

POLICY ADVISORY

Comparison of IDEA Part C and Part B

Beach Center on Disability

Making a Sustainable Difference in Quality of Life



POLICY ADVISORY-1

Comparison of IDEA Part C and Part B

	<i>Early Intervention Program Idea—Part C</i>	<i>Preschool Special Education Program Idea—Part B</i>
<i>Agency</i>	Lead agency designated by state	State Dept. of Education
<i>Ages of Children Served</i>	Children, ages birth to three years of age	Children, ages three through twenty-one years
<i>Eligibility Criteria—State MUST serve</i>	<p>Early intervention services must be provided to:</p> <ul style="list-style-type: none"> • Children experiencing developmental delay, or • Children with a condition that is highly likely to result in developmental delay <p>...and by reason thereof, need early intervention.</p>	<p>Special education must be provided to children who fit 1 or more of the following categories of disability:</p> <ul style="list-style-type: none"> • mental retardation, • a hearing impairment (including deafness), • a speech or language impairment, • a visual impairment (including blindness), • a serious emotional disturbance (referred to in this part as emotional disturbance), • an orthopedic impairment, • autism, • traumatic brain injury, • an other health impairment, • a specific learning disability, • deaf-blindness, or • multiple disabilities <p>... and by reason thereof, need special education.</p>
<i>Eligibility Criteria—State MAY choose to serve</i>	<p>Early intervention services may (at the option of the state) be extended to:</p> <ul style="list-style-type: none"> • Children who are at-risk of developmental delay. 	<p>Special education may (at the option of the state) be extended to:</p> <p>Children age 3-9 (or some part of that age group) who experience developmental delay</p>
<i>Individualized Plans</i>	Individualized family service plan (IFSP)	Individualized education program (IEP)
<i>Available Services</i>	Early intervention services for child and family to meet the developmental needs of the child and increase the family's ability to meet the needs of their child (examples listed in regulations).	Special education and related services determined appropriate to meet the educational needs of the child (examples of services listed in statute) and that enable the child—to the maximum extent possible—to participate in the

		general education curriculum.
Family Involvement	<ul style="list-style-type: none"> • Participation on all teams making decisions about the child’s individualized plan for services • Receive services to improve the family’s ability to meet the needs of their child with a disability 	<ul style="list-style-type: none"> • Participation on all teams making decisions about the child’s individualized plan for services
Location for Services	Natural environment—to the maximum extent appropriate, the child is served in environments that are normal or natural for a child of that age (including the home and integrated child care settings)	Least restrictive environment—to the maximum extent appropriate, the child receives services and participates in the general curriculum, non-academic, and extra-curricular activities alongside peers without disabilities.
Costs for Services	States <u>may</u> charge for services (e.g. sliding scale), but must ensure no one does not receive services because of inability to pay	All services must be provided for free

Action Steps

- Recognize that Part C and Part B provide different types of service (early intervention in Part C, and special education in Part B).
- Determine whether your child qualifies for Part B services. Seek the judgment of your child’s early intervention providers.
- Determine what Part B services your child needs (Policy Advisory-2). Seek the judgment of your child’s early intervention specialists.
- Consider where your child will receive both effective services and integration with children who do not have disabilities. Seek the judgment of your child’s early intervention specialists.

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