Module 1

The Basics of Early Intervention

Section 2 — 7 Acronyms to Know in Early Intervention

Module 1 of this training curriculum on Part C of IDEA
is divided into three sections.

Section 1:

**The 8 basic
steps of early
intervention**

Section 2:

**7 acronyms to
know in early
intervention**

Section 3:

**9 key definitions
in early
intervention**

This is the Trainer's Guide for Section 2 of Module 1.

All background information is given
in the introduction to Section 1.
We have not repeated that info here.

*The information in the module is not a substitute
for the requirements reflected in the IDEA statute and Part C regulations.*

A training curriculum on Part C of IDEA 2004

Handouts You May Need for Section 2

Handout 10 | Acronyms in Early Intervention

Activity Sheet 3 | Take a Wild Guess

October 2012

National Dissemination Center for Children with Disabilities

Alphabet Soup

Acronyms in Early Intervention

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CLICK to advance to next slide.

Pertinent Handout:
• Activity Sheet 3, TAWG (Take a Wild Guess!)

Use Slide 1 (above) to orient your audience to what this training will be about: **Acronyms in Early Intervention.**

Use **Activity Sheet 3** to break the ice and involve participants immediately in the training session (see instructions on the next page). Then engage them in a discussion that activates their prior knowledge about early intervention—its acronyms, in particular.

After the Activity

Be sure to explore how today's training on acronyms, Part C, and IDEA is personally relevant to participants' lives, asking questions such as:

• Have you ever been bewildered by a term or acronym you've heard (this doesn't necessarily have to be related to early intervention or IDEA)?

• What terms or aspects of IDEA do you want to know more about?

• Why have you come to this training session today?

• How does your life—personally or professionally—intersect with IDEA?

• How do you think you'll *use* the information you learn today in this training session?

Opening Activity

Purpose
To have participants focus on acronyms in a fun way and then identify what early intervention acronyms they may know or have heard.

Total Time Activity Takes
15 minutes.

Group Size
Work in pairs, then discuss in large group.

Materials
Activity Sheet 3, TAWG

Instructions

1. Refer participants to **Activity Sheet 3**. Indicate that they will have 5 minutes to work with a partner and complete the activitiy.

2. At the end of the time allotted, call the audience back to large-group focus.

3. Take 2-3 minutes to see how they did—could they match the license tag abbreviations with the car owner's profession?

4. Take 5 minutes to relate this exercise to the training and explore what trainees already know about early intervention, its acronyms, and other key terms. Ask some of the questions posed in the discussion section for this slide.
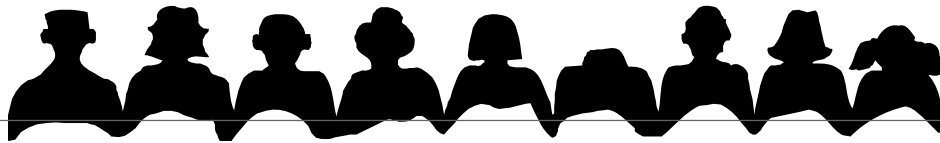
Suggested answers:

1. CRIMPAYS—defense attorney (J)

2. DOC4JOX—sports injury specialist (S)

3. DR IIII—optometrist (I)

4. EIEIO—farmer (N)

5. FOOTSY—podiatrist (K)

6. HUT ONE—football player (M)

7. I I M8TY—pirate (O)

8. LOXMIF—locksmith (T)

9. MAKMLAF—comedian (R)

10. STR8NR—orthodontist (H)

11. ICNCYDU—radiologist (B)

12. SAY AHH—pediatrician (E)

13. STORK1—obstetrician (P)

14. T IT UP—golfer (L)

15. UP N D—elevator repairman (A)

16. I SD8EM—anesthesiologist (C)

17. FAMFIXR—family therapist (Q)

18. FILLRUP—gas station owner (D)

19. CALQL8—accountant (G)

20. ID-BUGM—computer repair technician (F)

In this session,
you'll learn:

- 7 acronyms used in
  early intervention

- what those
  7 acronyms mean

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completely.
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except to
advance to
the next slide.

CLICK to advance to next slide.

Slide 2 is an advance organizer for participants, to alert them to the areas covered in this training session. Ask them what early intervention acronyms they've heard, to date.

Make a list of the terms and acronyms that people mention and refer back to it if one of the terms or acronyms comes up in the training.
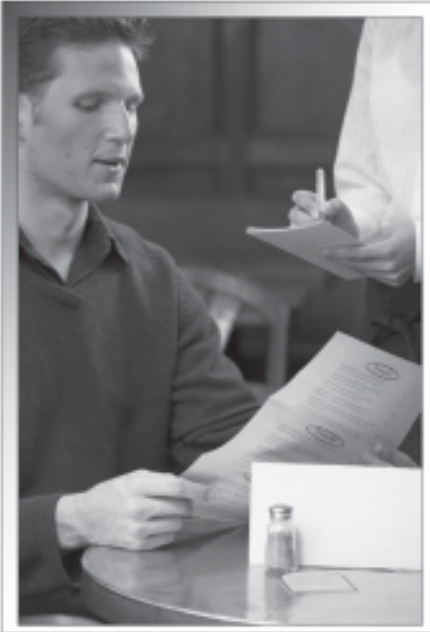
Bring on the alphabet soup, please

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CLICK to advance to next slide.

Use this slide to signal the audience that you're bringing on the ALPHABET SOUP.

Where else to start, really, but with acronyms? Early intervention is loaded with them. It's like a secret language, and not knowing what these acronyms mean can leave you straight out of the conversation, wondering what planet you've unexpectedly descended on.

So let's jump ASAP into the alphabet soup of early intervention and Part C. Here come seven terms most commonly referred to *by their letters*.

IDEA

Individuals with Disabilities Education Act

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CLICK to advance to next slide.

Pertinent Handout:
- Handout 10, Acronyms in Early Intervention

The next seven slides cover the seven acronyms, one by one. The abbreviated content on each slide—the acronym and its meaning, that's all—lets you move quickly through all the content slides when you have limited time for training or your participants have a lot of prior knowledge about early intervention. Of course, you can always expand upon each slide and its content, adding more detail and discussion as you wish and pulling from the explanations this trainer's guide provides with each slide.

The acronyms and what they mean are provided on **Handout 10**. The handout also includes other acronyms that are commonly used in early intervention, the disabilities field, and special education. While those acronyms aren't covered in this module, participants may find the list handy in their personal or professional lives.

Summarizing IDEA

The first acronym (and the subject of this slide) is: IDEA. Sometimes you'll hear it pronounced as if you were spelling the word idea, as in I…D…E…A.

Other times, you may hear IDEA pronounced as the word "idea." But either way, the letters mean the same thing. The Individuals with Disabilities Education Act, our nation's early intervention and special education law and the exclusive subject of this training package.

Congress is shown on the slide, because Congress is responsible for writing federal legislation such as IDEA and for periodically amending (or reauthorizing) existing laws. The most recent version of IDEA was passed by Congress and signed into law by the President in 2004.

Sometimes people append numbers, such as IDEA '97 or IDEA 2004. When they do this, they're referring to a specific set of amendments Congress has made to IDEA—usually, the year in which those amendments were made. Right now, we speak of IDEA 2004.

Part C of IDEA was originally called Part H (alphabet soup again!), because that's the part of IDEA it was when it was first included in the law in 1986. With the IDEA amendments of 1997, it moved up the alphabet and became Part C. Under Part C, early intervention services are made available to infants and toddlers with disabilities or developmental delays and their families. Part B of IDEA makes special education available to school-aged children with disabilities, including preschoolers.

Discussing IDEA

If you wish to expand what you say about IDEA beyond what the acronym means, pull from the introduction to this training module (see the Trainer's Guide for Section 1), which provides some of IDEA's prestigious background as well as information about how to get a copy of both the statute and the Part C regulations.

Some additional points of interest include:

Point 1 | IDEA hasn't always been known as IDEA. It's also been called the EHA (the acronym commonly used for two of its prior titles, the Education of the Handicapped Act and the Education for All Handicapped Children Act). And before that, it was part of ESEA (the Elementary and Secondary Education Act). Oh, acronyms! Aren't they useful? That is, of course, if you understand what they mean…

IDEA became IDEA in the amendments of 1990, where the name was changed to reflect a movement toward people-first language. In its current reauthorized form, IDEA is also referred to as IDEA 2004 (the year it was reauthorized), with the actual title of the Individuals with Disabilities Education Improvement Act of 2004.

Point 2 | Part C of IDEA authorizes early intervention services for infants and toddlers with disabilities or developmental delays in the United States

and has since 1986, when it was added to the law (although, at that time, it was called Part H). In 2011, nearly 337,000 infants and toddlers received early intervention services under Part C.[1]

IDEA also authorizes special education and related services in the United States. More than 6.5 million children with disabilities (ages 3-21) received services under Part B in 2011.[2]

Point 3 | IDEA also authorizes a wide range of supports to improve the results and outcomes that children with disabilities achieve in our schools and communities. This includes fiscal and programmatic support for research, technical assistance, dissemination of the field's knowledge base (NICHCY, for example), personnel preparation, and much, much more.

Point 4 | It's a great law— very powerful, thoughtful, detailed, ever evolving, far reaching, with the well-being of children with disabilities at its core. Every year it impacts millions of people's lives. Imagine how many have been impacted over the law's 36-year history!

References & Footnotes

[1] Data Accountability Center. (2012, September). *Number of infants and toddlers ages birth through 2 and 3 and older, and percentage of population, receiving early intervention services under IDEA, Part C, by age and state: Fall 2011* [Table C1-1]. Retrieved October 5, 2012, from: https://www.ideadata.org/TABLES35TH/C1-1.xls

[2] Data Accountability Center. (2012, September). *Number of children and students served under IDEA, Part B, by age group and state: Fall 2011* [Table B1-1]. Retrieved October 9, 2012, from: https://www.ideadata.org/TABLES35TH/B1-1.xls

IFSP

Individualized
Family
Service
Plan

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the next slide.

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Pertinent Handout:
- Handout 10, Acronyms in
  Early Intervention

As **Handout 10** states, the *Individualized Family Service Plan* is a written plan for providing early intervention services to an infant or toddler with a disability and the child's family. **Every infant and toddler with a disability receiving early intervention services under Part C must have an IFSP.**

The slide shows the picture of a blueprint, and that's a helpful way to look at an IFSP—as a blueprint or plan that's developed with care and then followed. Things to know about the IFSP include:

- The IFSP is based on information gathered through evaluation and assessment of the infant or toddler and an assessment of the family. Evaluation and assessment are discussed at §303.321 in the Part C regulations (consult Handout 6).

- The IFSP includes specific information, such as how the child is doing developmentally (often referred to as "present levels"), what measurable results or outcomes are to be achieved, what early intervention services will be provided to address the unique needs of the child and family, and where and when those services will be provided. The Part C regulations describe the IFSP and its required content at §303.344 (consult Handout 8).

- The IFSP is developed by a team that includes the child's parent(s). The Part C regulations address development of the IFSP at §§303.340 through 303.345 (as shown on Handout 8).

- The IFSP must be implemented as soon as possible after parents give their consent for providing the early intervention services listed in the IFSP. It is reviewed at least every six months and revised as necessary.

Model IFSP Form

The U.S. Department of Education has published a Model IFSP Form for States to use in designing their own IFSP forms. The Model IFSP Form contains all required information for an IFSP and could be shared with your participants as an excellent example of what's in an IFSP. You can download the model form from:

http://www.parentcenterhub.org/wp-content/uploads/repo_items/model.ifsp.form.pdf

Also, Module 9, which examines the content of the IFSP in some detail, uses the Model IFSP Form in a series of screen shots included in the slideshow.

—Space for Notes—

EI / EIS

Early intervention

Early intervention service

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Pertinent Handout:
- Handout 10, Acronyms in Early Intervention

As **Handout 10** states, EI and EIS stand for *early intervention* (EI) and *early intervention service* (EIS), respectively.

Point out to participants that this acronym can be a bit tricky, because EI and EIS could be referring to several different things. For example, someone using the acronyms might be referring to:

- the overall early intervention system,

- the early intervention program at the State level,

- local early intervention service providers, or

- early intervention services that are provided in the natural environment for the eligible infant and toddler with a disability and their family.

Clearly, EI and EIS are *nuanced* acronyms. Still, the Deparment notes that "EIS" is the long-standing, commonly accepted abbreviation used in the field of early intervention.[3]

Pertinent IDEA Definitions

The Part C regulations provide definitions of several terms relative to EI and EIS. Two are briefly reviewed here.

1 | **Early intervention service program** or **EIS program** means an entity designated by the State's lead agency for reporting under §§303.700 through 303.702.

This definition appears at §303.11. "Reporting" is referring to reporting under the State's Performance Plan and Annual Performance Report, the APR.

A State's lead agency is responsible for monitoring the implementation of Part C in the State and for making annual determinations about the performance of each EIS program. The lead agency reports these performance data to the public and provides Statewide data to the Department of Education.

2 | Early intervention service provider or **EIS provider** means an entity (whether public, private, or nonprofit) or an individual that provides early intervention services under Part C of IDEA, whether or not the entity or individual receives Federal funds under Part C of IDEA.

This definition appears at §303.12. EIS providers are responsible for implementing the provisions of Part C of IDEA and its regulations.

[3] 76 Fed. Reg. at 60144.

ICC

Interagency
Coordinating
Council

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Pertinent Handout:
- Handout 10, Acronyms in
  Early Intervention

As **Handout 10** states, *ICC* stands for
Interagency Coordinating Council.

The Part C regulations address the ICC as
follows:

**Subpart G—State Interagency
Coordinating Council**

§ 303.600 Establishment of Council.

§ 303.601 Composition.

§ 303.602 Meetings.

§ 303.603 Use of funds by the Council.

§ 303.604 Functions of the Council—
required duties.

§ 303.605 Authorized activities by the
Council.

Here are several points about the ICC you may
wish to mention to your audience:

- If a State would like to receive financial assis-
  tance under Part C of IDEA, it must establish an
  ICC with **certain membership** (described at
  §303.601).

  For example, the Part C regulations stipulate
  that **at least 20% of the ICC must be parents** of
  infants or toddlers with disabilities or children

with disabilities aged 12 years or younger, with
knowledge of, or experience with, programs for
infants and toddlers with disabilities. At least
another 20% must be public or private provid-
ers of early intervention services.

This isn't anywhere close to being the full list
given at §303.601, but hopefully it gives you an
idea of the types of members who serve on a
State's ICC.

- The ICC and its chairperson are appointed by
  the **Governor** of the State, who must ensure
  that the membership of the Council reasonably
  represents the population of the State.

- The ICC must meet at least **quarterly**, with its
  meetings open and accessible to the public to
  the extent appropriate.

- The ICC **advises** and assists the lead agency in
  fulfilling its Part C responsibilities, including
  the use of intra-agency and interagency agree-
  ments in child find; monitoring; fiscal responsi-
  bility; provision of early intervention services;
  and transition.

- The ICC prepares and submits an **annual
  report** to the Governor and to the Secretary of
  the U.S. Department of Education on the status
  of early intervention service programs for
  infants and toddlers with disabilities and their
  families under Part C operated within the State.

FERPA

Family Educational Rights & Privacy Act

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Pertinent Handout:
- Handout 10, Acronyms in Early Intervention

FERPA stands for the *Family Educational Rights and Privacy Act*.

FERPA is a federal law that protects the privacy of student education records. That's why the man on the slide is holding his finger to his lips, saying "shhhhh."

The law applies to all schools and educational agencies and institutions that receive funds under an applicable program of the U.S. Department of Education.

FERPA and Part C

The Part C regulations now explicitly include confidentiality requirements, whereas previous regulations merely referenced the confidentiality requirements from Part B. The Part C regulations also expressly reference the protections in FERPA, its definition of "personally identifiable information" (our next acronym!), and applicable FERPA exceptions.[4]

Thus, to protect the privacy of personally identifiable information in early intervention records, the Part C regulations incorporate the protections of FERPA, while adding requirements and modifications specific to the IDEA Part C program. Part C's confidentiality provisions are found in §§303.401 through 303.417. (See Module 15 for more detailed information.)

Note to Trainers!

FERPA regulations can be found at Title 34 of the U.S. Code of Regulations, Part 99. They are available online at: http://www2.ed.gov/policy/gen/reg/ferpa/index.html

References & Footnotes

[4] Office of Special Education Programs (OSEP). (2011, November). *Part C of the Individuals with Disabilities Education Act: Final regulations nonregulatory guidance.* Washington, DC: OSEP, U.S. Department of Education. Available online at: http://tinyurl.com/chuk2cj

Produced by MICHCT, 2012

PII

Personally identifiable information

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Pertinent Handout:

• Handout 10, Acronyms in Early Intervention

PII means…no, not the mathematical symbol pi shown on the slide. No, not that luscious piece of the pie either. PII stands for "personally identifiable information." The term is defined in FERPA (just described).

One of the key purposes of FERPA is to ensure the privacy of personally identifiable information in student education records. Part C of IDEA applies FERPA's requirements to ensure the privacy of personally identifiable information in children's early intervention records.

Summary of PII

Most participants will probably have an understanding of what constitutes personally identifiable information, given our modern concerns with protecting our individual privacy. Worries about "identity theft" have made many of us aware of certain elements of PII, such as name and social security number.

You can build on this prior knowledge by brainstorming with your audience and generating a quick list of what types of personal information, if released, would allow others to identify the person (child) in question.

For the sake of clarity, and to shape your feedback to the audience on the list you generate together, here are more details on PII and how it's defined.

Defining "Personally Identifiable Information"

The definition of PII in the Part C regulations begins as follows:

> **§303.29 Personally identifiable information.**
>
> *Personally identifiable information* means personally identifiable information as defined in 34 CFR 99.3, as amended…

So, how does 34 CFR 99.3 define PII?[5]

First, let us say that 34 CFR 99.3 is, of course, FERPA. We already know, given the last slide, that FERPA's terminology (that's the 34 CFR 99.3 reference) must be adjusted in Part C in keeping with the different populations they address.

Making those adjustments, then, "personally identifiable information" in Part C can be understood as information that can be used to distinguish or trace a child's identity, such as:

- the child's name;

- the name of the child's parent or other family members;

- the child or family's address;

- a personal identifier, such as the child's social security number or biometric record;[6]

- other indirect identifiers (such as the child's date and place of birth, and mother's maiden name); and

- other information that, alone or in combination, is linked or linkable to a specific child that would allow a reasonable person in the EIS provider community, who does not have personal knowledge of the relevant circumstances, to identify the child with reasonable certainty.[7]

Nondisclosure of PII

Without parental consent, the State's lead agency or other participating agency may not disclose PII to any party except participating agencies that are part of the State's Part C system.

References & Footnotes

[5] See the final regulations for FERPA, current as of January 2012, available online at: http://www2.ed.gov/policy/gen/guid/fpco/pdf/2012-final-regs.pdf

[6] §99.3 | FERPA's definition of biometric record. A biometric record permits automatic recognition of a person and includes such things as fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting.

[7] §99.3 | FERPA's definition of personally identifiable information.

TA & D

Technical Assistance and Dissemination Network

http://www.tadnet.org

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Pertinent Handout:
- Handout 10, Acronyms in Early Intervention

Hurrah, last acronym! And it's a goodie.

As **Handout 10** tells your participants, when you hear or read the term *TA&D*, it's a reference to the *Technical Assistance and Dissemination Network* of more than 40 projects funded by OSEP, each with specialized areas of knowledge in disability. Find the TA&D at: http://www.tadnet.org/

OSEP is responsible for guiding, supporting, and monitoring the implementation of IDEA on behalf of children with disabilities in the nation. As part of that responsibility, OSEP funds the TA&D network to provide disability-related expertise to stakeholders nationally or in specific regions. NICHCY is part of the TA&D network and has produced this training curriculum, for example, at the request of OSEP.

Several centers in the TA&D focus on early childhood.[8] Here's a quick list:

National Early Childhood Center (NECTAC), which helps all 50 states and 7 other grant recipients (including the Bureau of Indian Education) to improve service systems and outcomes for infants and toddlers with disabilities and their families. NECTAC provides expertise relative to the Infant and Toddlers with Disabilities Programs under Part C and the Section 619 Preschool Programs for Children with Disabilities under Part B. http://www.nectac.org

Center for Early Literacy Learning (CELL). CELL promotes the sustained use of evidence-based early literacy learning practices by early childhood intervention practitioners, parents, and other caregivers of young children, birth to five

years of age, with identified disabilities, developmental delays, and those at risk for poor outcomes. http://www.earlyliteracylearning.org

CONNECT: The Center to Mobilize Early Childhood Knowledge. CONNECT is developing web-based, instructional modules that focus on and respond to challenges faced each day by those working with young children with disabilities and their families. The modules are free and include video clips, activities, and handouts. They can be embedded into existing curricula, coursework and other professional development opportunities. Visit CONNECT at: http://community.fpg.unc.edu/connect

National Professional Development Center on Inclusion (NPDCI). NPDCI works with states to create a system of high-quality, cross-agency, accessible professional development for early childhood personnel. http://community.fpg.unc.edu/npdci

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI). TACSEI focuses on evidence-based practices to improve the social, emotional, and behavioral functioning of young children, with a special emphasis on young children, birth through five with or at risk for delays or disabilities. http://www.challengingbehavior.org/

References & Footnotes

[8] The list of early childhood projects in the TA&D network comes from the tadnet.org website, at: http://www.tadnet.org/matrix_centers?id=5

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Use this final slide as you see fit to review and recap what's been said to date, especially drawing upon audience input and making participants do the recalling.

This is the end of Section 2 of this module.

Looking Ahead

The third and last section of this module is presented using a separate slideshow file and a separate trainer's guide. Dividing Module 1 into three separate slideshows was done in part to address how gigantic the file would be if they were combined into one…all these images….all that information… Computers and heads would explode, we fear.

But the more compelling reason to split the module into three parts is the nature of what's coming up.

The last section of this module looks at nine key terms in special education—in much greater detail than what's been used in the first two parts. The terms examined are IDEA's definitions of:

- Infant or toddler with a disability

- Developmental delay

- Early intervention services

- Prior written notice

- Native language

- Consent

- Multidisciplinary

- Natural environments

- Service coordination services

While a trainer may treat the separate slideshow for Section 3 in a summarizing, not-too-detailed fashion, the very centrality of these terms in the understanding and implementation of Part C of IDEA begs for a deeper, more comprehensive look at their definitions.

Splitting the last section off from the first two sections of this module gives trainers the

flexibility to design training appropriate to the needs of specific audiences within the time constraints of different situations. You can stop here. Or you can go on and jump into the last part. And, if you go there, you can provide the information in overview or in detail. The separate trainer's guide for Section 3 provides suggestions for how to summarize or expand the information you present.

In any event, you can exit the current slideshow. Now's a good time for a break—even a siesta.

Update, February 2014: This training curriculum is designed and produced by NICHCY, the National Dissemination Center for Children with Disabilities, at the request of our funder, the Office of Special Education Programs (OSEP) at the U.S. Department of Education, and through Cooperative Agreement #H326N110002 between FHI 360 and OSEP.

NICHCY Lead: Lisa Küpper

OSEP Lead: Rhonda Spence

OGC Lead: Kala Surprenant

Although funding for NICHCY has officially ended except for completing the Part C training curriculum, its rich website (including these training materials) will remain online until September 30, 2014. Thereafter, all training materials in this Part C training curriculum will be made available at the website of the Center for Parent Information and Resources, at:

http://www.parentcenterhub.org/repository/legacy-partc/