

EI to Preschool Transition in Colorado

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INTRODUCTION

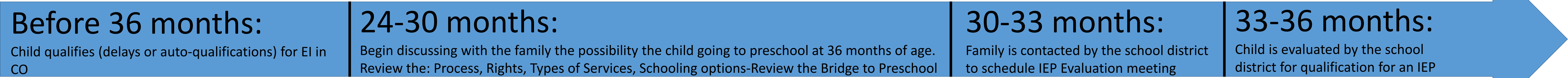
In Colorado, children with diagnosed permanent bilateral hearing loss automatically qualify for Early Intervention (EI) under Part C of the Individuals with Disabilities Education Act (IDEA). Children with unilateral hearing loss do not, but they do often qualify with a delay in an area. The current regulations to qualify for EI in Colorado are a 33% delay in one area or 25% delay in 2 or more areas. Children can also qualify via informed opinion from professional opinion.

If a child has a permanent hearing difference diagnosed and qualify for EI, they become part of the Colorado Home Intervention Program (CHIP) that provides the family with a provider with additional knowledge related to hearing loss to support the family during their time in EI.

Legal Name of Student	DOB	State Student ID (SASID)	Date
COMMUNICATION PLAN FOR STUDENT WHO IS DEAF/HARD OF HEARING OR DEAF-BLIND			
The IEP team has considered each area listed below, and has not denied instructional opportunity based on the amount of the child's/student's residual hearing, the ability of the parent(s) to communicate, or the child's/student's experience with other communication modes. To the extent appropriate, the input about this child's/student's communication and related needs as suggested from adults who are deaf/hard of hearing has been considered. 300.324(a)(2)(iv) , 4.03(6)(A)			
1. Language and Communication			
1. a. The child's/student's primary language is one or more of the following.			
Check all that apply:			
Receptive		Expressive	
<input type="checkbox"/> English	<input type="checkbox"/> English	<input type="checkbox"/> Native language (ASL, Spanish etc), specify _____	
<input type="checkbox"/> Native language (ASL, Spanish etc), specify _____	<input type="checkbox"/> Combination of several languages	<input type="checkbox"/> Minimal language skills; no formal primary language	
<input type="checkbox"/> Combination of several languages			
<input type="checkbox"/> Minimal language skills; no formal primary language			
Describe:			
Action Plan, if any:			
1. b. The child's/student's primary communication mode is one or more of the following. Supports 300.116(e) .			
Check all that apply and if more than one applies, explain.			
Receptive:		Expressive:	
<input type="checkbox"/> Auditory	<input type="checkbox"/> American Sign Language	<input type="checkbox"/> Signing Exact English/ Signed English	
<input type="checkbox"/> Speechreading	<input type="checkbox"/> Cued Speech/Cued English	<input type="checkbox"/> Conceptual signs (Pidgin Signed English or Conceptually Accurate Signed English)	
<input type="checkbox"/> Fingerspelling	<input type="checkbox"/> Gestures	<input type="checkbox"/> Picture symbols/pictures/photographs	
<input type="checkbox"/> Tactile/objects	<input type="checkbox"/> Picture symbols/pictures/photographs		
<input type="checkbox"/> Home signs			
<input type="checkbox"/> Other, please explain _____			
Expressive:		Other, please explain _____	
<input type="checkbox"/> Spoken language	<input type="checkbox"/> American Sign Language	<input type="checkbox"/> Signing Exact English/ Signed English	
<input type="checkbox"/> Conceptual signs (Pidgin Signed English or Conceptually Accurate Signed English)	<input type="checkbox"/> Fingerspelling	<input type="checkbox"/> Gestures	
<input type="checkbox"/> Tactile/objects	<input type="checkbox"/> Home signs		
<input type="checkbox"/> Tactile/objects	<input type="checkbox"/> Picture symbols/pictures/photographs		
<input type="checkbox"/> Cued Speech/Cued English	<input type="checkbox"/> Other, please explain _____		
Explanation for multiple modes of communication, if necessary:			
1. c. What supports are needed to increase the proficiency of parents and family members in communicating with the child/student? Parent Counseling Training 300.34(8)(i) and (ii)			
Issues considered:			
Action Plan, if any:			

COMMUNICATION PLAN Part of the IEP for all DHH Children in CO.

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2. Describe the child's/student's need for deaf/hard of hearing adult role models and peer groups in sufficient numbers of the child's/student's communication mode or language. Document who on the team will be responsible for arranging for adult role model connections and opportunities to interact with peers. (Section 3. 22-20-108 CRS II) 300.116 Placement Determination Opportunities considered: ECEA proposed 4.03(6)(a)(ii)			
Action Plan, if any:			
3. An explanation has been given of all educational options provided by the administrative unit and available for the child/student. Placement determination 300.115 and 300.116			
Placements explained:			
Describe how the placement options impact the child's communication access and educational progress:			
4. Teachers, interpreters, and other specialists delivering the communication plan to the child/student must have demonstrated proficiency in, and be able to accommodate for, the child's/student's primary communication mode or language. ECEA 3.04(1)(f)			
Considerations:			
Action Plan, if any:			
5. The communication-accessible academic instruction, school services, and extracurricular activities the child/student will receive have been identified. The team will consider the entire school day, daily transition times, and what the child/student needs for full communication access in all activities. Considerations 300.324(a)(2)(iv) Communication plan, 300.107 Non-academic settings, 300.101 FAPE:			
Action Plan, if any:			



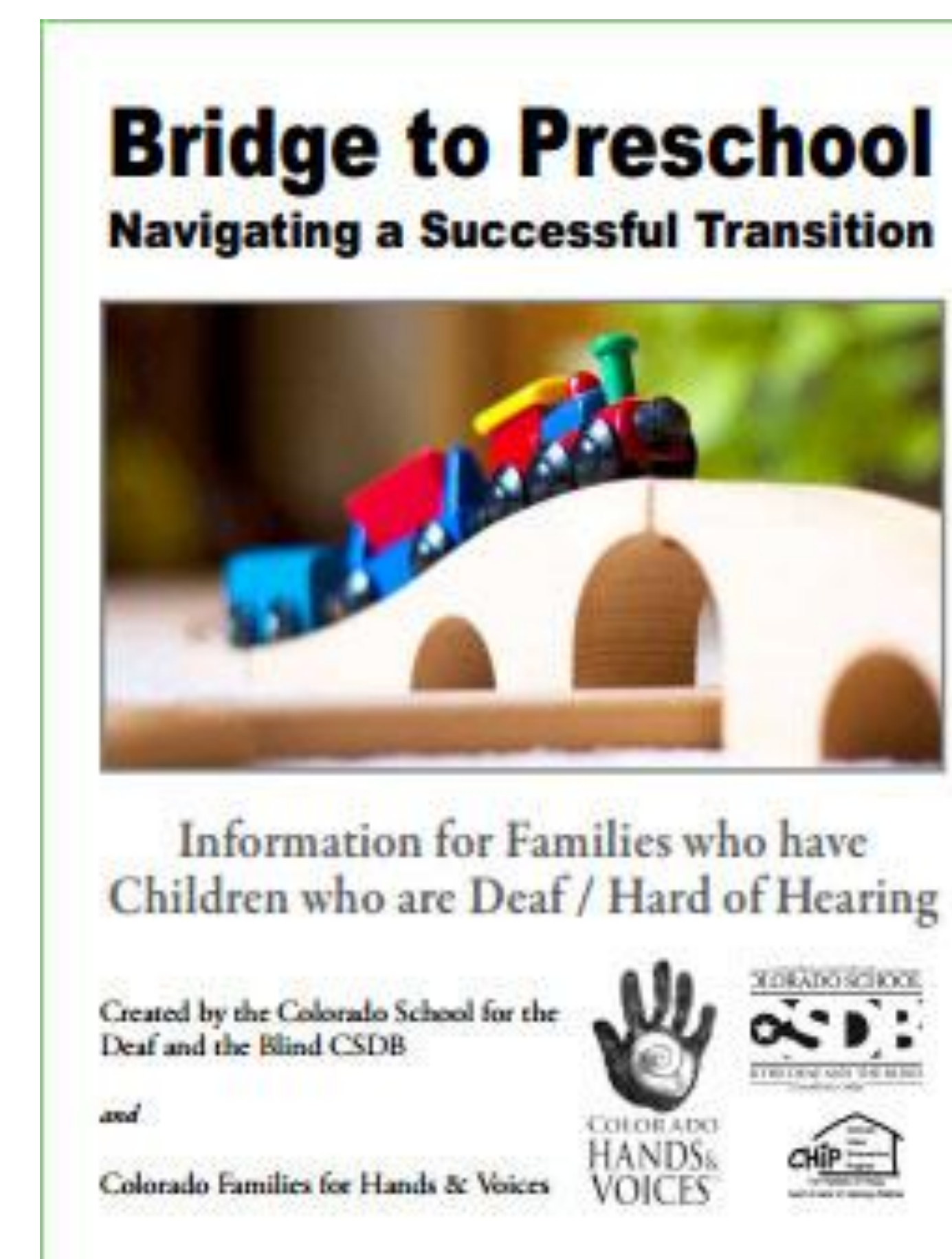
HOW IT WORKS

-For children with diagnoses of some kind, the school districts requested to be informed that these children will be turning three and needing an evaluation for an Individualized Education Plan (IEP) within the next year as early as the child is 2 years of age (24 months)-this includes all hearing loss diagnoses.

-As a team, it is discussed with the family at an Individualized Family Service Plan (IFSP) review and the family's consent is gained to send their child's information to the school district.

-Typically, the school districts begin to contact the family anywhere from 3-6 months, depending on the time of year the child will turn 3, before their third birthday to be part of a transition conference-introduce the Child Find coordinator who schedules the Part B (Preschool IEP) evaluation for the family.

-Part of the discussion if a child qualifies for an IEP is the goals/services, as well as the best placement for the child (Least Restrict Environment-LRE), Communication Plan, and Transportation to/from school if appropriate.



REFERENCES/ RESOURCES



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