

# Determining a Child's Eligibility for Early Intervention Services Remotely

This infographic summarizes guidance and considerations to support state staff and local practitioners in determining a child's eligibility for early intervention services remotely, which requires effective state policies, procedures, and practices. See the full guidance at:

<https://ectacenter.org/topics/earlyid/remote-eligibility-partc.asp>



## 1. Consider System and State Policies

### SYSTEM CONSIDERATIONS

- Determine changes that need to be implemented statewide and those that require flexibility
- Align policy decisions with program vision and communicate them to all stakeholders

### STATE POLICY CONSIDERATIONS

- Use developmental screenings to reduce the need for remote evaluations
- Use interim IFSPs to expedite early intervention services when there are uncertainties about eligibility
- Clarify regulatory requirements and technology practices
- Determine data collection and documentation needs
- Address practitioner workload and teaming



## 2. Plan for Remote Eligibility Determination

- Gather necessary information from family and other sources
- Determine who should be involved and if an interpreter will be needed
- Select the right assessment tools to use remotely and determine whether they will provide valid results
- Help the team and family prepare for the use of technology



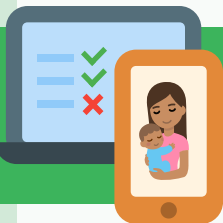
## 4. Analyze and Take Action

### PRACTITIONER DISCUSSION AND ANALYSIS

- Identify how to share documents and scoring materials remotely for all practitioners to review
- Determine sufficiency and completeness of information collected remotely
- Review options, such as interim IFSPs, when information collected is inconclusive

### TEAM ELIGIBILITY DETERMINATION

- Invite and honor everyone's participation on the team for remote eligibility determination decisions
- Ensure all follow up actions are fully discussed and planned for collaboratively



## 3. Collect Data Remotely

- Honor parent rights and participation
- Maintain confidentiality and follow policies around obtaining consent
- Collect information in a way that values and engages the family
- Observe and discuss the child's natural actions and interactions
- Remember that parents are not surrogate test administrators



## 5. Resources included on the following topics

- Guidance and Considerations
- Best Practices
- Related IDEA Regulations
- Looks Like and Doesn't Look Like Examples
- Resources and Links to Online Materials



## Assessment Tools

with potential for remote administration for children 0-5 years old

- [Screening Tools](#)
- [Norm-Referenced Assessment Tools](#)
- [Assessment Tools for Planning Instruction and Monitoring Progress](#)