

Appendix F

Allowable EI Services under Part C of IDEA

General Definition

Allowable early intervention services are those services that are:

1. Designed to meet the developmental needs of an infant or toddler with a developmental delay or disability and/or the needs of the family related to enhancing the infant's or toddler's development;
2. Selected in collaboration with the infant's or toddler's family;
3. Provided in conformity with an Individualized Family Service Plan (IFSP);
4. Based on appropriate evidence-based practices* and related to functional outcomes;
5. Provided under public supervision to assure, through monitoring, that services are provided in accordance with these requirements;
6. Provided by qualified personnel as defined in the Early Intervention Colorado State Plan;
7. Provided in the natural environments of the infant or toddler and the family including the family's home and/or community settings in which infants and toddlers without disabilities participate, unless otherwise justified on the IFSP; and
8. Provided in a culturally relevant manner, including the use of an interpreter if needed.

* Evidence-based practice is defined as a decision-making process that integrates the best available research evidence with family and professional wisdom and values. (Buyese, V., & Wesley, P.W. (Eds.), (2006). *Evidence-based practice in the early childhood field*. Washington, DC: ZERO TO THREE Press).

Role of Service Providers

All early intervention service providers are responsible for:

1. Consulting with parents, service coordinators, other service providers and representatives of other community agencies where the infant or toddler participates to assure the effective provision and coordination of early intervention services;
2. Providing direct services as identified on the IFSP, including supporting parents and others to participate in the implementation of the IFSP;
3. Participating in the on-going assessment of an infant or toddler and in the development and review of integrated goals and outcomes for the individualized family service plan; and
4. Collaborating with service coordinators when recommending referrals for other professional services.

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Types of Allowable Early Intervention Services

1) Assistive Technology,

- a) Assistive Technology Services: services that directly assist an infant or toddler with a disability or the family, other caregivers or other service providers in the selection, acquisition or use of assistive technology in the following ways (this may include high technology or low technology, see addendum for more information):
 - i) The functional evaluation of the needs of an infant or toddler with a disability in his or her usual environments
 - ii) The selection, acquisition, modification or customization and maintenance of assistive technology
 - iii) Training or technical assistance for an infant or toddler with a disability, the family, other caregivers or other service providers on the use of assistive technology determined to be appropriate
 - iv) Collaboration with the family and other early intervention service providers identified on an infant or toddler's IFSP
- b) Assistive Technology Devices: items or pieces of equipment, whether acquired commercially, modified or customized, that are used to increase, maintain or improve the functional capabilities of an infant or toddler with a disability in his or her usual environments; and
- c) Assistive Technology Devices ARE NOT: devices that are primarily intended to treat a medical condition or to meet life sustaining needs or medical devices that are surgically implanted or the replacement of such devices (see addendum for clarification and examples);

2) Audiology Services

- a) Identification and ongoing assessment of an infant or toddler with an auditory impairment and determination of the range, nature and degree of hearing loss and communication function;
- b) Collaboration with the family, service coordinator and other early intervention service providers identified on an infant's or toddler's IFSP;
- c) When necessary, provide referral for community services, health or other professional services;
- d) Provision of services including auditory training, aural rehabilitation, sign language and cued language services and other training to increase the functional communication skills of an infant or toddler with a significant hearing loss;
- e) Determination of an infant's or toddler's need for individual amplification, such as a hearing aid, and selecting, fitting and dispensing appropriate amplification and evaluating the effectiveness of the amplification; and
- f) Family training, education and support provided to assist the family of an infant or toddler with a significant hearing loss in understanding his or her functional developmental needs related to the hearing loss and to enhance his or her development.

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3) Developmental Intervention

- a) Assessment and intervention services to address the functional developmental needs of an infant or toddler with a disability with an emphasis on a variety of developmental areas including, but not limited to, cognitive processes, communication, motor, behavior and social interaction;
- b) Collaboration with the family, service coordinator and other early intervention service providers identified on an infant's or toddler's IFSP;
- c) When necessary, provide referral for community services, health or other professional services;
- d) Consultation to design or adapt learning environments, activities and materials to enhance learning opportunities for an infant or toddler with a disability;
- e) Providing consultation on child development to families, other caregivers and other service providers; and
- f) Family training, education and support provided to assist the family of an infant or toddler with a disability in understanding his or her functional developmental needs and to enhance his or her development.

4) Health Services

- a) Services provided by a licensed health care professional to determine an infant's or toddler's developmental status and need for early intervention services only when such determination cannot be otherwise made;
- b) Assessment to determine an infant's or toddler's health status and special health care needs that will impact the provision of other early intervention services;
- c) Collaboration with the family and other early intervention service providers identified on an infant's or toddler's IFSP;
- d) When necessary, provide referral for community services, health or other professional services;
- e) Consultation by health care professionals with family members or other service providers who are identified on an infant's or toddler's IFSP concerning the special health care needs of the infant or toddler that will impact the provision of other early intervention services;
- f) Provision of required medical care, under specific circumstances when such care is not otherwise available, when needed by the infant or toddler or family in order to participate in another early intervention service (see addendum for examples);
- g) Family training, education and support provided to assist the family of an infant or toddler with a disability in understanding his or her special health care needs and the health needs of other family members and the impact on the provision of early intervention services; and
- h) Health services ARE NOT: hospital or home health care required due to an infant's or toddler's health status; services that are surgical in nature, that are primarily intended to treat a medical condition, or that are routinely recommended for all infants and toddlers.

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5) Nutrition Services

- a) Assessment of the nutritional and feeding status of an infant or toddler with a disability related to his or her development;
- b) Collaboration with the family, service coordinator and other early intervention service providers identified on an infant's or toddler's IFSP;
- c) When necessary, provide referral for community services, health or other professional services;
- d) Consultation to develop, implement and monitor appropriate plans to address the nutritional needs of an infant or toddler with a disability related to his or her development;
- e) Referrals to appropriate community resources to carry out nutritional plans; and
- f) Family training, education and support provided to assist the family of an infant or toddler with a disability in understanding his or her needs related to nutrition and feeding and to enhance his or her development.

6) Occupational Therapy

- a) Assessment and intervention services to address the functional developmental needs of an infant or toddler with a disability with an emphasis on self-help skills, fine and gross motor development, mobility, sensory integration, behavior, play and oral-motor functioning;
- b) Collaboration with the family, service coordinator and other early intervention service providers identified on an infant's or toddler's IFSP;
- c) When necessary, provide referral for community services, health or other professional services;
- d) Consultation to adapt the environment to promote development, access and participation of an infant or toddler with a disability;
- e) Design or acquisition of assistive and orthotic devices to promote mobility and participation for an infant or toddler with a disability; and
- f) Family training, education and support provided to assist the family of an infant or toddler with a disability in understanding his or her functional developmental needs and to enhance his or her development.

7) Physical Therapy

- a) Assessment and intervention services to address the functional developmental needs of an infant or toddler with a disability with an emphasis on mobility, positioning, fine and gross motor development, and both strength and endurance, including the identification of specific motor disorders;
- b) Collaboration with the family, service coordinator and other early intervention service providers identified on an infant's or toddler's IFSP;
- c) When necessary, provide referral for community services, health or other professional services;
- d) Consultation to adapt the environment to promote development, access and participation of an infant or toddler with a disability;

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- e) Design or acquisition of assistive and orthotic devices to promote mobility and participation for an infant or toddler with a disability; and
- f) Family training, education and support provided to assist the family of an infant or toddler with a disability in understanding his or her functional developmental needs and to enhance his or her development.

8) Psychological Services

- a) Intervention services to address the development, cognition, behavior or social-emotional status of an infant or toddler with a disability;
- b) Administering psychological and developmental tests and other assessment procedures to address the development, cognition, behavior and social emotional status of an infant or toddler;
- c) Obtaining, integrating and interpreting test results and other information about an infant's or toddler's development and behavior and about his or her family and living situation related to learning, social-emotional development and behavior;
- d) Collaboration with the family, service coordinator and other early intervention service providers identified on an infant's or toddler's IFSP;
- e) When necessary, provide referral for community services, health or other professional services;
- f) Providing individual or family-group social skill-building activities for an infant or toddler with a disability and the family, peers or other caregivers;
- g) Integrating test results to recommend a program of psychological services for an infant or toddler with a disability or the family related to the infant's or toddler's disability and enhancing his or her development;
- h) Providing consultation on child development to families, other caregivers and other service providers; and
- i) Family training, education and support provided to assist the family of an infant or toddler with a disability in understanding his or her needs related to development, cognition, behavior or social-emotional functioning and to enhance his or her development.

9) Respite Care

- a) Short-term temporary care, in or out of the home, for an infant or toddler with a disability that is needed by the family in order to participate in another service identified on the IFSP; and
- b) Respite Care as an allowable early intervention service IS NOT assistance that is customarily needed by all families to provide temporary relief or an opportunity to perform routine family chores or for recreation for the family or care for siblings of the infant or toddler with a disability.

10) Service Coordination

- a) Assistance provided to an infant or toddler with a disability or the family that is in addition to the basic requirements of a Service Coordinator as defined in Part C regulations, 34 CFR Section 303.22; and

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- b) Service Coordination as an additional early intervention service may include the coordination of extraordinary services related to significant medical, neurological or mental health conditions (see addendum for examples).

11) Social Emotional Intervention

- a) Assessment and intervention services that address the social and emotional development of an infant or toddler with a disability in the context of the family and parent-child interaction;
- b) Making home visits to evaluate an infant or toddler's living conditions and patterns of parent-child interaction;
- c) Preparing a social or emotional developmental assessment of an infant or toddler within the family context;
- d) Collaboration with the family, service coordinator and other early intervention service providers identified on an infant's or toddler's IFSP;
- e) When necessary, provide referral for community services, health or other professional services;
- f) Providing individual or family-group counseling to the family of an infant or toddler with a disability related to the infant's or toddler's disability and enhancing his or her development;
- g) Providing social skill-building activities for an infant or toddler with a disability and the family, peers or other caregivers;
- h) Addressing issues in the living or care giving situation of an infant or toddler with a disability and the family or caregiver that may affect the infant's or toddler's development;
- i) Identifying, mobilizing and coordinating community resources and services to enable an infant or toddler with a disability and the family to receive maximum benefit from other early intervention services; and
- j) Family training, education and support provided to assist the family of an infant or toddler with a disability in understanding his or her needs related to social and emotional development and to enhance his or her development.

12) Speech-Language Pathology

- a) Assessment and intervention services to address the functional, developmental needs of an infant or toddler with a disability with an emphasis on communication skills, language and speech development, sign language and cued language services and oral motor functioning, including the identification of specific communication disorders;
- b) Collaboration with the family, service coordinator and other early intervention service providers identified on an infant's or toddler's IFSP;
- c) When necessary, provide referral for community services, health or other professional services;
- d) Consultation to adapt the environment and activities to promote speech and language development and participation of an infant or toddler with a disability; and

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- e) Family training, education and support provided to assist the family of an infant or toddler with a disability in understanding his or her functional developmental needs and to enhance his or her development.

13) Transportation

Reimbursement for reasonable and most appropriate travel expenses, including mileage, taxis, common carriers, tolls or parking, necessary to enable an infant or toddler with a disability and the family to receive early intervention services (see addendum for examples).

14) Vision Services

- a) Assessment and intervention services to address the functional developmental needs of an infant or toddler with a significant vision impairment with an emphasis on sensory development, communication skills development, orientation and mobility skill development and adaptive skills training;
- b) Collaboration with the family, service coordinator and other early intervention service providers identified on an infant's or toddler's IFSP;
- c) When necessary, provide referral for community services, health or other professional services;
- d) Consultation to adapt the environment to promote development, access and participation of an infant or toddler with a significant vision impairment; and
- e) Family training, education and support provided to assist the family of an infant or toddler with a significant vision impairment in understanding his or her functional developmental needs related to the vision impairment and to enhance his or her development.

Addendum to Allowable Early Intervention Services: Examples and Additional Clarifications

1. Assistive Technology

When determining whether or not an assistive technology device or service is an allowable early intervention service, ask this question: "If the assistive technology were removed, would it have an impact on the infant's or toddler's **development** and not on the **medical condition**?"

Assistive technology may include High Technology or Low Technology:

High Technology: For example, the IFSP may include an orthotic device that will assist the infant or toddler to learn to walk. That would be an assistive technology device that is an allowable early intervention service that is directly related to the child's development. Once the infant or toddler is walking the physician may recommend a similar orthotic device to maintain the structure of the foot. That

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would be related to the infant or toddler's medical condition and would not be an allowable early intervention service.

Low Technology: For example, the IFSP may include PECS (Picture Exchange Communication System) to address a child's outcome around communication or consulting with a family for adaptation of the bath time routine to assist a child to sit in the bathtub using common items found around the house.

4. Health Services

Examples of when health services may be an allowable early intervention service:

- When the parent typically provides the health service, such as suctioning, in the home and the parent can only benefit from another early intervention service, such as instruction from a physical therapist, if the health service (i.e., the suctioning) is provided by another service provider during the instruction so that the parent can give his or her full attention to the instruction by the physical therapist.
- When an infant typically receives health services, such as IV monitoring, at home from a home health provider and the IFSP justifies that the infant receive an early intervention service, such as audiology, in another setting, the health service may need to be provided by another provider during the time that the infant is receiving the audiology service.

9. Respite

Respite is used in order for the child/family to receive another EI service that is directly related to a specific developmental outcome as identified on the IFSP. For example, a parent may need respite in order to attend a sign language class.

10. Service Coordination

Coordination of extraordinary services related to significant medical, neurological or mental health conditions, which may include, but is not limited to, Co-Hear Coordination, Health Care Program Care Coordination, Wrap-Around Facilitation.

13. Transportation

Transportation may be an allowable early intervention service only if it is directly related to attaining IFSP outcomes and accessing another early intervention service. Examples are:

- i) To access vision or hearing testing requiring specialized equipment;
- ii) A parent attending a specialized signing class at the local community college;
- iii) A parent attending other limited specialized training;

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- iv) Obtaining health services that meet the definition of an allowable early intervention services.