

# Appendix G

## EI Preschool Test Yourself! (with answers)

Given a description of a child's assignment, identify the correct entries for the child's NOREP, Penn Data, and IEP.

1. Assignment Description	2. <u>NOREP</u> Which EI Preschool Level of Intervention does the NOREP show? (PD#27)	3. <u>NOREP</u> Which EI Preschool Educational Environment does the NOREP show? (PD#28)	4. <u>PENNDATA</u> Which EI Preschool Intervention Level Code would you use? PD #27)	5. <u>PENNDATA</u> Which EI Preschool Educational Environments Code would you use? (PD #28)	6. <u>IEP</u> What does the IEP Services page show is the anticipated location?
A. The EI itinerant teacher will <u>consult</u> with the <b>Community Head Start</b> teacher	Supportive Intervention (PD#27-01)	Early Childhood Environment (PD#28-02) – Head Start	01 Supportive Intervention	02 Early Childhood Environment – Head Start	Early Childhood Environment (PD#28-02) – Head Start at Community Head Start
B. Itinerant teacher will <u>work with staff</u> at the child's preschool setting, <b>Sunshine Preschool</b> , providing consultation but <u>no direct instruction</u> with the child	Supportive Intervention (PD#27-01)	Early Childhood Environment (PD#28-01)	01 Supportive Intervention	01 Early Childhood Environment	Early Childhood Environment (PD#28-01) at Sunshine Preschool
C. The itinerant teacher <u>works with the parent</u> to provide behavioral interventions at <b>home</b> . The teacher may <u>model</u> different techniques with the child and parent	Supportive Intervention (PD#27-01)	Home Environment (PD#28-04)	01 Supportive Intervention	04 Home Environment	Home Environment (PD#28-04) at the Child's Home
D. The EI itinerant teacher will <u>work with the child and the staff</u> at <b>Happy Days Preschool</b> to identify ways to adapt the learning environment through <u>modeling</u> direct instruction and <u>ongoing assessment</u> of the child's progress and of the environment	Supportive Intervention (PD#27-01)	Early Childhood Environment (PD#28-01)	01 Supportive Intervention	01 Early Childhood Environment	Early Childhood Environment (PD#28-01) at Happy Days Preschool

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E. The child will receive <u>direct</u> speech & language therapy in and out of the <b>Little Tikes' Preschool</b> classroom and the EI staff will also <u>consult</u> with Little Tikes' Preschool teacher. The <u>intention</u> will be to <u>reduce direct services</u> over the course of the program yr.	Supportive Intervention (PD#27-01)	Early Childhood Environment (PD#28-01)	01 <i>Supportive Intervention</i>	01 <i>Early Childhood Environment</i>	Early Childhood Environment (PD#28-01) at Little Tikes' Preschool
F. The child will receive <u>direct</u> speech & language therapy in and out of the <b>Little Tikes' Preschool</b> classroom and the EI staff will also <u>consult</u> with the Little Tikes' Preschool teacher	Supplemental Intervention (PD#27-02)	Early Childhood Environment (PD#28-01)	02 <i>Supplemental Intervention</i>	01 <i>Early Childhood Environment</i>	Early Childhood Environment (PD#28-01) at Little Tikes' Preschool
G. Itinerant teacher will <u>work directly with the child</u> at <b>Highland Head Start</b> for 1/2 hour per week	Supplemental Intervention (PD#27-02)	Early Childhood Environment -- Head Start (PD#28-02)	02 <i>Supplemental Intervention</i>	02 <i>Head Start Environment</i>	Early Childhood Environment (PD#28-02) – Head Start at Highland Head Start
H. Itinerant teacher will <u>work with the child</u> in the child's <b>home</b> for 1 hour per week	Supplemental Intervention (PD#27-02)	Home Environment (PD#28-04)	02 <i>Supplemental Intervention</i>	04 <i>Home Environment</i>	Home Environment (PD#28-04) at the Child's Home
I. Itinerant teacher will <u>work with the child</u> for 1 hour per week when services will at times be integrated into the <b>ABC Preschool</b> classroom and at other times the child may be pulled out of the room	Supplemental Intervention (PD#27-02)	Early Childhood Environment (PD#28-01)	02 <i>Supplemental Intervention</i>	01 <i>Early Childhood Environment</i>	Early Childhood Environment (PD#28-01) at ABC Preschool
J. The child will receive speech therapy <u>at the State College SubOffice</u>	Supplemental Intervention (PD#27-02)	Itinerant Outside the Home Environment (PD#28-08)	02 <i>Supplemental Intervention</i>	08 <i>Itinerant Outside the Home Environment</i>	Itinerant Outside the Home Environment (PD#28-08) at State College SubOffice

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K. The child will participate in a <u>group</u> (for example, speech, oral motor, social) for a total of 3 hours/week ( <u>no more than 3 hours per week</u> ) at <b>SMILE Preschool</b> .	Supplemental Intervention (PD#27-02)	Itinerant Outside the Home Environment (PD#28-08)	02 <i>Supplemental Intervention</i>	08 <i>Itinerant Outside the Home Environment</i>	Itinerant Outside the Home Environment (PD#28-08) at SMILE Preschool
L. From September to June, the child will attend the ABC Preschool program receiving speech & language therapy and services from the EI itinerant teacher. From July 10 through August 14, the child will receive services for 3 hours, 2 days per week for a 4-week session, team-taught by an EI teacher and speech therapist at Summer PALS at Clearview	Supplemental Intervention (PD#27-02)	Early Childhood Environment (PD#28-01)	02 <i>Supplemental Intervention</i>	01 <i>Early Childhood Environment</i>	Early Childhood Environment (PD#28-01) at ABC Preschool (Sept to June) and Summer PALS at Clearview (July 10 to Aug 14)
M. A child with a <u>speech and language delay</u> will attend the <b>PaTTAN EI Classroom</b> 2 half days per week to improve speech & language skills	Supplemental Intervention (PD#27-02)	Early Childhood Special Education Environment (PD#28-03)	02 <i>Supplemental Intervention</i>	03 <i>Early Childhood Special Education Environment</i>	Early Childhood Special Education Environment (PD#28-03) at PaTTAN EI Classroom
N. A child with <u>global developmental delays</u> will attend the <b>PaTTAN EI Classroom</b> 2 half days per week to address these global needs	Specialized Intervention (PD#27-06)	Early Childhood Special Education Environment (PD#28-03)	06 <i>Specialized Intervention</i>	03 <i>Early Childhood Special Education Environment</i>	Early Childhood Special Education Environment (PD#28-03) at PaTTAN EI Classroom

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O. The child will attend the <b>Easter Seal's</b> preschool class for 3 half days per week. This is a contracted site. The classroom is <u>designed for children with disabilities</u> and the teacher is the EI teacher. <u>Half of the children have IEPs and half are typically developing</u>	Specialized Intervention (PD#27-06)	Reverse Mainstream Environment (PD#28-09)	06 <i>Specialized Intervention</i>	09 <i>Reverse Mainstream Environment</i>	Reverse Mainstream Environment (PD#28-09) at Easter Seals
P. A child who is deaf and <u>requires sign language</u> will attend the <b>CenClear 4-Day Class at Hyde</b> . This is a contracted site. <u>Half of the children have IEPs and half are typically developing</u> . They also happen to be Head Start children but the MAWA-funded kids are not considered to be Head Start eligible. The class is taught by EI and Head Start teachers	Specialized Intervention (PD#27-06)	Early Childhood Environment (PD#28-01)	06 <i>Specialized Intervention</i>	01 <i>Early Childhood Environment</i>	Early Childhood Environment (PD#28-01) at CenClear 4-Day Class at Hyde
Q. The child will attend the <b>Lovely Language class at Longwood</b> , taught by a speech therapist 4 mornings per week. The child will also attend a typical preschool 4 afternoons a week	Specialized Intervention (PD#27-06)	Early Childhood Special Education Environment (PD#28-03)	06 <i>Specialized Intervention</i>	03 <i>Early Childhood Special Education Environment</i>	Early Childhood Special Education Environment (PD#28-03) at Lovely Language class at Longwood

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R. The child will attend the <b>Lovely Language class at Longwood</b> , taught by a speech therapist 4 mornings per week. The child will also attend a typical preschool 4 afternoons a week <u>and</u> the speech therapist will <u>provide consultation</u> by phone to the teacher at the typical preschool 4	Specialized Intervention (PD#27-06)	Part-Time/Part-Time Environment (PD#28-05)	06 <i>Specialized Intervention</i>	05 <i>Part-Time/Part-Time Environment</i>	Part-Time/Part-Time Environment (PD#28-05) at Lovely Language class at Longwood
S. The child will attend the <b>CenClear Communication Disorders Class at Clearfield Child and Family Center</b> for 4 half days per week. This is a <u>specialized class</u> . On a case-by-case basis, decisions are made to integrate with other classes in the building. For this child, there will be some inclusion planned	Specialized Intervention (PD#27-06)	Early Childhood Special Education Environment (PD#28-03)	06 <i>Specialized Intervention</i>	03 <i>Early Childhood Special Education Environment</i>	Early Childhood Special Education Environment (PD#28-03) at CenClear Communication Disorders Class at Clearfield Child and Family Center
T. The child will attend the <b>Overbrook School for the Blind</b> , an <u>approved private school</u> , in a <u>day program</u>	Specialized Intervention (PD#27-06)	Separate School Environment (PD#28-07)	06 <i>Specialized Intervention</i>	07 <i>Separate School Environment</i>	Separate School Environment (PD#28-07) at Overbrook School for the Blind
U. The child will attend the <b>Western Pennsylvania School for Blind Children</b> , an <u>approved private school</u> , in a <u>5-day residential program</u>	Specialized Intervention (PD#27-06)	Residential Facility Environment (PD#28-06)	06 <i>Specialized Intervention</i>	06 <i>Residential Facility Environment</i>	Residential Facility Environment (PD#28-06) at Western Pennsylvania School for Blind Children

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V. The child will attend the <b>Western Pennsylvania School for Blind Children</b> , an approved private school, 2 days per week for 5 hours per day and the Hetra Developmental Center's EI preschool classroom ( <u>the setting in which the child receives the most hours of service</u> ) for 3 days per week for 4 hours per day	Specialized Intervention (PD#27-06)	Early Childhood Special Education Environment (PD#28-03)	06 <i>Specialized Intervention</i>	03 <i>Early Childhood Special Education Environment</i>	Separate School Environment (PD#28-07) at Western Pennsylvania School for Blind Children and Early Childhood Special Education Environment (PD#28-03) at the Hetra Developmental Center's EI preschool classroom