

Key Features of Part B and Part C of Individuals with Disabilities Education Act (IDEA)

Component	Part C	Part B
Age	Birth to 36 months	The child's third birth date to age 21
Eligibility	<p>Children ages 0-3 who have:</p> <ul style="list-style-type: none"> • Very Low Birth Weight (less than 1500 grams) • A diagnosed physical or mental condition with a high probability of developmental delay • A 50% or greater developmental delay in 1 or more areas (physical, cognitive, communication, adaptive, social/emotional) 	<p>Children ages 3-21 must meet eligibility criteria as established by state regulation.</p> <p>For a complete description, the reader should reference the Missouri State Plan for Special Education.</p> <p>Children eligible for First Steps do not automatically qualify for ECSE at age 3.</p>
How to make a referral	<p><i>Regional First Steps office</i></p> <p>If you suspect a child age 0 – 3 may qualify for Early Intervention services, call toll free to 866-583-2392 to be connected to the System Point of Entry (SPOE) office in your area.</p>	<p><i>Local School District</i></p> <p>If you suspect a student age 3 – 21 has a disability, contact the special education office at the school district in which the child resides.</p>
Program Focus	<p><i>Focused on the family and the child.</i></p> <p>Provides developmental services for infants & toddlers with disabilities, and support/education for families, and helps young children participate in family and community life.</p>	<p><i>Focused on the educational needs of the child.</i></p> <p>Provides special education and related services for students with disabilities, 3-5 years old, helps them to develop the skills necessary for successful school performance in kindergarten and other grades. Provides a free and appropriate public education (FAPE).</p>
Purpose of Evaluation/Assessment	<p>Determines a child's eligibility for <i>Part C early intervention</i> and identifies his/her strengths and unique needs.</p> <p>Assists families in identifying their concerns, priorities, and resources related to helping their children participate in the family and the community.</p>	<p>Determines a child's eligibility for <i>Part B early childhood special education services</i> and identifies his/her special education and related services due to their disability.</p>

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Intervention Plans	<p><i>Individualized family service plan (IFSP)</i></p> <p>Includes a statement of:</p> <ul style="list-style-type: none"> • the child’s present levels of development • the family’s concerns, priorities, and resources, relating to enhancing the development of the child • the major outcomes expected to be achieved for the child and family • the natural environments in which early intervention services shall be appropriately provided, and justification for services that are not in the natural environment • the projected dates for initiation of services and the anticipated duration of services • the name of the Service Coordinator who will be responsible for the IFSP • the steps to be taken to support the transition of the child upon reaching the age of 3 	<p><i>Individualized education program (IEP)</i></p> <p>Includes a statement of:</p> <ul style="list-style-type: none"> • the child’s present levels of educational performance • the annual goals, including benchmarks or short-term objectives • the projected dates for the initiation of special education, related services, and modifications • the extent, if any, to which the child will not participate with nondisabled children in the regular education setting. (For ECSE, this means classrooms designed primarily for children with disabilities.) • the student’s participation in general statewide and district wide assessments of the student’s achievement • how progress toward annual goals will be measured and how this will be reported to parents
Service Availability	Operates on a 12 month per year schedule.	Operates on a school year calendar. Services beyond the school year are determined by the application of specific criteria for extended school year by the IEP team.

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Types of Services Available	<p><i>Early Intervention services</i> are designed to meet the developmental needs of the child and the needs of the family related to enhancing the child’s development.</p> <p>Parents may refuse any or all services. Refusal of some services does not jeopardize the provision of other services.</p> <p>Early Intervention Services include:</p> <ul style="list-style-type: none"> ➤ Audiology ➤ Occupational Therapy ➤ Training, Counseling, and Home Visits ➤ Physical Therapy ➤ Psychological Services ➤ Speech Language Therapy ➤ Transportation and Related Costs ➤ Assistive Technology Services and Devices ➤ Medical Services for Diagnostic or Evaluation Purposes ➤ Special Instruction ➤ Vision Services ➤ Service Coordination (Case Management) ➤ Nursing Services ➤ Nutrition Services 	<p><i>Special education services</i> means specially designed instruction that includes instruction conducted in the classroom, in the home, in hospitals, and institutions, and in other settings.</p> <p>Related services means such developmental, corrective, and other supportive services as are required to assist the child to benefit from special education and includes:</p> <ul style="list-style-type: none"> ➤ Audiology ➤ Occupational Therapy ➤ Parent Counseling and Training ➤ Physical Therapy ➤ Psychological Services ➤ School Health Services ➤ Social Work Services ➤ Speech/Language Pathology ➤ Transportation ➤ Assistive Technology Services and Devices ➤ Medical Services for Diagnostic or Evaluation Purposes ➤ Rehabilitation Counseling Services ➤ Recreation ➤ Counseling Services ➤ Orientation and Mobility ➤ Early Identification and Assessment

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Where Services are Provided	<p><i>Natural Environment</i></p> <p>Early Intervention services are provided in <i>natural environments</i>, places where children without disabilities typically live, learn, and play. These settings are natural and normal for the child’s age peers who do not have a disability.</p> <p>To the maximum extent appropriate, services are provided in natural environments, including the home and community settings, in which children without disabilities participate.</p> <p>Early intervention services may be provided in settings other than the natural environment only when the early intervention cannot be achieved satisfactorily for the infant or toddler in a natural environment.</p>	<p><i>Least Restrictive Environment</i></p> <p>Special education services are provided in the <i>least restrictive environment</i> with typical peers and in collaboration with community early childhood partners (private care facilities, homes, etc.).</p> <p>To the maximum extent appropriate, children with disabilities, including children with public or private institutions or other care facilities, are educated with children who are nondisabled; and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.</p>
Parent Rights	<p><i>Parental Rights</i></p> <p>State regulations under Part C detail the rights of children and parents who participate in First Steps.</p>	<p><i>Procedural Safeguards</i></p> <p>State regulations under Part B detail the rights of students with disabilities.</p>

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