



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.

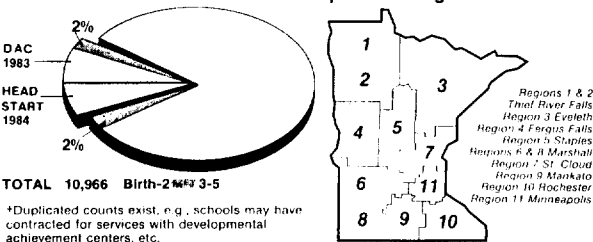
According to the school census conducted in Fall 1984, the following table presents the estimated number of children who need educational services:

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 Parle 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

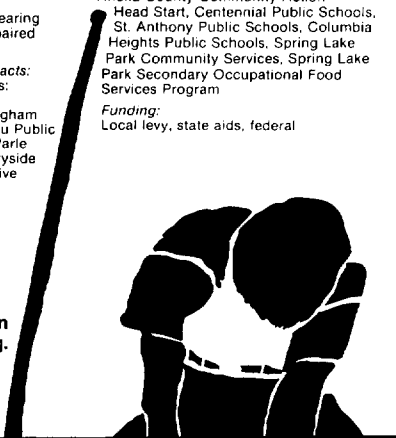
Program:
 Center-based, self-contained, center-based mainstreamed, home-based, parent involvement

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



Early Intervention