



PURCHASE OF SERVICE GUIDELINE

05/02/2011	SPECIALIZED INSTRUCTIONS <u>EARLY INTERVENTION (0-3)</u>	FINAL
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I. DEFINITION

Specialized instruction includes the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, curriculum planning that leads to the achieving the outcomes in the child's IFSP, providing families with information, skills, and support related to enhancing the skill development of the child, and working with the child to enhance the child's development. [Part C, CFR 303.12 (d) (13)]

Specialized Instruction services and supports are designed specifically for infants and toddlers to improve functioning in one or more areas of delayed development and/or to assist the parents/care givers to understand, accept and work with their child's special needs. The services and supports may begin as early as shortly after birth up to the child's third birthday.

Instruction and activities, provided by qualified instructors, address all areas of child development, including cognitive, gross and fine motor, communication, social/emotional, and self-help/adaptive skills. Some Specialized Instruction programs specialize in areas such as children with autism, medically fragile infants, and infants with vision and hearing impairments. Vendored Specialized Instruction programs are required to provide parenting training and support. Therefore, parents/care givers are expected to actively participate in this training.

Specialized Instruction services are provided in home and community settings that are natural or typical for the child's age peers who have no disability. The regional center will make every effort to obtain programs that accommodate working parents/care givers' ability to participate by purchasing Saturday or evening programming when that is necessary. A Specialized Instruction teacher may provide inclusion support to a child in a regular preschool or daycare setting.

Specialized Instruction programs are not designed to take the place of regular childcare.

II. CRITERIA

The regional center may purchase a Specialized Instruction program upon recommendation by a regional center consultant or multidisciplinary team if one of the following criteria is met:

- The infant/toddler has an established risk of developing a developmental disability because of biological, medical, or environmental factors and an assessment has indicated that an infant development program may reduce that risk.
- OR
- The infant/toddler has been diagnosed as having a developmental delay or developmental disability and an assessment has indicated that an infant development program may remediate the delay or lessen the effects of the disability.
- AND
- The infant/toddler is not eligible for a public school program or there are no openings available in a public school program.

III. AMOUNT OF SERVICE

The specific program, frequency, and intensity of services which are provided for the child will be determined by:

- The recommendations of qualified professionals who conducted the assessments;
- The child's individual developmental needs;
- The priorities of the parent(s), legal guardian(s), or authorized representative; and
- The presence of medical and/or physical concerns.

In-home specialized instruction services may be provided one or two times per week, 1 hour each session. Center-based specialized instruction may be provided two or three times per week, 2-3 hours each session.

In instances where the child is medically fragile, a medical release may be requested from the child's physician prior to the purchase of service.

IV. ALTERNATE FUNDING

When a child resides within the boundaries of a local school district which offers an early intervention program, the regional center will refer potentially eligible children to that school district. The school districts will accept eligible children up to their funded capacity and will notify the regional center when there are no openings in the program in accordance with current interagency agreements.

V. PROCESS FOR PURCHASE OF SERVICE

- A. For a new service request: Service coordinator will request case review by OT/PT/SLP consultant for program planning and recommendations.
- B. For on-going service continuation: Service coordinator will request case review by OT/PT/SLP consultant for program planning and recommendations based on new/current information and reports.
- C. Upon recommendation of Specialized Instruction services, the service coordinator will locate a vendor available to provide services as recommended.
- D. The Service Coordinator will generate an authorization using a 1-11 form. The Service Coordinator will send authorization to vendor.

V. EVALUATION OF SERVICE EFFECTIVENESS

The planning team, vendor reports, review by Early Intervention consultant, and consumer/family feedback will serve as the mechanism for evaluating the effectiveness of the service. If the duration of the service exceeds six months, the purchase of the service will need to be evaluated every six months or more frequently as recommended by consultant.