A Family's Introduction to Early Intervention in Pennsylvania

pennsylvania
EARLY INTERVENTION

Serving Children with Developmental Delays

Families

"Families are big, small, extended, nuclear, multigenerational, with one parent, two parents, and grandparents. We live under one roof, or many. A family can be as temporary as a few weeks, or as permanent as forever. We become a part of a family by birth, adoption, marriage, or from a desire for mutual support... A family is a culture unto itself, with different values and unique ways of realizing its dreams; together our families become the source of our rich cultural heritage and spiritual diversity... Our families create neighborhoods, communities, states, and nations."

Source:
REPORT OF THE HOUSE MEMORIAL 5 TASK FORCE ON YOUNG CHILDREN AND FAMILIES, (1990), NEW MEXICO

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Welcome

When you think of your child and how he or she is growing, you notice things like how soon he or she smiles, sits up, rolls over, or how well he or she walks, talks, holds a spoon, and feeds himself or herself. Children learn naturally during this time: by watching you and/or other children, and by being taught how to do different things. Because you know your child so well, you might notice that he or she is growing or developing differently than a cousin, brother or sister at that age. What you are noticing are changes in development. Children develop in five primary areas:

- ability to move, see, and hear—physical development
- ability to talk, understand, and express needs—language and speech development
- ability to relate to others—social and emotional development
- ability to eat, dress, and take care of oneself—self help (or adaptive development)
- ability to think and learn—cognitive development

While all children grow and change at their own rate, some children can experience delays in their development. Sometimes this can be cause for concern.

"I didn't know what to do, where to go, or even what to ask. When our service coordinator came to the house, I felt as if I had help. She helped us work our way through our feelings and helped us to prioritize our concerns."

What is Early Intervention?

Early Intervention in Pennsylvania consists of services and supports designed to help families with children who have developmental delays. Early Intervention builds upon the natural learning occurring in those first few years. It is a process that promotes collaboration among parents, service providers, and others significantly involved with your child.

Early Intervention:

- Answers your questions about your child's development;
- Enhances the families' capacity to meet the developmental needs of their child in the settings where children would be if they did not have a disability;
- Respects families' strengths, values, diversity and competencies;
- Supports communities to become more aware of the gifts and abilities of all its children;
- Helps prevent the need for more and costly intervention in the future;
- Develops Early Intervention practitioners' skills to work collaboratively with families, caregivers, and educators to help children grow and learn.

Core Principles of Early Intervention

Early Intervention:

- provides supports and services to infants/toddlers and young children with disabilities and their families/caregivers so that they may help the child grow and develop;
- embeds supports and services within learning opportunities that exist in the child's typical routines and within the home and community activities and/or early education programs;
- builds on existing supports and services in the family, community, and early education resources;
- provides coordinated, flexible, Early Intervention supports and services through personnel working collaboratively with the family and each other;
- provides supports and services focused on the family and child's transition between and among early education programs.

For a copy of *Early Intervention Supports and Services*, go to **www.pattan.net**

What are Early Intervention supports and services?

Early Intervention supports and services are provided at no cost to families. Early Intervention services can include: information on how children develop; parent/caregiver education, family supports, and developmental therapies that assist in child development. Early Intervention is individualized and provides supports to the child and family at home and in the community and is individualized to enhance the child's growing and learning. When a child attends an early care and education setting, Early Intervention can assist the early childhood staff with strategies to promote the child's development. Early Intervention can also assist families to link to a variety of community services and supports.

You are the expert about your child. The dreams, visions and hopes, recommendations or suggestions that you have for your child and family are uniquely yours. Only you know how these dreams and hopes can make a difference for your family, now and in the future. No one can guarantee that they will come true, but sharing them with other members on your Early Intervention team allows others to know what is important to your family. This information will help your Early Intervention team to create meaningful individualized services and supports. With your input, Early Intervention services will be provided in a family centered way.

What does the term Family Centered mean?
This means that your child's services and/or supports are based upon the strengths and needs of your child and your family. Services and supports are designed to respect your family's concerns, interests, values, and priorities. Early Intervention should not complicate your life, Early Intervention should support your hopes, dreams and priorities for your child and family.

Family Centered

- Supports families' involvement in program planning, decision-making, and service delivery;
- Supports families in their natural caregiving and decision-making roles;
- Provides services in accordance with family values and priorities;
- Supports diverse and changing family needs; and
- Supports parent-professional partnerships.

(Adapted from Caro and Derevensky, 1991)

Who is eligible for Early Intervention services?

If your child is

Birth to three years old:

Infants and Toddlers who have:

- A significant delay in one or more areas of development;

OR

- A specialist's determination that there is a delay even though it doesn't show up on the assessments (called informed clinical opinion);

OR

- Known physical or mental conditions which have a high probability for developmental delays (such as Down Syndrome).

Three to the age of beginners*:

Preschoolers who have:

- A significant delay in one or more areas of development compared to other children of the same age;

OR

- Any of the following physical or mental disabilities: autism/pervasive developmental disorder; serious emotional disturbance; neurological impairment; deafness/hearing loss; specific learning disability; mental retardation; multiple disabilities; other health impairment; physical disability; speech impairment or blindness/visual impairment;

AND

- Are in need of special education and related services.

Through a unique collaboration between the Departments of Education (PDE) and Public Welfare (DPW), the Office of Child Development and Early Learning (OCDEL) administers the Commonwealth's Early Intervention Program for eligible infants, toddlers and preschoolers.

At a local level, the county Early Intervention programs administer the program for infants from birth to three years of age. OCDEL contracts services through intermediate units (IUs), school districts, private agencies for local services to preschoolers from three years of age to the age of beginners.*

* Age of entrance into first grade

Where do I start?

A first step for any family with concerns about their child's development is to call CONNECT services.

The CONNECT Helpline staff will refer a family to the appropriate local Early Intervention agency.

The toll free number is 1-800-692-7288.

Multidisciplinary Evaluation

Early Intervention starts with an individualized multidisciplinary evaluation process to determine the strengths and needs of the child and family. The process will determine eligibility for Early Intervention supports and services based on developmental delay and/or disability. If the child is determined eligible, the information from the evaluation will help the Early Intervention team know what is important to the family and helps the team create meaningful individualized services. **The evaluation will only occur with your written permission.**

This evaluation will look at all areas of concern as well as any others that were indicated by the preliminary information gathered. Your participation is very important as a member of the team. Planning for a family-friendly team evaluation begins with you and your service coordinator or representative from the Early Intervention program.

"I hated what the future might look like. I was so scared. Early Intervention helped me become more positive about the good things that Kimmy does now and what she will be able to do."

Where do I start? *(continued)*

It will be helpful if you plan ahead by:

- Identifying the times or locations that would be convenient to you and your family for the evaluation.
- Thinking about which members of your family should be included.
- Considering if someone, other than a family member, who knows your child well, such as a baby-sitter or early education provider, should be included.
- Being ready to share information that you think is important: current health appraisal, medical records, a baby book, growth chart, or other evaluations or reports.
- Thinking about your child and any questions or concerns you might have related to his or her development.
- Being prepared to share information about your child and family's typical day and routines.
- Being prepared to share what is working well for your child and family and what is difficult.
- Being prepared to share information about activities that are challenging for your child and family to participate in (both at home and in the community, child care/preschool) as well as what your child and family enjoy doing together.
- Thinking about where your current support comes from, for example, your extended family, a faith community, your neighborhood, a parent group, etc.
- Thinking about concerns that other caregivers may have regarding your child.
- Informing the service coordinator or your contact person if you need any interpreters or other assistance.

The team will consist of you, the parent, and an agency representative; however, the make up of the other team members may vary as appropriate to your child and family's needs.

During the evaluation, you and the other members of the team will talk about the good things your child is doing during the day as well as identify any concerns. **If there are areas of delay, your child may be eligible for Early Intervention services or supports.**

You are the expert on your child and your input is very important. Of course, you will need to give your permission before any planning begins. You will be given a consent form to indicate that you understand and agree with the evaluation process.

IFSP–Individualized Family Service Plan
IEP–Individualized Education Program

If your child is eligible, the Early Intervention team members, including you, will move to the next step which is the development of a written plan, the Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP).

Who develops the IFSP/IEP?

Along with your Early Intervention team members, you help decide which family members, friends, teachers, therapists, physicians, and other professionals you want as team members. This is your opportunity to talk about what you would like to achieve with your child now and in the future. **You may request a blank copy of the IFSP/IEP prior to the meeting. Ask your service coordinator or contact person.** A copy of the IFSP/IEP is also on the Pennsylvania Training and Technical Assistance Network web site www.pattan.net.

You are an equal partner on the team. As the parent and the expert on your child, you need to let other team members know the strengths and needs of your child and family. Knowing your child's strengths and needs will help the team develop the goals and outcomes that match your concerns and priorities. By sharing information about your daily routines, preferred activities and the activities that are challenging, the team will be able to target supports and services to meet your child and family's needs in a way that makes sense for your child and family. The plan meeting is your opportunity to share your hopes and dreams for your child and family with other members of the team. The plan is based on your child's strengths and unique needs and your family's concerns and priorities for your child.

The focus of the IFSP/IEP

The planning process guides the team to figure out how Early Intervention services will help your child and family during their regular routines. The planning process will identify what resources you and your family already have to enhance your child's development, as well as

"My son was always a little slower than his cousins. He was born so little and too early. ... I called a number for Early Intervention and was able to get him looked at by a specialist. ...he doesn't need Early Intervention but now he will be checked on every few months ..."

IFSP / IEP *(continued)*

identify what services or support you might need. The final plan includes outcomes that are important to you for your child and family and will detail the services and supports that will assist your family to reach those outcomes.

Early Intervention services must be delivered in settings that are consistent with the needs of your child and family. To the maximum extent appropriate, services and supports are provided in environments, including the home and community settings, in which children without disabilities participate. In addition to services being provided in the locations where it would be typical for children without disabilities, supports and services are incorporated in the learning opportunities that exist within the child and family's typical routines in the home, community and/or early learning programs. Services support the child's participation in the typical routines of family and community life.

The IFSP/IEP (referred to as the plan) is the foundation of family centered Early Intervention services. Early intervention services must start no later than 14 calendar days from the date of completion of the IFSP/IEP unless the team recommends a later date. **You may request an IFSP/IEP meeting to discuss the potential need for changes at any time by getting in touch with your service coordinator or contact person.**

How to prepare for the IFSP/IEP:

- Identify your child's unique qualities and strengths; this will build a framework on which you and your team can identify the best opportunities for learning.
- Think about what you and your family want for your child now, and in one, two, or five years from now or even as an adult. Don't be afraid to dream!
- Identify the questions you have regarding your child. All questions are important. For example: Why is she so fussy? Why is he so quiet? Is that ok? Is that a concern?

- List what you and your child really enjoy doing such as: playing with water or sand, watching TV, or going for walks. This will help you and the team identify how you can use these routines to help your child develop and grow.
- Consider the special needs your child has. Think about what your child might need to reach his or her full potential: adaptive equipment, feeding or self help skills, or sitting up or walking. How does your child communicate with you?
- **The plan should include only those parts of your family's life that you want to share as related to your child's development.** But if there are issues for which you would like help in finding the solution, now is the time to share those. What about you and your family? For example, do you as a family like to go to the beach, but you're concerned about how to take your child? How do your parents feel about their grandchild? Do they need more information?

These are some of the many questions that only you can answer. You decide what information you want to share and when.

The IFSP/IEP should be:

- responsive to your individual family's concerns, strengths, and priorities;
- supportive of your individual family's routine and community;
- discussed and written in your family's language or mode of communication; and
- supportive of your individual family's values.

An IFSP/IEP should include:

- a statement of your child's level of development;
- a statement of the family's strengths, priorities and concerns as they relate to your child's development (only with your consent);
- information or assistance to help you access community resources (with your consent);
- special considerations that relate to vision, hearing, challenging behaviors, communication and needs related to assistive technology or transitions;
- a statement of the measurable goals or outcomes expected for your child and family, as well as how and when it is hoped they will be achieved;
- a description of Early Intervention services that are to be provided, as well as in what setting they will occur;
- a statement of when services are expected to begin and how long they will continue;
- the name of your service coordinator or contact person;
- a written plan for transitions as your child's needs change—a must as he or she approaches age three and kindergarten, (explained further on the following page); and
- date of review.

Transitions for you and your child

Transitions occur in our lives all the time in many different ways. Changes in our jobs or homes are examples. While receiving Early Intervention services, you and your child may experience transitions as well.

Planning for a transition allows for a smooth transfer from one service to another.

Transition in Early Intervention services means movement from one program to another, such as:

- from the hospital to your home;
- from an Infant/Toddler Early Intervention service to a Preschool Early Intervention service;
- from Early Intervention services to other early care and education settings such as Head Start or child care programs;
- from Preschool Early Intervention services to kindergarten or first grade.

Planning a successful transition

As a very important part of the team, you need to know all the options—ask questions:

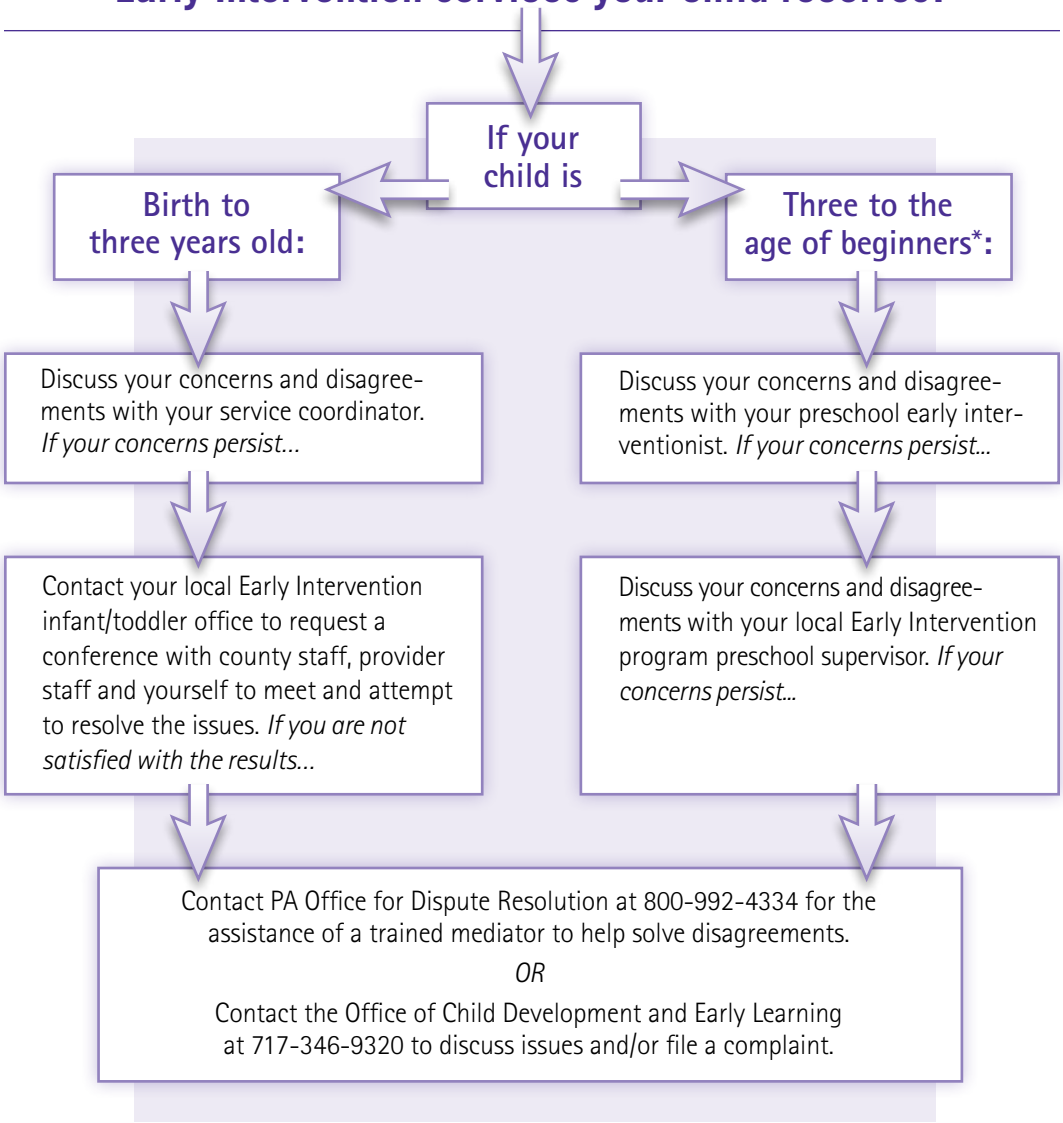
- What is needed for my child?
- What is available?
- Who is involved?
- Where are they?
- When is this transition going to occur?
- Will a program change be necessary?
- How will the transition occur?
- How can my family and child be supported through this change?

Early Intervention Transition Meetings

If your child is in the county Infant/Toddler Early Intervention program then planning meetings will take place in the year prior to your child's third birthday to discuss options and the transition process. No change should be made in the IFSP/IEP without your consent and involvement of both the infant/toddler and the preschool program. These decisions are part of the team process and should be thoughtful and planned based on your child's needs.

If your child is in the Preschool Early Intervention program, during the year before your child is eligible for kindergarten or first grade, the Early Intervention program will invite you to a transition meeting to discuss options for your child. This transition meeting must occur before the end of February. If your child is kindergarten/school age the funding for services is the responsibility of the local school district. The services provided and the location of those services will be developed by your child's team.

What do you do if you are not satisfied with the Early Intervention services your child receives?



You may request a due process hearing or mediation conducted by the Office for Dispute Resolution at any time by: (a) contacting your service coordinator at the local Early Intervention infant/toddler county office if your child is under three years of age; or (b) putting a request in writing to your Early Intervention program preschool supervisor if your child is three to the age of beginners; or (c) calling the Office for Dispute Resolution at 800-992-4334.

If you have any questions about which process to follow, call one of the phone numbers listed above. Persons who are deaf or hard of hearing may access all numbers by dialing 800-654-5984 or 711 through the PA Relay Service.

* Age of entrance into first grade

Where to go for more information

CONNECT
(Information Service for Early Intervention)
Center for Schools and Communities
275 Grandview Avenue, Suite 200
Camp Hill, PA 17011
800-692-7288
(for TTY, dial 711 for Relay Service)

Assists families and professionals in locating state, local and national resources and information for children birth through 5; provides referrals to Early Intervention Services.

Disability Rights Network of Pennsylvania
800-692-7443 (Harrisburg)
215-238-8070 (Philadelphia)
412-391-5225 (Pittsburgh)
www.drnpa.org

DRN is a statewide, nonprofit corporation designated as the federally-mandated organization to advance and protect the civil rights of adults and children with disabilities.

Hispanos Unidos para Niños Excepcionales (HUNE) (Hispanics United for Exceptional Children)
202 West Cecil B. Moore Avenue
Philadelphia, PA 19122
215-425-6203 (Voice) / 215-425-6204 (Fax)
www.huneinc.org

HUNE is a not for profit organization that provides free, bilingual English and Spanish training and technical assistance to parents of infants, children, and youth with disabilities and to professionals who work with children.

Parent Education & Advocacy Leadership (PEAL) Center
1119 Penn Avenue, Suite 400
Pittsburgh, PA 15222
866-950-1040 (toll free)
412-281-4404 (Voice) / 412-281-4409 (TTY)
412-281-4408 (Fax) / 886-950-1040 (Toll Free)
www.pealcenter.org

The PEAL Center provides training and information for parents and friends of children with disabilities, educators, health care and community service providers, and advocates. The PEAL Center serves western and central Pennsylvania.

Parent Education Network (PEN)
2107 Industrial Highway, York, PA 17402
717-845-9722 (Voice/TTY)
800-522-5827 (Voice/TTY)
www.parentednet.org

PEN is a federally funded project providing information and support to parents of children with disabilities throughout Pennsylvania.

Parent to Parent of Pennsylvania
6340 Flank Drive Suite 600
Harrisburg, PA 17112
888-727-2706 (toll free)

Pennsylvania Office for Dispute Resolution (ODR)
6340 Flank Drive, Suite 600
Harrisburg, PA 17112-2793
800-992-4334
http://odr.pattan.net

ODR provides the resources for parents and educational agencies to resolve disputes concerning the identification, evaluation, educational placement, or the provision of a free appropriate public education for students with disabilities served by the early intervention system. These services include mediation, IEP facilitations, and due process hearings.

Pennsylvania Training and Technical Assistance Network (PaTTAN)
Early Intervention Technical Assistance (EITA)

PaTTAN works collaboratively with intermediate units in the area of professional development, technical assistance, and information dissemination to support school districts throughout the Commonwealth. Early Intervention Technical Assistance (EITA) works collaboratively with Early Intervention programs for children with developmental delays/disabilities. EITA it the birth to school age component of PaTTAN.
www.pattan.net

PaTTAN Harrisburg
6340 Flank Drive
Harrisburg, PA 17112-2793
800-360-7282
or 717-541-4960
800-654-5984 (TTY)

PaTTAN King of Prussia
200 Anderson Road
King of Prussia, PA 19406
800-441-3215
or 610-265-7321
610-768-9723 (TTY)

PaTTAN Pittsburgh
3190 William Pitt Way
Pittsburgh, PA 15238
800-446-5607
or 412-826-2336
412-654-2338 (TTY)

Office of Child Development and Early Learning
Bureau of Early Intervention Services

Web Site Information

http://www.pde.state.pa.us, click on Pre K-12, then Early Childhood, then Early Intervention

http://dpw.state.pa.us, go to drop-down menu for DPW Program Offices, click on Office of Child Development and Early Learning, then Early Intervention

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

In Pennsylvania, the Office of Child Development and Early Learning (OCDEL) administers both Part C and Part B, Section 619 of the federal law IDEA. Part C of that law deals with eligible infants and toddlers from birth to their third birthdays; Part B deals with eligible young children from the child's third birthday to the age of beginners (start of first grade).

Part C

Gives rights to eligible infants and toddlers and their families from birth until the child's third birthday;

Services are developed by a team and written into an Individualized Family Service Plan (IFSP);

Services are delivered in a natural environment for the child and family.

Part B (Section 619 is the Preschool Section)

Gives rights to eligible young children and their families from age three to the age of beginners (start of first grade);

Services are developed by a team and written into an Individualized Education Program (IEP);

Services must be delivered in the least restrictive environment.

In both Parts C and B:

- Eligibility is determined by an evaluation process;
- Parents are an important part of the child's evaluations as well as the design of individualized services.

Act 212: The Early Intervention Services System Act of 1990:

- Assures eligible young children (birth until the age of beginners) and their families Early Intervention services and programs;
- Assures appropriate services under public supervision and is designed to meet the developmental needs of eligible children; and
- Assures services specifically designed to address the needs of the family to enhance their child's development.

Local Interagency Coordinating Councils (LICCs)

Established by Act 212, these local councils provide for local representation from families, county administration, intermediate units, school districts, Early Intervention providers, Head Start, service coordinators, health agencies, and other community members. While each LICC is different, their overall goal is to enhance education opportunities for all children through collaboration with local and regional interagency community partners. Your LICC may be accessed by contacting your local Early Intervention program. Families are very important to the LICCs—please ask your Early Intervention program how to get involved.

Glossary

You may hear or see these words as you become involved in Early Intervention services.

Act 212: the Early Intervention Services System Act of 1990 that provides Early Intervention services for eligible children in Pennsylvania.

Adaptive skills (functional skills): those skills used in daily living such as eating, dressing, and toileting.

Advocacy: assuring that the services which are appropriate for you and your child are received. You are the best advocate for your child. You know your child best.

Age of beginners: the minimum age that a child can attend first grade in his or her own school district.

Assessment: a process that helps find your child's unique strengths and needs.

Assistive Technology Service: services that directly assist a child with a disability in the selection, acquisition, or use of an assistive technology device.

Cognitive: the ability to learn, to understand, and to solve problems.

Developmental delay: development later than other children of the same age in achieving cognitive, adaptive, physical, communication and social or emotional skills.

Due process: the procedure which guarantees a person's right to disagree, refuse, change, or permit recommended educational services.

Due process hearing: a legal proceeding presided over by a hearing officer who makes determinations about a child's services and supports.

Early Intervention: Early Intervention services can include: information on how children develop; parent/caregiver education, support services, and developmental therapies that assist in child development.

ER: Evaluation Report

FAPE: free appropriate public education guaranteed by law, at no expense to the parents and family.

Goals/Outcomes: general target areas of development written by the IFSP or IEP team.

Language and speech development: the ability to talk, express one's needs, and/or communicate.

LICC: Local Interagency Coordinating Council made up of parents and professionals whose purpose is to coordinate and plan for Early Intervention services in the local community.

MAWA: Mutually Agreed Upon Written Arrangement with the education agency providing Early Intervention services on behalf of the Office of Child Development and Early Learning in your local area for children three through five years of age.

Glossary *(continued)*

Mediation: a voluntary process used for resolving disputes between parties. Mediation is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

OCDEL: Office of Child Development and Early Learning responsible for programs and services for children birth to the age of beginners.

Physical skills: the ability to move, see, and hear.

Screening: a process to determine if a more extensive assessment needs to be completed.

Service Coordinator (case manager): the individual assigned to coordinate the planning and delivery of Early Intervention services.

SICC: the State Interagency Coordinating Council is an advisory group, made up of parents and professionals, whose purpose is to advise the Governor and the Departments about Early Intervention issues in Pennsylvania.

Social and emotional development: the ability to interact with others.

Transition: the process of moving from one Early Intervention service to another as the unique needs of the child change.

Appendix

FERPA

The following information summarizes your rights and privileges under the Family Educational Rights and Privacy Act of 1974 (FERPA). This is a federal law which protects the confidentiality of a child's educational records by limiting their disclosure. FERPA guarantees parents certain rights which are described below.

1. **Access to Records:** You have the right to inspect and review your child's records and to receive a copy of the records.

2. **Challenge to Records:** You have the right to request that your child's educational records be changed if they are inaccurate or misleading, and to have a hearing if that request is refused.

3. **Disclosure:** FERPA provides that educational records cannot be released without written consent of the parent, except in certain specified instances. Specific to children transferring from preschool Early Intervention, generally, the preschool Early Intervention program must have written permission from the parent or eligible child in order to release any information from a child's educational record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
   a. School officials with legitimate educational interest;
   b. Other schools to which a student is transferring;
   c. Specified officials for audit or evaluation purposes;
   d. Appropriate parties in connection with financial aid to a student;
   e. Organizations conducting certain studies for or on behalf of the school;
   f. Accrediting organizations;
   g. To the courts to comply with a judicial order or lawfully issued subpoena;
   h. Appropriate officials in cases of health and safety emergencies; and
   i. State and local authorities, within a juvenile justice system, pursuant to specific State law.

4. **Complaints:** If you believe that the Early Intervention Program is not complying with FERPA or not guaranteeing you your rights outlined above, you may file a letter of complaint with the federal office in charge of enforcing the Act at the address below:

   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence Ave., S.W.
   Washington, DC 20202-4605

5. **Policy:** A complete copy of the FERPA legislation is available at your request. You may receive a copy by contacting your service coordinator.

In accordance with the Pennsylvania Code: Title 55. Public Welfare: Chapter 4225 Procedural Safeguards for Children in Early Intervention Services, the County MH/MR Agency must protect the confidentiality of personally identifiable information or records of your child. However, according to Section 4225.33 Authorized Access, the following persons, agencies, or officials may have access to any child's records without prior parental consent:

1. Any agency employee or authorized representative who has been determined by the County MH/MR Program to have legitimate Early Intervention service interest in the child, and whose name, position or professional field is on the access list.

2. Any county MH/MR personnel so designated by the county administrator.

3. Department personnel or their designated representatives responsible for administration, monitoring, licensing, auditing or evaluating programs.

4. Authorized representatives of the Federal Department of Education or the Commonwealth Department of Education in order for the general supervision requirement of 45 CFR Section 121 a. 600-601 to be met.

5. Any representative of the court when presenting a subpoena of records accompanied by a judge's order.

Parents/Guardians: Upon verbal or written request, you may receive a current listing of the names and positions of agency employees who have access to your child's records and/or a list of the types of records and the location of your child's records developed, maintained, or used by the agency.

Credits:
Early Intervention Technical Assistance (EITA) is a cooperative training and technical assistance effort between the Pennsylvania Departments of Health, Education, and Public Welfare. EITA is administered by the Tuscarora Intermediate Unit 11. The Tuscarora Intermediate Unit 11 is an equal opportunity educational service agency and will not discriminate on the basis of race, color, national origin, ancestry, sex, disability, age, or religion in its activities, educational and vocational/programs, or employment practices as required by Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Pennsylvania Human Relations Act of 1955 as amended. For information regarding civil rights or grievance procedures, contact Dr. Tracy Hinish, Equal Rights and Opportunity Coordinator, at Tuscarora Intermediate Unit 11, 2527 US HWY 522 SOUTH, McVeytown, PA 17051-9717, 814-542-2501 or 717-899-7143; TDD 814-542-2905.

At A Glance: Phone Numbers to Contact

My child is receiving supports and services through the Early Intervention program.

Provider(s) Name: _____

Phone: _____

Service Coordinator: _____

Phone: _____

County Coordinator: _____

Phone: _____

Teacher Name: _____

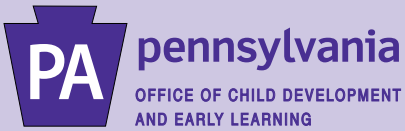
Phone: _____

Therapist Name: _____

Phone: _____

Preschool Supervisor Name: _____

Phone: _____



Serving Children with Developmental Delays

Revised 4/10