

Indicators for CPSE Recommendation of Frequency of SEIS

(<http://www.nysed.gov/special-education/guide-determining-eligibility-and-special-education-programs-and-services>)

A. Two To Three Hours Per Week

- The child exhibits delays in a limited number of domain areas that require special education intervention.
- The child needs a behavior management program that requires coordination and monitoring by a special education teacher.
- The child is receiving support and assistance for carry-over of skills from other caregivers in the current setting with indirect service provided by a special education itinerant teacher.

B. Four To Six Hours Per Week

- The child exhibits delays in multiple domain areas that require special education intervention.
- The child needs a behavior management program, which requires coordination, direct implementation, and monitoring by a special education teacher.
- The caregivers in the current setting require consultation and training by a special education itinerant teacher in order to provide adjustments to curriculum instruction and reinforce the child's goals and objectives.

C. Seven To Ten Hours Per Week

- The child exhibits serious delays in multiple domain areas, which require intensive intervention by a special education teacher.
- The child's behavior management program requires extensive coordination, direct implementation, and facilitation by a special education teacher.
- Caregivers require extensive consultation and training by a special education itinerant teacher in order to support the child's achievement of goals and objectives.

When more than ten hours per week of SEIS (e.g., 11-15 hours or more) are being considered to meet a child's individual needs, the CPSE should consider whether the student needs other supports and services to participate in the regular early childhood program or a special class in an integrated setting or special class program.

D. Indicators for Referral to CPSE To Meet and Possibly Amend IEP

- The child has achieved special education goals and objectives and he or she has demonstrated the ability to achieve age-appropriate educational outcomes.
- The child has achieved age-appropriate skills to an acceptable level.
- The child has made little or no progress in achieving skills or attaining IEP goals and objectives.