el estado de Texas y no ha hecho a recibir la misma educación. No permita que su hijo o niña se retrase en sus estudios para llegar al éxito.

Este servicio de información le explicara como puede ayudar a un niño(a) puede ayudar y como tramitar una referencia.

### ¿Qué es ECI?

El programa de Intervención en la Infancia (ECI) ofrece servicios a niños menores de 3 años de edad que tienen alguna incapacidad o algún retraso. ECI enseña a las familias como ayudar a los niños alcanzar su potencial por medio de servicios educativos y terapéuticos.

### Servicios de ECI pueden incluir:

- Detección y evaluación, por ejemplo de audición y visión
- Terapia física, ocupacional, del habla y del lenguaje
- Consultas con terapeutas
- Actividades para fomentar habilidades de aprendizaje y alimentación
- Actividades para estimular el desarrollo social y emocional
- Tecnología auxiliar
- Servicio de tratamiento
- Ayuda con las transición en la escuela y otros servicios que se necesitan para el niño de 3 años o al graduarse del programa
- Servicios de nutrición
- Apoyo al cuidado del niño o a los maestros preescolares de los niños inscritos
- Visitas al hogar para formular planes especiales

## Las familias haciendo conexiones



### Servicios Directos Escolar

*Niños y jóvenes de 3 a 21 años de edad.*

- Retraso de inteligencia
- Impedimentos Auditivos
- Impedimentos de Lenguaje
- Impedimentos Visuales
- Impedimentos Ortopédicos
- Problemas Emocionales
- Problemas de Aprendizaje
- Impedimentos de Salud
- Sordo/Ciego
- Autismo y otras discapacidad de desarrollo



Region One  
Education Service Center

## Child Find

is a process designed to

identify, locate, and evaluate

individuals from birth to 21 years of age who  
may need special education and related  
services.

If you have  
concerns call:  
1-800-274-7346

School districts & public charter  
must ensure that a Free and  
Appropriate Public Education  
(FAPE) is provided for children  
who are identified as needing  
special education and related  
services.

For questions, inquiries, or more  
information, contact the special  
education program at the number  
listed above.



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www.shetknows.com

¿Conoce algún niño(a) o  
algún estudiante entre la  
edad de 1 a los 21 años  
que demuestra retraso del  
desarrollo, de salud, o de  
comportamiento que se  
interponga con su  
aprendizaje?

## Ayudando familias hacer conexiones

### Child Find/ Child Serve

Child Find puede ayudarle a usted y su familia  
hacer contacto con los servicios que hay en la  
comunidad o con su distrito escolar.

Todos los niños en el estado de Texas tienen  
derecho a recibir la misma calidad de  
educación. No permita que su niño(a) se  
retrase en sus esfuerzos para llegar al éxito.

llame este número 1-800-274-7346



Picture downloaded from clipart:  
www.southernangelsupply.com



1900 W. Schunior St.  
Edinburg, TX 78541  
(956) 984-8000



# Next Meeting Date

➤ March 2, 2017 Workshop # 58068





# Contact:

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