

## FAMILY ENGAGEMENT: ANALYSIS OF IDEA PART C AND B REQUIREMENTS

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	<b>Part C—Early Intervention (ages birth-3)</b>	<b>Part B—Special Education (ages 3-21)</b>
<b>Purpose</b>	Statute includes families in terms of stating that one purpose of early intervention is to enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities.	Statute does not specifically address families in purpose statements.
<b>Unit of Focus</b>	The term <i>family</i> is used throughout the statute and regulations, indicating that all family members are part of the unit of attention.	The term <i>parent</i> is used throughout the statute and regulations, indicating the focus on parents as distinguished from other family members.
<b>Individualized Plans</b>	Individualized Family Service Plan (IFSP)	Individualized Education Program (IEP)
	<ul style="list-style-type: none"> <li>• Parents are members of multidisciplinary team</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>
	<ul style="list-style-type: none"> <li>• Family-directed assessment of resources, priorities, and concerns and identification of supports and services necessary to enhance the family’s capacity to meet the developmental needs of the infant or toddler</li> </ul>	<ul style="list-style-type: none"> <li>• <u>No</u> requirement for a family-directed assessment or for the identification of supports and services for the family</li> </ul>
	<ul style="list-style-type: none"> <li>• A statement of the family’s resources, priorities, and concerns relating to enhancing the development of their child</li> </ul>	<ul style="list-style-type: none"> <li>• <u>No</u> requirement of a statement of the family’s resources, priorities, and concerns relating to enhancing the development of their child</li> </ul>
	<ul style="list-style-type: none"> <li>• IFSP content must be explained to parents and informed written consent must be obtained from parents</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>
	<ul style="list-style-type: none"> <li>• IFSP meetings should be conducted in the mode of communication (language) that the family uses</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>
<b>Costs for Services</b>	States may charge for some services (e.g., on a sliding scale), but must ensure no one is denied services because of inability to pay. May also bill public insurance or family’s private insurance under a state system of payment.	All services must be provided for free.

<b>Procedural Safeguards</b>	<ul style="list-style-type: none"> <li>• Timely administrative resolution of parental complaints</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>
	<ul style="list-style-type: none"> <li>• Right to confidentiality of personally identifiable information</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>
	<ul style="list-style-type: none"> <li>• Right to determine whether the family and their child will accept or decline any services</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>
	<ul style="list-style-type: none"> <li>• Opportunity to examine records related to assessment, screening, eligibility determination, and the IFSP</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>
	<ul style="list-style-type: none"> <li>• Protection for the rights of children whose parents cannot be located or who are wards of the state by having a person with no conflict of interest with state employment to act as a surrogate for the parents</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>
	<ul style="list-style-type: none"> <li>• Prior written notice to the parents whenever the agency proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or placement of the child or the provision of appropriate services</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>
	<ul style="list-style-type: none"> <li>• Assurance that the notice will be written in the family’s native language (defined as “language normally used”), unless it clearly is not feasible to do so</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>
	<ul style="list-style-type: none"> <li>• Right of family to use mediation to resolve conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>
<b>Child Abuse and Neglect</b>	States that receive CAPTA funds are required to develop provisions and procedures for the referral of a child under the age of 3 who is involved in a substantiated case of abuse or neglect.	No requirement
<b>Services (There are 17 total services. These 4 are related to families.)</b>	<ul style="list-style-type: none"> <li>• Family training, counseling, and home visits by qualified personnel (including family therapists) to assist the child’s family in understanding the child’s special needs and to enhance the child’s development</li> </ul>	<ul style="list-style-type: none"> <li>• Parent counseling and training provided by qualified personnel to assist parents in understanding their child’s special needs, to provide child development information, and to help parents acquire skills to support the implementation of their child’s IEP</li> </ul>

	<ul style="list-style-type: none"> <li>• Service coordination provides for a single point of contact for families in gaining access to, coordinating, and monitoring services across agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Service coordination <u>not</u> required</li> </ul>
	<ul style="list-style-type: none"> <li>• Social work services including home visits to evaluate living conditions and patterns of parent-child interaction, administration of social or emotional developmental assessments of the child within the family context, providing individual and family-group counseling and skill-building with parents and other family members and appropriate social skill-building activities with child and parents, working with problems in the child's and family's living situation that impact service utilization, and navigating community resources and services to enable the child and family to receive maximum benefit from early intervention services</li> </ul>	<ul style="list-style-type: none"> <li>• Social work services including preparing a social or developmental history on a child, group and individual counseling with child and family, and working with problems in the child's home, school, and community that impact the child's school adjustment</li> </ul>
	<ul style="list-style-type: none"> <li>• Special instruction and related services include providing families with information, skills, and support related to enhancing the child's skill development.</li> </ul>	<ul style="list-style-type: none"> <li>• Special instruction and related services <u>do not</u> require providing families with information, skills, and support related to enhancing the child's development.</li> </ul>
<b>Transition Planning Conferences</b>	Families are required members of transition planning conferences for transitions from Part C to Part B programs.	Families are required members of transition planning conferences for transitions from Part B to adult services programs.
<b>State Performance Plan (SPP)/Annual Performance Report (APR) Indicators</b>	Family outcomes (Indicator C4)—Percentage of families reporting that Part C services helped the family: (A) Know their rights; (B) Effectively communicate child's needs; and (C) Help their children develop and learn.	Parent involvement (Indicator B8)—Percentage of parents who report that the school facilitated parent involvement.