



Autism Spectrum Disorders for the Primary Care Practitioner and Other Providers

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Virtual Conference

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Young Children with ASD and the New York City Early Intervention Program

Catherine Canary MD MPH
Medical Director

Dolores Giurdanella
Director of Regional Office Operations



What is the NYC Early Intervention Program?

The Early Intervention Program works with families of children birth to age 3 years with known or suspected developmental delays or disabilities:

- To provide evaluations
- To provide individualized therapy and/or education services if found eligible according to NYS eligibility criteria

Almost 35,000 children were referred to the NYC EIP in 2022.

Almost 33,000 children received services through the Program.





National and Local Administration

- Administrative Structure
 - Federal: Office of Special Education Programs (OSEP)
 - State: Each state determines lead agency: State Department of Health (SDOH) in NYS
 - Local/Municipal Agency in NYC: Department of Health and Mental Hygiene (DOHMH)
- Day to day operations: 5 Regional Offices
- Each state determines eligibility criteria
- Each state determines fee structure



Who Provides EI Services?

- NYS DOH gives approval to provide services to NYC EI children
- There are almost 10,000 therapists, early childhood educators, and service coordinators
 - working either independently
 - or for one of the >160 provider agencies in NYC





Key Program Components

- Family-centered
- Voluntary
- Confidential
- Free/no out-of-pocket costs to families
- No regard for immigration status



Referrals

NYC Early Intervention Program Referral Form		BOURGHOISE BOROUGH
Department of the Administration for Children Services (ACS) or agencies affiliated with ACS must complete this form. ACS Referral Hotline: (877) 486-9000 (9-5) to make a referral to the Early Intervention Program.		
CHILD'S NAME (Last, First, Middle)		DATE OF BIRTH: <input type="text"/> / <input type="text"/> / <input type="text"/>
SEX: <input type="checkbox"/> Male <input type="checkbox"/> Female	CHILD'S ADDRESS: (street, apt. no., <input type="checkbox"/> P.O. Box)	CITY: <input type="text"/> Job Code: <input type="text"/>
<input type="checkbox"/> Birth <input type="checkbox"/> Adopted <input type="checkbox"/> Foster Family or Relative <input type="checkbox"/> Head of Family <input type="checkbox"/> Head of Household <input type="checkbox"/> Head of Family <input type="checkbox"/> Head of Household MOTHER'S NAME: (Last, First, Middle)	TELEPHONE: <input type="text"/> / <input type="text"/> / <input type="text"/> <input type="checkbox"/> Home <input type="checkbox"/> Office <input type="checkbox"/> Mobile	CITIZENSHIP: <input type="checkbox"/> Citizen <input type="checkbox"/> Naturalized Citizen <input type="checkbox"/> Permanent Resident <input type="checkbox"/> Temporary Resident <input type="checkbox"/> Other
CAREGIVER OR ALTERNATE CONTACT NAME: (Last, First, Middle) <input type="text"/> TELEPHONE: <input type="text"/> / <input type="text"/> / <input type="text"/> <input type="checkbox"/> Home <input type="checkbox"/> Office <input type="checkbox"/> Mobile	REASON FOR REFERRAL: (Check all that apply) <input type="checkbox"/> Delayed or atypical development <input type="checkbox"/> Delayed or atypical language development <input type="checkbox"/> Delayed or atypical social interaction <input type="checkbox"/> Delayed or atypical play skills <input type="checkbox"/> Delayed or atypical self-help skills <input type="checkbox"/> Delayed or atypical adaptive behavior <input type="checkbox"/> Delayed or atypical cognitive skills <input type="checkbox"/> Delayed or atypical motor skills <input type="checkbox"/> Delayed or atypical sensory processing skills <input type="checkbox"/> Delayed or atypical communication skills <input type="checkbox"/> Delayed or atypical self-help skills <input type="checkbox"/> Delayed or atypical adaptive behavior <input type="checkbox"/> Delayed or atypical cognitive skills <input type="checkbox"/> Delayed or atypical motor skills <input type="checkbox"/> Delayed or atypical sensory processing skills <input type="checkbox"/> Delayed or atypical communication skills	PROVIDER PROVIDING REFERRAL TO EARLY INTERVENTION: Name: <input type="text"/> Agency or Facility: <input type="text"/> Address: (Street, Apt. No.) <input type="text"/> City, State, Zip: <input type="text"/> / <input type="text"/> / <input type="text"/> Telephone: <input type="text"/> / <input type="text"/> / <input type="text"/> <input type="checkbox"/> Home <input type="checkbox"/> Office <input type="checkbox"/> Mobile
BIRTH HOSPITAL: <input type="text"/> BIRTH DATE: <input type="text"/> / <input type="text"/> / <input type="text"/> BIRTH WEIGHT: <input type="text"/> lbs. <input type="text"/> oz. BIRTH LENGTH: <input type="text"/> in. <input type="text"/> cm. BIRTH HEAD CIRCUMFERENCE: <input type="text"/> cm. <input type="text"/> in.	MOTHER'S GATE OF HEALTH: <input type="text"/> / <input type="text"/> / <input type="text"/> PRIMARY PHONE: <input type="text"/> / <input type="text"/> / <input type="text"/> CHILD KNOWN TO ACS: <input type="checkbox"/> Yes <input type="checkbox"/> No	DOCTOR'S TELEPHONE: <input type="text"/> / <input type="text"/> / <input type="text"/> LOCATION: <input type="text"/>
I, the undersigned, hereby certify that the information provided on this form is true and correct. I understand that this information is confidential and will be used only for the purpose of providing services to the child. I understand that this information is confidential and will be used only for the purpose of providing services to the child. I understand that this information is confidential and will be used only for the purpose of providing services to the child.		
PROVIDER SIGNATURE: <input type="text"/> DATE: <input type="text"/> / <input type="text"/> / <input type="text"/>	PROVIDER TITLE: <input type="text"/> PROVIDER AGENCY: <input type="text"/>	PROVIDER ADDRESS: <input type="text"/> PROVIDER CITY, STATE, ZIP: <input type="text"/> / <input type="text"/> / <input type="text"/>

Phone or fax – to the Regional Office in the borough where the child lives

Anyone can make a referral, including parents/caregivers





Initial Service Coordination

- Initial service coordination (ISC) agency assigned by Regional Office.
- ISC contacts family promptly to obtain consent to participate in EI and to explain the key Program components and process.
- ISC helps family select agency to conduct Multidisciplinary Evaluation (MDE).



Multidisciplinary Evaluation (MDE)

Involves 2 or more professionals from different disciplines, one of whom is a specialist in the area of the child's suspected delay/disability.

Assesses level of functioning in 5 areas:

- cognition
- physical (incl. vision/hearing)
- communication
- social-emotional
- adaptive development

Primary care provider is asked to provide medical info, e.g., CH205 (Child and Adolescent Health Examination form)





Eligibility Requirements

Each State sets forth the eligibility requirements. In NYS, children can be found eligible based on a delay or a diagnosed condition.

Delay definitions:

33% delay in one functional area of development or
25% delay in two functional areas of development

OR

12 month delay in one functional area

OR

A score of at least 2.0 SDs below the mean in one functional area or

A score of at least 1.5 SDs below the mean in each of two functional areas



Eligibility Requirements

Examples of physical and mental diagnoses with a high probability of resulting in developmental delay (i.e., diagnosed condition) include:

- Down Syndrome
- Fetal Alcohol Syndrome
- Central nervous system abnormality
- Neuromuscular disorders like cerebral palsy and spina bifida
- Hearing or visual impairment that cannot be corrected with treatment or surgery
- Emotional/behavioral disorders like Autism Spectrum Disorder (ASD)

-NYS DOH EIP Memorandum





Eligibility Requirements

A child found **Not Eligible** for Early Intervention

Referral to the *Developmental Monitoring Unit*

Referral to external services

What is the role of the Developmental Monitoring Unit?

Monitors and provides ongoing developmental screenings (ASQ-3) for infants and toddlers who are AT RISK of developmental delay due to medical, biological and/or social or environmental factors



Individualized Family Service Plan (IFSP)

- Is a comprehensive plan of services, linked to Functional Outcomes, that reflects the family's concerns, priorities and resources
- Is developed by the IFSP Team (which includes the parent(s)/caregivers, Initial Service Coordinator, Early Intervention Official Designee and a member of the evaluation team)
- Reflects that EI is family-centered (Parents are an integral part of their child's service plan and are expected to participate with the team to help carry out activities so that learning is continuous)
- Must be developed within 45 days of referral to EI
- Indicates the authorized frequency, intensity, location and method of service delivery





Embedded Coaching and Natural Environments

Natural environments are settings that are natural or typical for a same-aged infant or toddler without a disability (i.e., home and community settings and family routine activities)

Embedded Coaching includes the methods and approaches used to provide Early Intervention services:

- Integrates therapeutic activities within the natural flow of daily routines of family life, learning from familiar people in familiar environments
- Since young children learn from repetition and by embedding strategies within their family routines, they get lots of practice within meaningful contexts
- Expands the child's learning opportunities beyond traditional intermittent sessions with an interventionist



ASD in the EI population

EI serves approximately 8,000 children with ASD each year.

Children referred with an ASD diagnosis receive a multidisciplinary evaluation to confirm the diagnosis and to determine service needs.

Children already in EI for whom ASD is suspected receive a supplemental evaluation by a psychologist or SW.

MDEs are reviewed more closely for children under 18 months of age who receive an ASD diagnosis through an EI evaluation agency.





Individualization of services for children with ASD

- “If you’ve seen one child with autism, you’ve seen one child with autism.”
- Plans for service type, session length, and setting:
 - Individualized
 - Collaboration with caregivers and their preferences and schedule
 - Child characteristics, current behaviors, developmental levels
 - Coordination between providers from various disciplines and different agencies
 - Continually assessed for progress toward specified goals; adjusted as needed



Interventions in ASD

Developmental sequences should be used to guide goal development

Focus is on skills that are foundational across a broad range of outcomes and contexts, such as

- Attending to others
- Imitating others
- Sharing emotions and interests via joint attention
- Engaging in coordinated, reciprocal activities with others
- Understanding that meanings are transmitted between people via gestures, sounds, expressions, and words

Generalization should be assessed and promoted during every stage of the intervention process

Parents are included as active participants throughout





Treatment Options for ASD

- ABA (Applied Behavioral Analysis)
- TEACCH (Treatment and Education of Autistic and Communication Handicapped Children)
- Greenspan method - DIR (Developmental, Individual, Relationship-based)/Floortime (Profectum Foundation)
- JASPER (Joint Attention Symbolic Play Engagement Regulation)



Transition Planning

At the IFSP meeting closest to the child's second birthday, or when the child is getting ready to "graduate," transition options are discussed with the parents. A written plan is included in the document.

- The plan will include the steps the parents and their team must take to make sure they have the information needed when their child leaves EI.
- The parent and the IFSP team will discuss all preschool options. All families are encouraged to apply to 3-K for All; in addition, they may choose to refer to the DOE Committee on Preschool Special Education (CPSE).
- The parent will update the transition plan with their team at every IFSP meeting after that.





Transition from EI to CPSE

- With parental consent, the EIP notifies the Committee on Preschool Special Education of a child's potential eligibility.
- CPSE determines if a child is eligible for preschool special education services.
- If the CPSE eligibility determination is not made before a child's 3rd birthday, EI services stop on the day before the child's 3rd birthday.



Referring Directly to CPSE

If a parent is concerned about their child's development, they can write a letter to their local CPSE. This letter serves as a referral and must be made in writing. The parent should:

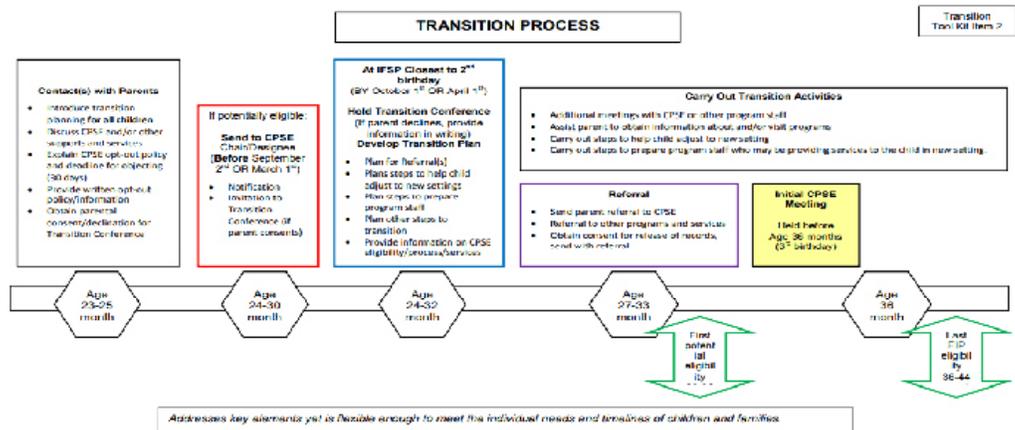
- Say that they are requesting a preschool special education evaluation
- Provide their child's full legal name and date of birth
- Describe any specific areas of concern about their child's development
- List any services that their child has received in the past
- Provide their full contact information, including name, an address, and a telephone number where the CPSE can reach them, and
- State their preferred language if it isn't English





Transition: Referral to CPSE

- Parents are responsible for referring their child to CPSE.
- The SC can assist the parents in making the referral by sending the Parent's Referral to the Committee on Preschool Special Education via the *Document Transfer System (DTS)*.
- The referral can be made:
 - ✓ 120 days before the child first becomes eligible for CPSE services, but
 - ✓ No later than 90 days before the child's third birthday
- If parents want to share EI information with CPSE, the SC will ask parents to sign the ***Consent for Transmittal of EIP Evaluations and Records*** form.



TRANSITION TIMELINES

Child's Birthday	Date Child First Eligible	Notice To CPSE At Least 120 Days Before Child Is First Eligible	Transition Conference At Least 90 Days Before The Child Is First Eligible	*Last Month Recommended For Referral (Approximately 90 Days Before Child Turns Three)	Last Date to Receive EIP Services
January to June	January 2 nd	September 2 nd	October 1 st	3 months prior to birthday	August 31 st
July to August	July 1 st	March 1 st	April 1 st	3 months prior to birthday	August 31 st
September to December	July 1 st	March 1 st	April 1 st	5 months prior to birthday	January 1 st

Revised 5/13





Special Education

The Early Childhood Years



AGENDA

1. Overview of Programs and Services Birth-Five
2. Committees on Preschool Special Education
3. Transitioning from Early Intervention to CPSE
4. The Committee on Preschool Special Education (CPSE) Process
5. Turning 5 Process
6. Autism Spectrum Disorder (ASD) Programs





Birth-Five Overview

- **DOHMH Early Intervention (EI)**
 - In New York City, children with developmental delays and disabilities **ages 0-3** may receive these supports through **Early Intervention Program (EI)**, administered by the Department of Health and Mental Hygiene (DOHMH).
- **NYC Public Schools Committee on Preschool Special Education (CPSE)**
 - For children **ages 3 to 5** with an educational disability, or a delay or disability that affects learning, the NYC Public Schools has a variety of special education programs and services. The **Committee on Preschool Special Education (CPSE)** is responsible for coordinating these services.
- **NYC Public Schools Early Childhood Care & Education**
 - NYC Public Schools offers programs for **infants and toddlers** based on income eligibility and children may receive EI services in these programs
 - All children turning three and four may also be eligible for free or reduced cost early childhood care and education programs such as **3-K and Pre-K for All**.

Program Settings

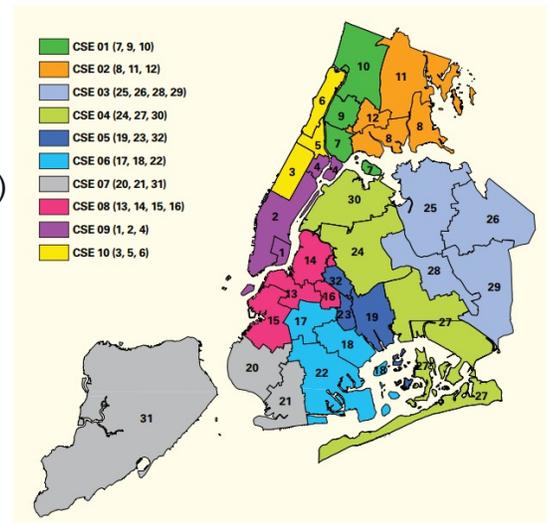
- **District Schools (Districts 1-32 and D75)**. Some public elementary schools offer 3-K and pre-K programs.
 - *Community school districts 1-32 offer general education classes, a small number of **ASD programs**, as well as other special class and integrated programs. District 75 offers special classes and a small number of integrated classes.*
- **Pre-K Centers**. Run by DOE staff, these settings only serve grades below kindergarten.
 - *These schools offer general education classes, as well as special class and integrated programs.*
- **NYC Early Education Centers (NYCEECs)**. These community-based organizations are selected through a rigorous evaluation process and partner with DOE to provide 3-K.
 - *These programs offer general education classes.*
- **Contracted Preschool Special Education Programs ("4410")**. These programs specialize in providing special education services. They provide special classes in an integrated setting (SCIS) that serve children with and without disabilities.
- **Family Child Care (FCC)**. These are home-based programs that offer 3-K in a home setting by a licensed, qualified childcare provider.

All of these settings serve children with and without disabilities. Students with IEPs may receive CPSE services in these settings.



Committees on Preschool Special Education (CPSE)

- The CPSE is responsible for coordinating the special education process for children aged 3 to 5.
- There are 10 CPSEs in different areas of the city and they are part of a larger Committee on Special Education (CSE) office.
- A Chairperson leads each CPSE and designates CPSE Administrators who will work directly with families.
- CPSEs also have Community Coordinators who support families as they go through the process.



Similarities and Differences between EI and the CPSE

	Early Intervention	Committee on Preschool Special Education
Evaluation	Focused on child development	Focused on learning
Classification	Children have a medical diagnosis or developmental delay; auto-eligibility	Children are classified as a Preschool Student with a Disability
Service Plans	Individualized Family Service Plan (IFSP)	Individualized Education Program (IEP)
Parent Involvement	Parents are actively involved in the process & development of the child's plan	Parents are actively involved in the process & development of the child's plan
Arranging Services	Families work with the EI Official Designee (EIOD) and their EI Service Coordinator	Families work with a CPSE Administrator
Location of Service	Commonly at home or early childhood program	Commonly at a childcare or preschool program
10 vs 12 months	Services are offered throughout the calendar year	Typically offered 10 months in the year; summer services are offered to children who qualify
Cost	Services are free of charge to eligible children	Services are free of charge to eligible children

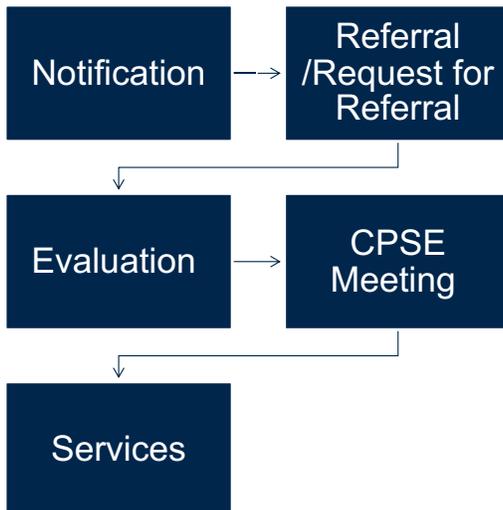


Transition Planning

- Families begin talking to their Early Intervention Service Coordinator about their child's transition at the **Individualized Family Service Plan (IFSP) meeting closest to their child's second birthday.**
- At the meeting: Parent(s), the Early Intervention Official Designee (EIOD), and the Service Coordinator come up with a Transition Plan together.
- Families are also entitled to have a **Transition Conference.** This is a meeting which can be arranged by the EI Service Coordinator. They will invite the EIOD and a CPSE Administrator, who will discuss the preschool special education process.



CPSE Process



Date of Birth	Referral can be submitted starting on	First Age Eligibility Date
January - June	EI: September 4th Non-EI: October 4th of the year before child turns 3	January 2nd of the year before child turns 3
July - December	EI: March 4th Non-EI: April 4th of the year the child turns 3	July 1st of the year the child turns 3 (if the IEP recommends 12-month services. 10-month services begin in September)

For children coming from EI, referrals should be submitted no later than 90 days before the child's third birthday. EI services end when a child turns three.



Required Evaluations

Psychological Evaluation

Social History Interview

Physical Examination

Observation

Other Evaluations as needed

- Educational
- Speech & Language
- Physical Therapy
- Occupational Therapy
- Audiological
- Functional Behavioral Assessment (FBA)

EI Documents and Recent Evaluations

- A child's EI service plan, evaluations and progress reports may be very helpful as the CPSE is planning for the preschool evaluation.
- With families' consent, EI evaluations completed within the past 6 months can be used by the CPSE to help establish eligibility for preschool special education services.
- These can be transmitted along with the referral by the family's EI Service Coordinator.
- Parents should also inform the evaluation agency they selected about these recent evaluations. This may reduce the number of appointments.





Eligibility for Preschool Special Education

- To be found eligible, the CPSE must determine that a child is a “**preschool student with a disability.**” This determination is based on evaluations showing that the child has a significant delay in development, an educational disability, or a **delay or disability that affects learning.**
- A child may be eligible for preschool special education programs and services if they are showing substantial delays in any of the following areas:
 - **Cognitive** - thinking and learning
 - **Language & communication** - understanding and using language
 - **Adaptive** - self-help skills such as toileting, eating, and dressing
 - **Social-emotional** - behaviors such as getting along with others and expressing feelings
 - **Motor development** - physical development, including delays or disorders involving vision, hearing, and movement

Extending Early Intervention Services

If the CPSE Meeting is held before a child turns 3 AND the child is found eligible for services, families can choose to either:

- End EI services and begin preschool special education services at that time; or
- **Extend EI services** depending on the child’s birth date

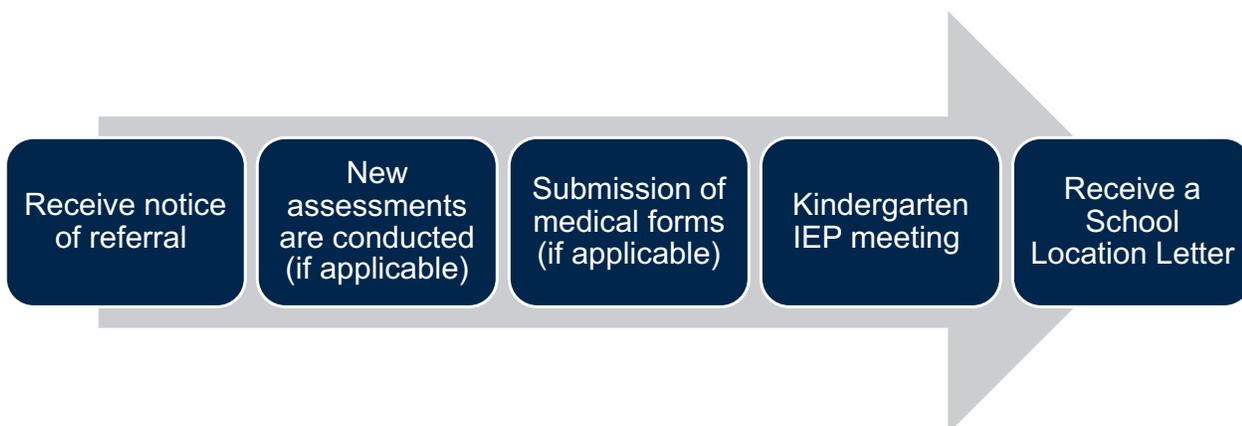
Birth Date	Last Date for Extended EI Services
Turn three between Jan 1st and Aug 31 st	Aug 31 st of the year they turn three
Turn three between Sept 1st and Dec 31 st	Dec 31 st of the year they turn three



Continuum of Services & Least Restrictive Environment

Programs and Services	Description
Related Services	Related services include physical therapy, occupational therapy, speech/language therapy, assistive technology, and others.
Special Education Itinerant Teacher (SEIT)	A SEIT is a special education teacher who works closely with a student on academic, emotional, and social skills. This service can be delivered in small groups or one-on-one at a child's regular early childhood program, at another child care location identified by the parent, or at the family's home in certain situations.
Special Class in an Integrated Setting	This is a classroom in which students with and without IEPs are educated together.
Special Class (self-contained)	This is a classroom that only serves students with IEPs whose needs cannot be met within the general education setting or SCIS classroom.

Turning 5 Process Overview: (Preschool IEP to School Age IEP)





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Preparing for kindergarten: Two Processes

Applying to kindergarten

- Families of **all children** entering kindergarten next school year.

Turning 5 Process

- Families of **children with disabilities** entering kindergarten next school year.

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Two Processes Explained

Applying to kindergarten

- Explore Your Options
- Apply to kindergarten
- Receive an Offer Letter
- Pre-register

Turning 5 Process

- Contact from IEP team
- New Assessments (if applicable)
- Submit Medical Forms (if applicable)
- Kindergarten IEP meeting
- Receive School Location Letter



Kindergarten Admissions: Basics

Fall

Explore your options. Use [MySchools.nyc](https://www.myschools.nyc.gov) to find your zoned school.

Winter

Submit your application online, by phone, or in person. List up to 12 programs on your application.

Spring

Get your Offer Letter. All families that apply by the deadline get one offer. Pre-register at a school to accept your offer.

Summer

Receive waitlist offer from schools, if applicable.

All children—including current pre-K students—should apply.

Communications to Families (October through August)

	Welcome Packet (<i>Late Fall – Winter</i>) Introduces the kindergarten Admissions process to families; provides information on kindergarten Orientation sessions. (If child has a preschool IEP already)
	Reevaluation Prior Written Notice / Notice of Referral Letter (<i>Summer</i>)* Informs family of case assigned to public school or CSE Team; includes contact info for DOE Representative.
	Initial Evaluation Notice of Case Reassignment (<i>Winter - Summer</i>)* If case is reassigned, informs family which public school or CSE team is responsible for the case. Contains contact information for new DOE representative.
	PWN (Notice of Recommendation) (<i>Late Winter – end of Summer</i>) Summarizes results of IEP meeting.
	School Location Letter (<i>Spring – end of Summer</i>) Provides public school placement information (specific District 1-32 or District 75 school). Also includes recommended special education services.
	Specialized Programs Acceptance Letter (<i>Spring – end of Summer</i>) Informs family of acceptance to a specialized program and confirms child's school location for kindergarten.

*Includes Language Template

Reminder: Families who apply to kindergarten will also receive an Offer Letter in March. Families who were accepted to a charter school may also receive separate communication from the charter school.



Specialized Programs for Students with Autism Spectrum Disorder (ASD)

- There are students with autism in all settings (e.g., general education, ICT, special class, District 75).
- The DOE recognizes some students with autism, benefit from a specially designed program with a developed model of support and services. These specialized programs are offered in Districts 1-32 schools.
- The two ASD specialized programs are:
 - ASD Nest: ICT (reduced class size)
 - ASD Horizon: special class in community school

ASD Programs: Student Profile

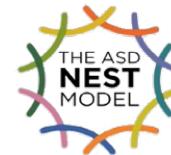
Classification: Meets the New York State Department of Education diagnostic criteria for Autism.

Category	ASD Nest Criteria	ASD Horizon Criteria
Cognition / Intelligence	Average or above average IQ	Below (borderline) average to average IQ
Instruction / Achievement	Academics are on or close to grade level. Students are able to work independently and in small groups, without the support of a paraprofessional	Academics are on or approaching grade level. Benefits from instruction based on the principles of applied behavior analysis. Works independently for several minutes.
Language	On or close to age level except in the area of pragmatics	Communicates functionally. Speaks in at least 2–3-word meaningful phrases. Able to express needs and wants. More developed language for school age students. Echolalia may be present.
Social Functioning	Mild to moderate delay or difference. Students demonstrate poor skills in interacting and/or playing with peers or adults, rigidity, and self-regulation	Able to engage appropriately in activities at times but is often solitary.
Behavior	Students demonstrate mild behavioral challenges related to autism.	Students demonstrate mild to moderate behavioral challenges related to autism.



ASD Nest Program

- Reduced size Inclusive Co-teaching (ICT) class (increases in size as students age up)
- Both special and general education teacher have completed pre-service training
- Students participate in the general curriculum and are academically on grade level or above and cognitively average or above
- Social Development Intervention (SDI) focuses on social functioning, social and pragmatic communication in small group led by a speech therapist
- Supported by NYU Nest Support Project



ASD Horizon Program

- Special Class: 8:1:1 (8 students with classification of autism, 1 special education teacher and 1 programmatic paraprofessional)
- ASD Horizon classrooms utilize the same grade curricula as used in same grade general and ICT classrooms
- Classroom teachers and programmatic paraprofessionals all have pre-service training and ongoing professional development
- ASD Horizon Social Curriculum
- ASD Central Coaches provide weekly support to ASD Horizon teachers and staff
- Rethink Ed is an online resource available to ASD Horizon programs





ASD Classroom Design: A therapeutic environment

Since students with ASD struggle with sensory regulation, our ASD classrooms are designed to support our students. All ASD program classrooms should have:

- reduced visual and auditory stimulation
- have visual supports (visual schedules, voice scales)
- clearly defined work areas
- flexible seating options
- quiet corner for **all** students

Applying to ASD Programs: Application Process

Step 1: Considerations on supporting families to submit an ASD application.

- Consider the child's academics. Are they making expected progress?
- Consider the child's daily functioning e.g., activities of daily living – grooming, dressing self, feeding self
- Consider the child's communication skills. Can they communicate their needs? Are they making progress? Is the child making age and developmental expected progress? If not, what supports are needed?

Step 2: Submit an application to ASDPrograms@schools.nyc.gov

- Applications and Family Guides are available online at: <http://schools.nyc.gov>. Search for "ASD Programs."
- Families can work with their child's school to submit an application online, they will receive an electronic confirmation that the application was received.
- Applications can be submitted at any time of the year and are accepted on an ongoing basis.

Step 3: Central Specialized Programs Team review

- The ASD Team reviews the information available in SESIS. This includes evaluations, testing, observations, progress reports, and IEPs. If new and updated testing is needed, the ASD Team will notify the child's family and work to secure the testing with the child's school or district Committee on Special Education (CSE).



Applying to ASD Programs: Application Process

Step 4: Eligibility determination and notification

- Based on the information gathered from a review of the IEP, assessments, conversations with school teams and the Central ASD team will determine if an ASD Program would provide the child with the right level of support.
- An observation may be conducted prior to a determination on the application. The ASD team will be in contact with the family and the child's school to arrange an observation.
- The ASD team will be in communication with the family and the child's school about an available placement if the child is eligible for the program.

Step 5: Placement

- Families will receive a letter that confirms the new placement. This is referred to as a school location letter or school assignment form.
- The ASD Team will share the family contact information with the new school (receiving school) so that you can connect to set up a visit and appointment to register your child.
- If your child requires specialized transportation (school bus), the new school will be able to request a bus route after your child is registered at the school. The new bus route may take 7-10 school days to be assigned.

QR Code to
Specialized
Program Page-
ASD Programs
Family Guides and
Applications:



Resources

- Committees on Preschool Special Education <https://schools.nyc.gov/cse>
- *A Family Guide to Preschool Special Education Services* (On the DOE website's "[Moving to Preschool](#)" page)
- *DOE Guide to the EI-to-Preschool Transition* (On the DOE website's "[Moving to Preschool](#)" page; scroll down to the section on "Transitioning from Early Intervention")
- DOE Early Intervention Transition Coordinators
 - [Email: EltoPreschool@schools.nyc.gov](mailto:EltoPreschool@schools.nyc.gov)
 - Helpline: 646-389-7171
- Early Childhood Options: [MySchools.nyc](https://www.schools.nyc.gov/my-schools)



Contacts

Topic	Contact Information
ASD	Email: ASDprograms@schools.nyc.gov
Early Intervention (EI) Transition	Helpline: 646-389-7171 Email: EltoPreschool@schools.nyc.gov
Related Services	Email: RelatedServices@schools.nyc.gov
Special Education	Email: SpecialEducation@schools.nyc.gov
Students in Temporary Housing	STHinfo@schools.nyc.gov
Assistive Technology	CATpreschool@schools.nyc.gov
Office of School Health	OSH@health.nyc.gov
Impartial Hearing Office	IHOInquiry@schools.nyc.gov
Early Childhood (general inbox)	EarlyChildhood@schools.nyc.gov
Enrollment (3-K, Pre-K and Elementary Admissions)	Outreach Team: 212-637-8000 or 718-935-2009 or call 311 Email ESenrollment@schools.nyc.gov You may also sign up for the 3-K Admissions email list
Turning Five	Turning5@schools.nyc.gov



Questions ?

