Child Find Self-Assessment Section III: Technical Assistance and Resources

|  |
| --- |
| Federal Regulations Regarding Child Find |
| **IDEA Statute, Chapter 33, Subchapter II – Assistance for Education of All Children with Disabilities** https://sites.ed.gov/idea/statute-chapter-33/subchapter-ii  **Regulations of the Offices of the Department of Education, Office of Special Education and Rehabilitative Services, Part 300—Assistance to States for the Education of Children with Disabilities** The Electronic Code of Federal Regulations outlines all early intervention regulations andincludes key terms used throughout the regulations with links to their definitions. Note, this link provides all regulations related to early intervention, including components related to child find. Specific regulations and definitions can be accessed by clicking the section numbers in blue. For more information about the specific sections of the regulations related to child find, see Section I of the Child Find Self-Assessment.https://www.ecfr.gov/cgi-bin/text-idx?SID=a77fef52928440d09cad38cb08615100&mc=true&tpl=/ecfrbrowse/Title34/34cfr300\_main\_02.tpl  **For OSEP Policy Letters and Guidance, see Section IV of the Child Find Self-Assessment.** |
| Part B Eligibility Resources |
| **National Center for Hearing Assessment and Management** - Compares Part C and Part B policies in the following areas: Eligibility Criteria, Eligibility Determination, Types of Services, Service Settings, Service Recipients, Parental Rights, and System of Payments. It is intended as a resource to support transition between these programs for children who are deaf or hard of hearing. <http://www.infanthearing.org/earlyintervention/docs/aspect-idea-part-c-and-idea-part-b.pdf>  **Part B, Section 619 Eligibility –** Collection of resources from the ECTA Center  <https://ectacenter.org/topics/earlyid/partbelig.asp>  **Norm-Referenced Assessment Tools for Children Birth to Age Five Years with Potential for Remote Administration for Eligibility Determination** https://ectacenter.org/~pdfs/topics/earlyid/assessment-tools-norm-referenced.pdf  **Applying Assessment Principles to Evaluation for Eligibility Remotely (Section 619)** – This recorded webinar addresses the purposes of evaluation and assessment, federal requirements for determining eligibility under IDEA, formal and informal methods and processes, key considerations, and resources. <https://ectacenter.org/events/webinars.asp#y2020remoteeligibility619> |
| Multi-Tiered Systems of Support/Response to Intervention Resources |
| **Frameworks for Response to Intervention in Early Childhood: Description and Implications –** This position statement from the Division for Early Childhood of the Council for Exceptional Children, the National Association for the Education of Young Children, and the National Head Start Association defines early childhood response-to-intervention frameworks and addresses misunderstandings and misconceptions. <https://www.decdocs.org/position-statement-frameworks> |
| Screening Resources |
| **Birth to 5: Watch Me Thrive!** is a national interagency developmental and behavioral screening initiative that was launched on March 27, 2014. Birth to 5: Watch Me Thrive! released a compendium of research-based screening tools "User's Guides" for multiple audiences, an electronic package of resources for follow-up and support, and a Screening Passport for Families for keeping track of screenings, results, and follow up steps, as well as coordinate information with multiple providers to support interventions and services.  <https://helpmegrownational.org/hmg-partners/watchmethrive/>  **American Academy of Pediatrics (AAP) and Bright Futures *Recommendations for Preventive Pediatric Health Care* (“Periodicity Schedule)** – outlines recommendations for the timing of health and developmental screening and surveillance from birth through adolescence. <https://www.aap.org/en-us/professional-resources/practice-transformation/managing-patients/Pages/Periodicity-Schedule.aspx>  **Screening Tools for Children Birth to Age Five Years with Potential Remote Administration** <https://ectacenter.org/~pdfs/topics/earlyid/screening-tools-remote-administration.pdf> |
| Public Awareness Resources |
| **Learn the Signs, Act Early** is a public awareness campaign hosted by the Centers for Disease Control and Prevention (CDC), in collaboration with national partners, to help parents and child care providers learn more about early childhood development, including potential early warning signs of autism and other developmental disabilities. Materials include developmental milestone charts, checklists, videos, public service announcements, widgets, eCards, and interactive books.  <http://www.cdc.gov/ncbddd/autism/actearly/>  <https://www.cdc.gov/cdctv/lifestagesandpopulations/baby-steps-autism.html>  **ZERO TO THREE: Early Development & Well-being** web page provides materials on developmental milestones from Birth to 8 Months, from 8 to 18 Months and from 18 to 36 months.  [http://www.zerotothree.org/child-development/](http://www.zerotothree.org/child-development/ )  **Bright Futures**, is a national health promotion and prevention initiative, led by the American Academy of Pediatrics and supported, in part, by the [US Department of Health and Human Services, Health Resources and Services Administration (HRSA)​](https://www.hrsa.gov/), Maternal and Child Health Bureau (MCHB)​. The site includes the **Bright Futures Guidelines for Health Supervision of Infants, Children, and Adolescents, 3rd edition** (2008), which provides comprehensive information for pediatricians and other health care providers on developmental surveillance and milestones, physical exams, screening procedures, and immunization recommendations.  <https://brightfutures.aap.org/Pages/default.aspx>  <http://brightfutures.aap.org/3rd_Edition_Guidelines_and_Pocket_Guide.html>  https://brightfutures.aap.org/materials-and-tools/Pages/default.aspx |
| Special Populations Resources |
| ***General resources on specific disabilities and children at-risk***  **ECTA resources on early identification** <http://ectacenter.org/topics/earlyid/earlyid.asp>  **The Association of University Centers on Disabilities (AUCD) Webinar Library** contains webinars on numerous topics related to supporting identification and services for young children with disabilities <https://www.aucd.org/resources/webinars.cfm?start=1&id=0#webinarlibrary>  **AUCD Webinar: Screening and Linkage to Services for Autism SaLSA Study of Patient Navigation for Low-Income Families** describes an overview of a program using autism patient navigators as cultural brokers for low income families with young children who screen positive for autism spectrum disorder. <https://www.youtube.com/watch?v=Tij6nCg1F_c&feature=youtu.be> |
| ***English Learners and Dual Language Learners*** Special Considerations: Developmental Screening of Children Ages Birth to 5 Who Are Dual Language Learners (DLLs) - [https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/special-considerations-developmental-screening-children-ages](https://urldefense.com/v2/url?u=https-3A__eclkc.ohs.acf.hhs.gov_child-2Dscreening-2Dassessment_article_special-2Dconsiderations-2Ddevelopmental-2Dscreening-2Dchildren-2Dages&d=DwMGaQ&c=WHGKFvgO2qimUZAvLY1cWUNKWXmDUFtKeA75Gj_3XxI&r=mUk9nS4lqFhT9SHNNBgowA2vU2Qke6m22ZsuxMygBPY&m=5bOZcGHmn0SzEexXjSIDrvEIr3DXdLKj6M-THaehzK8&s=tSQPO19T0dVo_nYljtA8zglmpWgkv4u5SoyzThJEQ7g&e=)Supporting Children with Disabilities who are also Dual Language Learners[https://eclkc.ohs.acf.hhs.gov/video/supporting-children-disabilities-who-are-also-dual-language-learners](https://urldefense.com/v2/url?u=https-3A__eclkc.ohs.acf.hhs.gov_video_supporting-2Dchildren-2Ddisabilities-2Dwho-2Dare-2Dalso-2Ddual-2Dlanguage-2Dlearners&d=DwMGaQ&c=WHGKFvgO2qimUZAvLY1cWUNKWXmDUFtKeA75Gj_3XxI&r=mUk9nS4lqFhT9SHNNBgowA2vU2Qke6m22ZsuxMygBPY&m=5bOZcGHmn0SzEexXjSIDrvEIr3DXdLKj6M-THaehzK8&s=Ufwl6LjKThZvn-Ty0i6p28KBfcnLd5cu0-wcjwyWhj4&e=) **IRIS Center:**  [https://iris.peabody.vanderbilt.edu/mcontent/screening-and-assessing-young-dual-language-learners/](https://urldefense.com/v2/url?u=https-3A__iris.peabody.vanderbilt.edu_mcontent_screening-2Dand-2Dassessing-2Dyoung-2Ddual-2Dlanguage-2Dlearners_&d=DwMGaQ&c=WHGKFvgO2qimUZAvLY1cWUNKWXmDUFtKeA75Gj_3XxI&r=mUk9nS4lqFhT9SHNNBgowA2vU2Qke6m22ZsuxMygBPY&m=Z9Yc_FRB_9BZ8YJKeSxQ1YC1Qdjuaq8bjDcdm1l7gFQ&s=AeEBmtOrdIIZh7ObliPPHtuIwqPXrHeIfGXlGeiUlc4&e=) |
| ***Children who are deaf-blind***  **National Center on Deaf-Blindness Early Identification and Referral Self-Assessment Guide**  This comprehensive guide takes state deaf-blind projects systematically through a data-based decision-making process to analyze current early identification efforts and determine specific strategies to improve efforts at local and state levels. Use of the guide is the first step of an overall [early identification and referral improvement process](https://nationaldb.org/pages/show/early-identification-and-referral-improvement-process).  <https://nationaldb.org/pages/show/early-identification-and-referral/early-identification-and-referral-self-assessment-guide> |
| ***Children exposed to lead poisoning***  **CDC Report on Education Interventions for Children Affected by Lead** <https://www.cdc.gov/nceh/lead/publications/Educational_Interventions_Children_Affected_by_Lead.pdf>  **CDC Report on Childhood Blood Lead Levels in Children Aged <5 Years**, 2009–2014 Surveillance Summaries <https://www.cdc.gov/mmwr/volumes/66/ss/ss6603a1.htm> |
| ***Children who experience homelessness***  **Policy Statement on Meeting the Needs of Families with Young Children Experiencing and At Risk of Homelessness,** U.S. Departments of Health and Human Services, Housing and Urban Development, and Education (2016) <https://www.acf.hhs.gov/sites/default/files/ecd/echomelessnesspolicystatement.pdf>  **Navigating the Intersections of the McKinney-Vento Act and Individuals with Disabilities Education Act: Coordination to Help Homeless Children and Youth with Disabilities**  <https://nche.ed.gov/wp-content/uploads/2018/10/nav_idea_mv.pdf>  **The National Center for Homeless Education** <https://nche.ed.gov/> |
| Resources on Disruptions |
| **Coronavirus Disease (COVID-19)** This repository of resources includes OSEP guidance on evaluation and service provision during the COVID-19 pandemic. <https://ectacenter.org/topics/disaster/coronavirus.asp>  **Educational Rights of Students Displaced by Hurricanes** <https://www.copaa.org/page/DisplacedHomeless> |
| OSEP TA Centers Available to Provide TA around Child Find |
| **The Early Childhood Technical Assistance Center (ECTA)** <http://ectacenter.org>  The Early Childhood Technical Assistance Center is a national center funded by OSEP to support early intervention and preschool special education programs and practitioners. ECTA assists states in building effective, efficient systems; scaling up and sustaining effective services; and, promoting research-based interventions for infants, toddlers, and preschoolers with disabilities and their families.  **The Center for IDEA Early Childhood Data Systems (DaSy)** <https://dasycenter.org/>  The DaSy Center is a national technical assistance center funded by OSEP. DaSy provides technical assistance (TA) and resources to state agencies to assist with the development or enhancement of data systems for Part C early intervention and Part B preschool special education programs supported through the Individuals with Disabilities Education Act (IDEA). The DaSy Center collaborates with other projects to leverage what is known and generate new ideas and products to help state agencies create and expand early childhood cross-agency and longitudinal data systems that include the Part C and Part B preschool data needed to collect, analyze, and report high-quality data required under IDEA.  **IDEA Data Center (IDC)** <https://ideadata.org/> Bring back to group? Include as Part B data?  The IDC provides assistance and builds capacity within states for collecting, reporting, analyzing, and using high-quality IDEA data. IDC focuses on data requirements under Sections 616 and 618 of the IDEA, including data focused on child count, eligibility categories, and timeliness. |
| TA Center Resources |
| The **IDC Resource Library** houses tools and products that were developed by IDC, developed with its collaborators, or submitted by IDC stakeholders. Search and filtering tools are available to help users navigate through the library. <https://ideadata.org/resources> check for relevant resources    **618 Data Pre-Submission Edit Check Tools**  IDC developed the 618 Data Pre-submission Edit Check Tools for assisting states prepare their Part B data submissions. States can use the tools to identify potential edit check errors or errors in subtotals or totals prior to submitting the data to OSEP.  <https://ideadata.org/resources/resource/1427/618-data-pre-submission-edit-check-tools> |