

Early Intervention/Early Childhood Special Education (EI/ECSE) Services Overview

What is Early Intervention and Early Childhood Special Education (EI/ECSE)?

- EI/ECSE is special education services for birth to 5 year old children who have developmental disabilities, delays, and sensory impairment. Some examples include: Down Syndrome, autism spectrum disorder, deafness, blindness, cerebral palsy, emotional disturbance, communication disorders, and general developmental delay.
- EI/ECSE services are mandated in federal and state law. They are entitlement services for eligible children and include procedural safeguards for children and their parents. These services have been mandated in Oregon since 1992. EI/ECSE provides family-friendly, seamless, efficient and effective services to eligible children who are birth to 5-years of age across the state.

What services are provided? Examples of services include: speech and language therapy, occupational therapy, physical therapy, parent coaching, specialized preschool instruction, behavior and social skills training and evidence based strategies for children with autism spectrum disorder (ASD).

- Services are individually determined based on each child's special needs and written in an Individualized Family Service Plan (IFSP).
- Services are provided in a variety of settings such as the child's home, child-care, community preschools, clinics, and other community programs.
- Parents and professionals are partners in all aspects of the program.
- Interventions are based on proven practices from research that demonstrates efficacy.

Who provides services? The EI/ECSE program utilizes "highly qualified" professionals who have expertise with young children, many of whom hold master's degrees in their respective fields.

How is EI/ECSE funded? EI/ECSE services are funded by a combination of federal funds, **state general funds in the education grants and aid budget** and Medicaid fee for service reimbursements.

Referrals: Anyone who suspects a birth to five year old child has a delay or disability can refer to an EI/ECSE program within their county. Referrals come from the following sources: parents, child care providers, Head Start, physicians, DHS/Child Welfare.

EI/ECSE programs are **prohibited from having wait lists** for services because these are federal and state mandated services. Growth has been gradual and steady averaging 2-3% each year for the past 4 years. **Funding has not kept pace with growth in eligible children so services have been reduced.**

What outcomes does EI/ECSE achieve?

Statewide data as of 10/2/13

When children under the age of three years (EI) exited services:

- EI children substantially increased their rate of growth with same age peers:
 - 61.2% in their acquisition and use of knowledge and skills (language and early literacy included)
 - 66% in their use of appropriate behaviors to meet needs and in their rate of growth
 - 82.7% in their positive social-emotional skills.

When children 3-5 years of age (ECSE) exited services

- ECSE children substantially increased their rate of growth with same age peers
 - 55.6% in their acquisition and use of knowledge and skills (language and early literacy included.)
 - 43.3% in their use of appropriate behaviors to meet needs.
 - 75.1% in their positive social-emotional skills, including social relationship.

Each year, approximately 10-20% of the ECSE children no longer need special education services when they enter kindergarten.