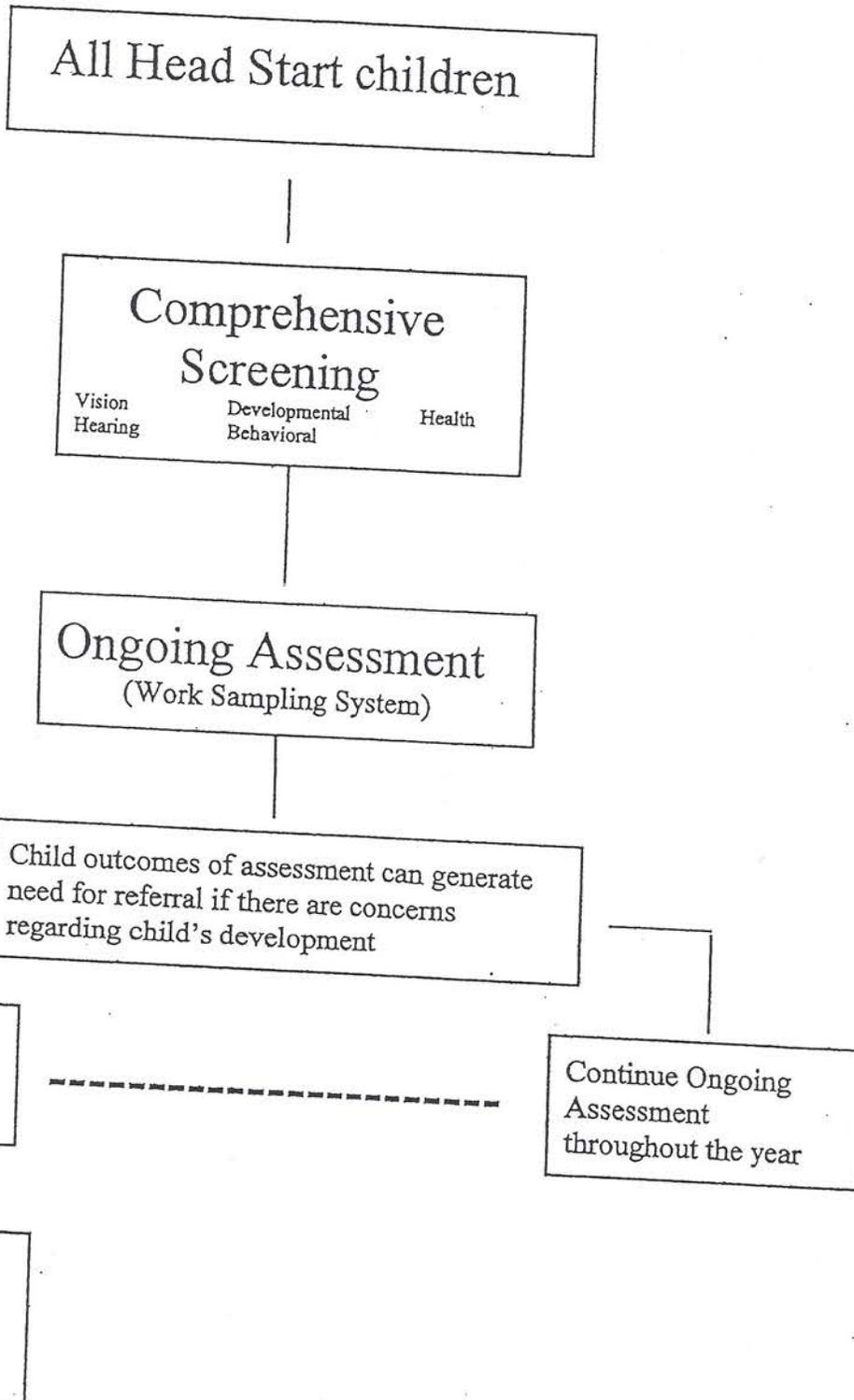


# Referral & Diagnosis Procedure



## Referral & Diagnosis Procedure

Upon entry into the Head Start program all children participate in a comprehensive developmental screening that includes the areas of vision, hearing, health, behavior and development. These screenings allow Head Start staff to get a picture of the child's overall development. The screening completed by Head Start must be completed within 45 days of the child's enrollment. After the screening each Head Start Teacher is responsible for completing a developmental assessment called the Work Sampling System. This assessment identifies the developmental area of each child and allows the teacher to create an individual plan for each child that identifies areas of strength and areas that can be developed more strongly. This assessment is an "ongoing assessment" that is updated regularly throughout the year, and reported on three times a year.

Screenings also identify areas of development that may need further attention. After consulting with the child's parent(s), Head Start will make a referral to the appropriate agency. Some of these agencies may include but are not limited to, Intermediate Unit #20, Mental Health/Mental Retardation (MH/MR), a physician, dentist or optometrist.

Each of these agencies will conduct a screening of their own and from that point will determine if there is a need for further evaluation. If so, that agency will conduct a thorough evaluation to pinpoint areas that may require extra attention. Neither the screening or evaluation can take place without prior consent from the child's parent.

Upon conclusion of the evaluation the agency will consult with both the child's parents and Head Start.. If the evaluation determines the child is developing regularly the agency will conclude it's participation and Head Start will be responsible for providing all services. If it has been determined that the child qualifies for services the agency will offer to provide those services either in conjunction with or independently of Head Start Once again, none of these arrangements can be made without the consent of the child's parent.

Some agencies, like the Intermediate Unit, will complete and Individualized Education Plan (I.E.P.) This plan is constructed by the parent, a Head Start representative, and an agency representative. The IEP will identify the plan of services that each agency is responsible for providing and the goals, at various stages, for the child, and is integrated into the child's classroom plan to assist the child in meeting the identified goals. The IEP is valid for two years at which time it will be re-evaluated. During those two years the IEP can be modified at the parents request to better meet the needs of the child.

## Procedure for Accepting Three Year Old Children

Children may be enrolled in the Head Start program as of their third birthday. The decision to accept a three year old into the program must be based on the following information:

- screening results
- parental input
- observations of teacher or home visitor
- approval of the Education/Early Intervention Manager

### Process:

When recruitment information is received for a three year old child it is the responsibility of the perspective Teacher and Early Intervention Specialist to make a home visit for the purpose of determining whether Head Start would be a developmentally appropriate setting for the child. This home visit initiates the decision making process in two ways. A developmental screening, the Early Screening Inventory Revised, is completed by the Early Intervention teacher during the home visit. This screening will generate a picture of the child's skill levels in the areas of social/emotional development, language, literacy, math, science and more.

During the home visit a discussion with the parent or guardian regarding the child's development should take place. This discussion should address areas pertinent to the classroom as well as typical behaviors at home. The teacher should also be making observations of the child during this visit, paying special attention to social emotional skills.

Upon conclusion of these steps the information collected should be submitted to the Education/Early Intervention Manager for final review. The Education/Early Intervention Manager will consider the provided information and either approve or postpone enrollment in the program. If approved, the Family Service Manager, with input from the Teacher, Early Intervention Specialist, and the Education/Early Intervention Manager, will determine appropriate placement regarding number of hours per day and days per week the child should attend the program.

## Early Screening Preschool Inventory

Screening tools are used as a quick look at the child. The tool usually identifies any areas of deficiency in the child. At Head Start the program performance standards state that the screening must be done within 45 days of the child's first class day.

In the spring of 2002 Monroe County Head Start began implementing the Early Screening Preschool Inventory-revised. This screening tool is a skill based inventory that takes approximately half an hour to 45 minutes to administer. The screener works one on one with the child, giving instructions from a scripted dialogue provided with the screening booklet. This script directs the child to complete various tasks and the screener records the result on a score sheet. All score sheets provide an area for comments regarding the child's efforts to complete the task. The screening is scored and the score is categorized as "OK", "rescreen" or "refer". The completed screening should be used for planning until the developmental assessments is completed after it has been seen by the Early Intervention Coordinator and the Education/Early Intervention Manager.

## End of the Year Procedure

Upon the completion of third assessment teachers will be expected to begin preparing transition information for kindergarten eligible children. The process is as follows:

1. Upon completion of the third assessment all individual plans must be updated. (A sample of the individual plan that should be completed for kindergarten transitioning children is attached.)
2. Please note that there are two areas that require a response: indicate whether the child has an IEP or behavior plan and who developed that plan. For children who are transitioning to kindergarten it will be necessary to incorporate the mandated indicators into the plan indicating whether the child has mastered those skills or not.
3. Teachers are expected to complete a kindergarten transition checklist. (Also attached.) This checklist is a quick look at the skills the child has developed over the course of the year.
4. These updated plans, the checklist and Individual Child Plan, should be used during conferences to help illustrate how children have developed over the year.
5. This information, both the transition checklist and the individual education plan, will be sent directly to the child's school by PSFC. It is important that we have the child's correct school information, please verify that information on the bottom of the individualized plan.
6. It will be necessary to submit the individual plans to the office to be typed, obviously that means that they must be legible. This information must be submitted by May 15th. The checklist should be submitted to Ed/EI Manager by May 22nd.