



ESE Program Information Sheet - Established Conditions (EC) (age 0-2)

Definition: A prekindergarten child with disabilities is a child who is below five (5) years of age on or before September 1st and has a sensory, physical, mental, or emotional condition which significantly affects the attainment of normal developmental milestones.

A child with an established condition is defined as a child from birth through two (2) years of age with a diagnosed physical or mental condition known to have a high probability of resulting in developmental delay or disability. Such conditions shall include genetic disorders, metabolic disorders, neurological abnormalities and insults, or severe attachment disorder. These definitions are found in State Board of Education Rules 6A-6.03031, F.A.C. and 6A-6.03030, F.A.C.

Overview: In children from birth to age two, an established condition (EC) is enough to qualify the child for Early Intervention services. Because of the wide range of possible conditions and their impact upon a child's functioning, each condition and child needs to be considered independently of another. The Early Steps Program evaluates each child individually and also considers parental input to determine which Early Intervention services are warranted.

State Laws and Regulations: The rules referenced below are specific to serving children, birth through age two, with developmental delays or an established condition (s). Please refer to [Volume I-B: Florida Statutes and State Board of Education Rules, Excerpts Related to Exceptional Student Education](#) (PDF, 9MB) for a complete listing of laws and regulations applicable to exceptional student education.

- [6A-6.03030, F.A.C.: Special Programs for Children Birth Through Two years Old who have Established Conditions](#)
- [6A-6.03031, F.A.C.: Special Programs for Children Birth Through Two Years Old who are Developmentally Delayed](#)

General Resources: The following Resources will provide educators with information concerning Students with Established Conditions.

- [Technical Assistance Paper DPS: 2012-24 - School District or Charter School Provision of Early Intervention Services to Children with Disabilities, Birth through Age Two, and Their Families](#) (PDF)
- [Early Steps Policy Handbook and Operations Guide](#)
- [Transition Booklet for Families \(8.5 x 11\)](#) (RTF, 9MB)

Websites:

- [Florida's Central Directory of Early Childhood Services](#)
- [Florida's Early Steps](#)

National Resources:

- [Center for Disease Control and Prevention \(CDC\) Learn the Signs. Act Early](#)
- [National Association for the Education of Young Children](#)
- [National Early Childhood Technical Assistance Center \(NECTAC\)](#)
- [Zero to Three/National Center for Infants, Toddlers and Families](#)
- [National Early Childhood Technical Assistance Center \(NECTAC\): Transition](#)

Tips to support inclusion: Teaching strategies for students with ECs need to be individualized, based upon area(s) of deficit. It is important for teachers to realize the wide range of abilities and characteristics students with ECs may exhibit.

Some general tips follow:

- Introduce sign language and use it in addition to verbal language.
- Use and accept gestures as a means of communication.
- Use visual supports according to the ability of the child. Using concrete objects is preferred.
- Model the behavior/activity that you are asking the child to complete.
- Think “out-loud” so the child can hear your thought process.
- Allow for repetition of skill practice.
- Adapt tools based upon the needs of the child.
- Be patient!