



Early  
Intervention

# You can make the difference!

## Difference for whom?

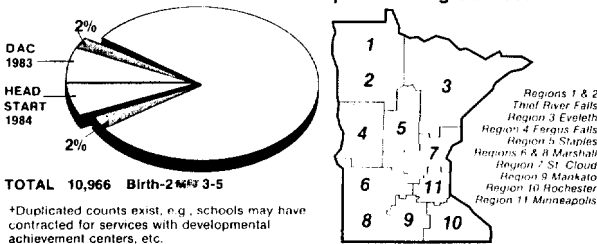
Iowa and Nebraska have served children from birth to 21 with handicapping conditions for the past 10-15 years, respectively. Based on this actual experience, 1 percent of the children from birth to 2 years need educational services; 2 percent of the 3-year-old children need educational services, and 6 percent of the 4-year-old children need educational services.

According to the school census conducted in Fall 1984, the following table presents the estimated number of children who need educational services:

| Number of Children with Handicaps Who Need Educational Services in Minnesota |                   |           |   |
|--|-------------------|-----------|---|
| Age  | 1984 Census Count | Incidence | Number of Handicapped Children Needing Educational Services in Minnesota (estimated number) |
| Birth  | 45,191            | @ .010    | 452   |
| 1  | 50,700            | @ .010    | 507   |
| 2  | 54,611            | @ .010    | 546   |
| 3  | 56,793            | @ .020    | 1,136   |
| 4  | 59,494            | @ .060    | 4,036   |
| 5  | 64,243            | @ .062    | 8,323   |

Public schools, developmental achievement centers, and Head Start provide services to children in this age group. The pie chart below reflects the number of handicapped children currently receiving services:

### Number of Children with Handicaps Receiving Services\*



According to incidence rates recognized by the ARC-US, 3 percent or 6,219 children in our state are potential recipients of early intervention services.

## Why make the difference?

According to developmental and educational psychological research, the rationale for early infant intervention services for handicapped children is based on four premises:

- 1) Human behavior at any point represents a series of elaborations of previous behavior from simple to complex beginning at birth.
- 2) The acquisition of motor, cognitive, and language skills is interrelated.
- 3) Social behaviors are learned in infancy.
- 4) Failure to learn also begins at birth.

Across six programs whose data could be pooled, there was a significantly lower rate of assignments to special education among children in the early intervention group (13.8 percent), compared to control group (28.6 percent) according to Lazar.

Early intervention does produce changes in the behavioral repertoire of a wide range of severely handicapped children as stated by Bailey and Bricker in 1984.

Eighty percent of children completing special education preschool programs were doing well in less expensive regular education classes in follow-up studies. (Minnesota birth to 3 needs assessment.)

## How to make the difference

Currently, a variety of agencies are serving our children.

The type and level of services varies across the state. The services tend to be more readily available in heavily populated areas. Often the location of a child's home determines whether services are readily available or totally inaccessible.

Through cooperative ventures such as those outlined in the highlighted programs, i.e., interagency agreements between county social services, developmental achievement centers; public and private agencies; and early intervention programs could be available in all parts of Minnesota.

With creative and cooperative agreements children from birth to 3 could have access to services that would make major differences in their lives.

You can make the difference by providing programs for all children with handicaps from birth to 3 to assure: 1) a uniform referral system for expediting identification of young children with delays in development; 2) more equality in assessment and provision of services across the state; and 3) coordination of services to provide the framework to meet the needs of these young children are built into the educational system.

## Where can the difference be made?

Presently, 243 school systems are voluntarily providing early intervention services to children birth to 3 and their families. Fifty-three developmental achievement centers are serving 2,284 children in this same age category.

Educationally sponsored programs are providing a wide range of services to meet the needs of young children as demonstrated in the examples below.

You can make the difference by beginning programs for these young children or further expanding the services you have so ambitiously begun!

### There are children who are unserved and underserved.

There are several models in providing services. These four examples of public schools provide the lead with other health and human services agencies:

#### Freshwater Special Education Cooperative

**Early Education Program**  
North Fifth Street  
Staples, MN 56479  
(218) 894-2438

**Special Education Director:**  
Earl Mergens

**Early Childhood Coordinator:**  
Mary Jo Hofer

**Enrollment in Birth-3 Program:** 15

**Program:**  
Center-based, home-based, parent involved

**Criteria:**  
State recommended criteria

**Staff:**  
Licensed teachers, aides, occupational therapist consultant, physical therapist, speech clinician, adaptive physical education teacher

**Interagency Agreements/Contracts:**  
Between the Cooperative and the following agencies: Todd County Social Services, Todd County Department of Public Health, Paul Bunyan Special Education Cooperative, Mid-State Special Educational Cooperative

**Funding:**  
Todd County Social Services, state aids, local levy, federal

**Dawson-Boyd ISD #378**  
**Dawson-Boyd Elementary School**  
Box 5  
Dawson, MN 56232  
(612) 769-2001

**Principal:** Vern Stevens

**Montevideo Special Education Cooperative**  
301 North 1st Street  
Montevideo, MN 56265  
(612) 269-9243

**Special Education Director:**  
Dave Peterson

**Interagency Facilitator:**  
Sally Buhner

**Enrollment in Birth-3 Program:** 9

**Program:**  
Center-based and home-based

**Criteria:**  
State recommended criteria

**Staff:**  
Teacher, aide, occupational therapy consultant, physical therapy consultant, speech therapist, hearing impaired consultant, vision impaired consultant

**Interagency Agreements/Contracts:**  
Between the following agencies: Dawson-Boyd Public Schools, Madison Public Schools, Bellingham Public Schools, Marietta-Nassau Public Schools, Head Start, Lac Qui Parie Family Services Center, Countryside Nursing, Educational Cooperative Service Unit

**Funding:**  
County, local levy, state aids, federal

For more information, call:

**Special Education**  
**Department of Education**  
825 Capitol Square Bldg.  
550 Cedar St.  
St. Paul, Mn 55101  
(612) 297-3619

#### Sherburne & Northern Wright County Special Education Cooperative

**Administrative Building**  
Box 897  
Monticello, MN 55362  
(612) 295-5185  
(612) 421-6178 Metro

**Special Education Director:**  
Paul Zemke

**Early Childhood Coordinator:**  
Sandra Fink, Ph.D.

**Enrollment in Birth-3 Program:** 10

**Program:**  
Center-based, home-based, combination of home/center, parent involvement

**Criteria:**  
State recommended criteria

**Staff:**  
Licensed teacher, aide, speech clinician, physical therapy consultant, occupational therapy consultant, psychologist (testing only)

**Interagency Agreements/Contracts:**  
Between the Cooperative and Sherburne County Social Services and between the Cooperative and Stearns County DAC

**Funding:**  
Sherburne County Social Services, state aids, local levy, federal

**Spring Lake Park Public Schools**  
8000 Highway 65, NE  
Minneapolis, MN 55432  
(612) 796-5570

**Special Education Director:**  
Gladys Murray

**Early Childhood Coordinator:**  
Barbara Pihlgren

**Enrollment in Birth-3 Program:** 4

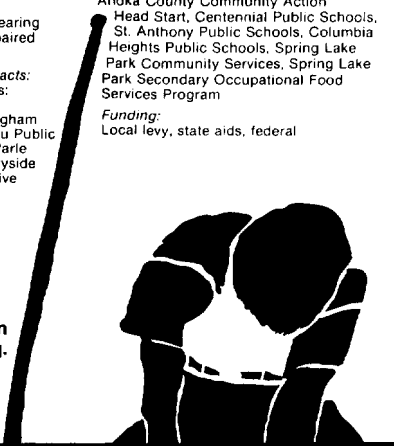
**Program:**  
Center-based, self-contained, center-based mainstreamed, home-based, parent involvement

**Criteria:**  
State recommended criteria

**Staff:**  
Licensed teachers, aides, speech clinician, adaptive physical education teacher, occupational therapist, physical therapist, consultant for children with hearing impairments

**Interagency Agreements/Contracts:**  
Children's Home Society of Minnesota, Minneapolis Children's Medical Center, Anoka County Community Action Head Start, Centennial Public Schools, St. Anthony Public Schools, Columbia Heights Public Schools, Spring Lake Park Community Services, Spring Lake Park Secondary Occupational Food Services Program

**Funding:**  
Local levy, state aids, federal



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