

**PROGRAM PARTICIPATION SYSTEM: B-3 MODULE, DESKCARD**

**CHILD AND REFERRAL TO BIRTH TO 3 INFORMATION**

**Language Preference**

Albanian	German	Russian
Arabic	Greek	Somali
Bosn/Croat/Serv	Hmong	Spanish
Burmese	Italian	Swedish
Cambodian	Korean	Thai
Chinese	Laotian	Ukrainian
English	Native American	Vietnamese
Farsi	Norwegian	Other
French	Polish	

**Referral Source**

CAPTA Referral	Other county staff	Tribal Health Center or Tribal CYSHCN
Child Care Provider	Other health care provider	Tribal School or Tribal Head Start Program
County Social Services Agency	Parent or relative	Other
CYSHCN Regional Center	Physician	
Head Start Provider	Public Health Agency	
Hospital or Specialty Clinic	School District	

**SCREENING / EVALUATION**

**Evaluation Type**

Assistive Technology	Nursing	Social Work
Audiology	Nutrition	Special Instruction
Communication	Occupational Therapy	Vision
Health	Physical Therapy	Other
Medical	Psychological	

**Child's Characteristics 1 / 2 / 3**

Blind / visually impaired	Developmental Disability – brain trauma	Developmental Disability – other or unknown
Communication delay	Developmental Disability – cerebral palsy	Hard of Hearing
Deaf		Physical Disability / Mobility Impairment
Deaf / blind	Developmental Disability – epilepsy	Severe emotional disturbance
Developmental Disability – autism spectrum	Developmental Disability – mental retardation	Severe health impairments

**SERVICE PLANNING**

**Reason for Late IFSP**

Exceptional Family Reason	System Reason	Weather
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**Assessment - Positive Socio-emotional Skills Ranking; Acquiring and Using Knowledge and Skills Ranking; Taking Appropriate Actions to Meet Needs Ranking**

- (7) Child shows functioning expected for his or her age in all or almost all everyday situations. Functioning is considered appropriate for his or her age.
- (6) Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area.
- (5) Child shows functioning expected for his or her age some of the time and/or in some situations. Child's functioning is a mix of age-appropriate and not appropriate functioning.
- (4) Child shows some but not much age-appropriate functioning.

- (3) Child does not yet show functioning expected of a child of his or her age in any situation. Child's behaviors and skills include immediate foundational skills upon which to build age-appropriate functioning.
- (2) Child's behaviors and skills include some immediate foundational skills but these are not displayed very often across settings and situations.
- (1) Child does not yet show functioning expected of a child his or her age in any situation. Child's skills and behaviors also do not yet include any immediate foundational skills upon which to build age-appropriate functioning.

**Sources of Information**

- Parent Interview
- Observation
- Assessment, Evaluation and Programming System (AEPS)
- Battelle Developmental Inventory, Second Edition (BDI-2)
- Brigance Inventory of Early Development II
- Carolina Developmental Profile
- Creative Curriculum of Developmental Continuum
- Early Learning Accomplishment Profile (E-LAP)
- Hawaii Early Learning Profile (HELP)
- High/Scope Child Observation Record (COR) for Infants and Toddlers

- High/Scope Preschool Child Observation Record (COR)
- The New Portage Guide Birth to Six
- The Work Sampling System, (preschool 3 and 4, 2004)
- The Ounce Scale
- Peabody Developmental Scales
- Preschool Language Scales
- REEL
- Rosetti Infant/Toddler Scales
- Mullen Scale of Early Learning
- Other—Specify

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**SERVICE PLANNING (Cont'd)**

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**SERVICES**

**Service Type**

Assistive Technology	Medical Services	Service Coordination
Audiology	Nursing Services	Social Work
Communication Services	Nutrition Services	Special Instruction
Family education and counseling	Occupational Therapy	Transportation
Health Services	Physical Therapy	Vision Services
Interpreter Services	Psychological Services	Other

**Primary Location**

Child Care Center	Other Location that is not a natural environment
Early Intervention Center	Other settings designed for typically developing children
Family Child Care	Outpatient Services
Home	Residential
Hospital	

**Reason for Late Start**

Exceptional Family Reasons	System Reason
IFSP Team determined that a particular service would appropriately begin on a date beyond the 30-day timeline	Weather

**Additional Assessment - Type**

Assistive Technology	Nursing	Social Work
Audiology	Nutrition	Special Instruction
Communication	Occupational Therapy	Vision
Health	Physical Therapy	Other
Medical	Psychological	

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**TRANSITION / PROGRAM EXIT**

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**Transition Planning Conference – Exception Reason**

Birth to 3 invited the LEA, but they did not attend	Child was referred to Birth to 3 after 2 years 9 months of age.
Birth to 3 program did not start Transition process in a timely manner.	Family did not consent to a Transition Planning Conference .
Birth to 3 was unable to schedule the Transition Planning Conference with the school district prior to the 90 day timeline	Family did not provider timely consent for a Transition Planning Conference
Child exited the Birth to 3 Program before the Transition Planning Conference was required.	Family was not available for the scheduled Transition Planning Conference

**Program Exit - Closing Reason**

Child is no longer in need of services. Successful completion of the IFSP.	Child turned 3, child referred to LEA, special education eligibility process was not yet completed.
Child moved out of the state	Child turned 3, parents did not consent to LEA referral and/or LEA evaluation.
Child moved within the state	Child turned 3, the Birth to 3 Program not refer the child to the LEA because the child was not believed to be eligible for early childhood special education.
Child turned 3, child referred to LEA, LEA did not find child eligible for early childhood special education services and the child was referred to other programs.	Child under 3, the Birth to 3 Program is unable to locate the family or child after repeated, documented attempts.
Child turned 3, child referred to LEA, LEA did not find child eligible for early childhood special education services and the child was not referred to other programs	Death of child.
Child turned 3, child referred to LEA, LEA found child eligible for early childhood special education.	Family chose to discontinue services.

**Child Outcomes: See SERVICE PLANNING – Assessment (Page 1)**

**Sources of Information: See SERVICE PLANNING – Sources of Information (Page 1)**