



## 1.5B Pre-Enrollment Case Conference For Children with Identified Mental Health or Development Concerns Instruction Sheet

### **PURPOSE STATEMENT:**

The Pre-Enrollment Case Conference (PECC) is used to determine the appropriate Early Head Start (EHS)/Head Start (HS) placement and ensure that all necessary supports are in place before the child's first day of attendance. It is also a good time to share additional information about our program and its commitment to family engagement.

### **TIMELINE:**

The case conference should be scheduled when need is determined during the Pre-Enrollment Review (PER) process and after the PER form has been completed. All children with an active IEP/IFSP or actively receiving Mental Health services must have a PECC. The PECC is completed before the child is enrolled in the program.

### **STAFF RESPONSIBLE:**

The PECC is led by the ECE/Disabilities Specialist (ECE) or assigned Comprehensive Services and Quality Improvement (CSQI) staff and includes the parent/guardian(s), and may also include the site supervisor, teacher (if available), the Area Director, appropriate CSQI Coordinators, CSQI Director, and/or Program Specialists.

### **INSTRUCTIONS:**

Review relevant documentation provided and/or any family plans from community agencies prior to meeting with the family. Discuss appropriate accommodations that may need to be made for placement with the relevant CSQI Coordinator and Area Director if there are concerns.

### **Complete the following:**

Mark the appropriate box regarding type of PECC (Mental Health and/or Disabilities).

Write the child's name and date of birth.

1. **Past early care/education experience** Mark appropriate box regarding the child's past experience in preschool and/or childcare. Provide further details if this is marked "YES".



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2. **Health/Developmental Concerns/Conditions (if applicable)** List any health, nutrition, or development condition or diagnosis in this section. Ask the parent to provide information regarding the child's condition/diagnosis and what type of support he/she might need.
3. **Services Child Receives:** Ask the parent if their child receives any services, such as OT, PT, etc. Check all that apply. Describe any "Other" services. Obtain the provider's contact information and have the parent sign an Authorization to Release Information form if it has not been completed.
4. **Strengths, interests and resources (Developmental and other)**
  - **Child-** Parent/guardian and special education staff can give valuable input about the child's development as well as other strengths, interests, and resources the child is receiving. (i.e., child talks, knows colors, can count to 10, toilet trained, enjoys playing with other children, can feed self, etc.).
  - **Family-** Parent/guardian may need examples when asked what they consider to be their family's strengths, interests, and resources they have available. (i.e., support from extended family, parenting classes, enjoy their job, belong to a support group, etc.).
5. **Areas Concerns**
  - **Child-** Parent/guardian and special education staff can provide information regarding concerns about the child's development, dislikes that may affect her/him at school or areas where the child needs additional support. These areas could include: speech and/or language, cognitive, gross and/or fine motor, social and/or emotional, challenging behavior, sensory, wandering, health and/or nutrition.
    - Mark any boxes that apply to areas of concern, dislikes or support needed and provide further explanation in the lines below. Examples include: Concerns about toilet training, talking, napping, eating, tantrums, etc.
    - Ask the parent/guardian about their style of discipline and how they respond to behavior challenges. If applicable, document what the parent/guardian's best approach is to a typical "melt down." Document examples of typical behavior during a meltdown (i.e., hitting, running, crying, biting, etc.).
  - **Family-** Parent/guardian may express a wide variety of concerns such as, child's first time away from parent, transportation problems,



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no family support, limited resources, unstable job, etc. Staff document family concerns and provide assistance whenever possible.

6. **Accommodations:** Ask the parent if the child needs any accommodations in the classroom or outside.
  - Check yes or no. If yes, please describe.
  - Adaptive equipment or material needed- List any adaptive equipment that the child might need such as a special cup, sensory toys, wheelchair access, handrail, picture board, etc.
    - Requisitions for special equipment should include a copy of the child's IFSP/IEP along with a copy of the PECC form.
7. **Restrictions:** Ask the parent if there are any restrictions to activities that the teacher and staff should be aware of. Check yes or no. If yes, please describe. (Ex: child has cast and cannot play in sandbox)
8. **Family goals and expectations for placement in EHS/HS program** It is important to know what the family's goals are for their child and how they believe EHS/HS can contribute to these goals as well as any family goals. Document the family's response in this section.
9. **ECSE/Separate Special Education Site (if applicable)** If the child attends a school district Special Day Class, list the name of the school, the Special Education Teacher's name, days and hours of attendance, school contact number, and how the child is transported to and from Special Day, Head Start, and home.
  - If bus transportation between a Special Day Class and a Head Start site is required, then it is extremely important to make sure that the location of the Head Start site is within the appropriate San Diego Unified School District boundary for bussing.
10. **Early Head Start/Head Start Placement** The needs of the child, family, IFSP/IEP, EHS/HS program option, staff and attendance must be considered in determining appropriate placement and hours of attendance. It is important to inform the family that the family's requested placement is strongly considered, however, site and/or classroom assignments are not official until enrollment.
  - If the potential program and site of attendance is not known, mark the "To be determined" box.
  - If the program is known, mark the "Proposed Program" box and mark the appropriate program option (Home or Center Based).



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- If Center Based, write the site name and check the appropriate box: Part Day AM, Part Day PM or Full Day.
- If there will be a variation in attendance, explain the reason for the variation and list the days and hours of attendance. Be sure to consider Head Start attendance for times that Special Day Classes are closed, school district holidays, summer schedules, etc.
- Temporary variations of attendance may be recommended to help a child acclimate to the program.
- ***Prior consultation with the Disabilities Coordinator and licensed Early Intervention Specialist must occur before variation is considered as an option.***

11. **Follow-Up Needed (if applicable)** Follow up meetings may occur to determine appropriate program option placement prior to enrollment, complete additional forms, and/or to check the progress of a child that is enrolled in the program. Mark the following boxes as needed, include the date, time, and reason for follow up:

- **Prior to enrollment-** If appropriate EHS/HS program placement could not be determined at the initial PECC, a second meeting will be held. Appropriate consultations and documentation will be gathered so that a placement decision can be made.
- **Prior to first day of attendance-** This box is marked when there are internal referrals needed (like health or nutrition), forms to be completed (like a Request for Special Meals and/or Accommodations or an Individual Health Plan), or service provider contact that must be completed before the child starts.
- **Within first 30 days of attendance-** As needed, a case conference will be scheduled within 4 weeks of the child's first day of attendance to share information, discuss concerns, and develop intervention strategies as appropriate. In the event that a follow up is not needed, the site supervisor will contact the parent(s)/guardian(s) to cancel the meeting. This timeframe may be sooner if the child is presenting an immediate health and safety threat to him/herself or others.
- **Items to follow up-** Document any follow up required by the date indicated above.



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- When arranging follow up, appropriate staff should be contacted. PROMIS data entry and Progress Notes should be completed. If necessary, a CSQI Service Request may be submitted.

All meeting participants sign and date the form. Check the “phone interview” box and note date of phone interview for the following cases:

- Children with only speech goals on IFSP/IEP with no other concerns identified.

Add PECC as a service in the “Services” tab.

Maintain the original PECC and a copy at the Area Office until the original can be placed in the Child File upon enrollment.