EI: Your First Steps

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Early Intervention (EI): Your First Step as an Active, Informed and Competent Parent

Kim Herb and Mary Mikus
Early Intervention Technical Assistance (EITA)

Shauna Bianchi, Teresa Cahan, Amy Fisher and Chou Gabikiny
Parents as Partners in Professional Development (P3D)
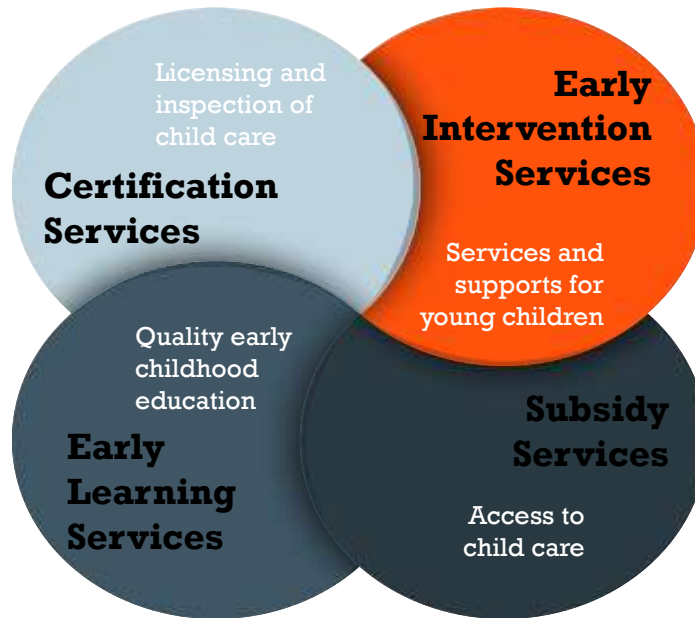
National Autism Conference 2016

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1

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Licensing and inspection of child care

Certification Services

Early Intervention Services

Services and supports for young children

Quality early childhood education

Early Learning Services

Subsidy Services

Access to child care

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What is Early Intervention?

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How EI Helps

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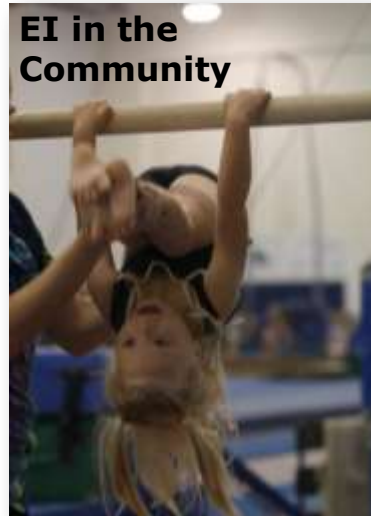## EI: Your First Steps

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EI in the Community

Natural Environments
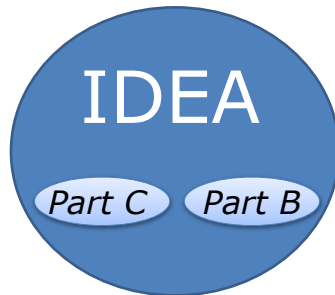
Least Restrictive Environment

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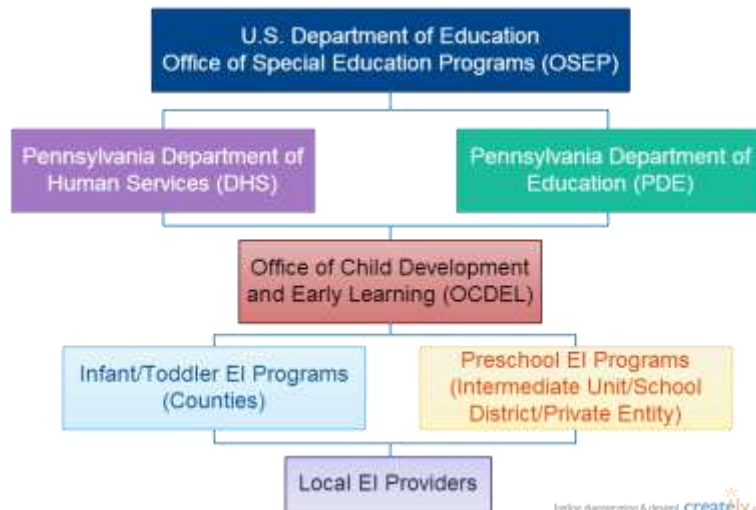
6

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Federal and State Laws

IDEA

Part C *Part B*

Act 212

Federal

State

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U.S. Department of Education
Office of Special Education Programs (OSEP)

Pennsylvania Department of Human Services (DHS)

Pennsylvania Department of Education (PDE)

Office of Child Development and Early Learning (OCDEL)

Infant/Toddler EI Programs (Counties)

Preschool EI Programs (Intermediate Unit/School District/Private Entity)

Local EI Providers

[online diagramming & design] creately.com

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PA Intergovernmental Connections
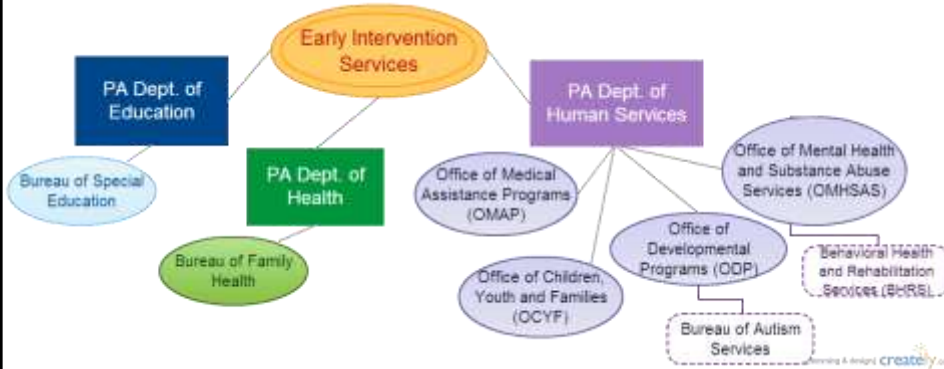
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Why does this matter to parents?

Why does this matter to professionals?

Enhances family and caregiver ability to support children

Takes advantage of a time of rapid growth and development

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How to Access EI

❖ **CONNECT** services

📱   1-800-692-7288

✉️   CONNECTHelp@tiu11.org

❖ **Local Early Intervention program**

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Supporting Families to Connect

Early childhood programs, pediatricians, family friends and others can

❖ Encourage families to call CONNECT/local program

❖ Call CONNECT/local program for information to share with the family

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Screening

A short screening may be done first

❖ An evaluation can be requested at any time

❖ Most programs use the Ages and Stages Questionnaire

M-CHAT

ASQ Ages & Stages Questionnaires

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Multidisciplinary Evaluation

❖ Norm referenced tests for key areas of development

❖ Observation (home and community)

❖ Parent interview about daily routines, family culture, and family priorities

❖ Teacher and caregiver interviews

❖ Child strength and needs

❖ Eligibility determined

❖ Evaluation Report issued

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Local Program: _____   Local ID#_____

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The Early Intervention Process: Evaluation Report – *with Annotations*

The Evaluation Report documents the strengths and needs of the child and family. It is used to determine eligibility, the need for supports and make recommendations that can assist the young child to develop, learn and grow.

☐ Initial Evaluation   **OR**   ☐ Re-evaluation (includes the annual evaluation for infants and toddlers)

Permission to Reevaluate Required?: _____ *Preschool only If formal tool(s) being used, Permission to Reevaluate is required.*
Date Permission to Evaluate/Reevaluate Requested: _____ *Preschool only Permission to Evaluate must be sent within 10 calendar days after written or oral request.*
Date Permission to Evaluate/Reevaluate Sent: _____ *Preschool only Enter date PTE sent.*
Date Permission to Evaluate/Reevaluate Received: _____ *Preschool only*
Date Evaluation Completed: _____ *Infant/Toddler only Use for evaluation and re-evaluation. For infant/toddler, an MDE must be completed within 45 days of referral. If multiple evaluation dates, record most recent.*
Date Evaluation Report sent to Parent/Guardian: _____ *Use for evaluation and re-evaluation. For infant/toddler, a written ER is provided to the parent within 30 calendar days of the MDE. For preschool, a copy of the completed ER is provided to parents of preschoolers no later than 60 calendar days after the EI agency receives written parental consent.*

I. Demographic Information

Child Information		Family Information	
Child's Name:	Gender:	Name:	Relationship:
Date of Birth:	Age	Address:	
EI/ID#		City/State/Zip:	
Referral Date:		Phone (home):	Phone (cell):
Referral Source:		Phone (work):	Email:
Child's Address:		Name:	Relationship:
City/State/Zip:		Address:	
Phone #:		City/State/Zip:	
Primary Language:		Phone (home):	Phone (cell):
School District of Residence:		Phone (work):	Email:
County of Residence:		Primary Language:	
		Interpreter Needed: ☐ Yes ☐ No	
		School District of Residence:	
		County of Residence:	

This annotated form offers assistance and guidance to parents and early intervention providers.
It is not intended as an exclusive manner for complying with state and/or federal special education statutes and regulations. (February 2014)

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Eligibility

Part C

Children **birth through age three** *may* be found eligible based on:

❖ Delay of 25% in a developmental area

❖ A diagnosed disability or medical condition that has will result in a developmental delay

❖ Documented informed clinical opinion

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17

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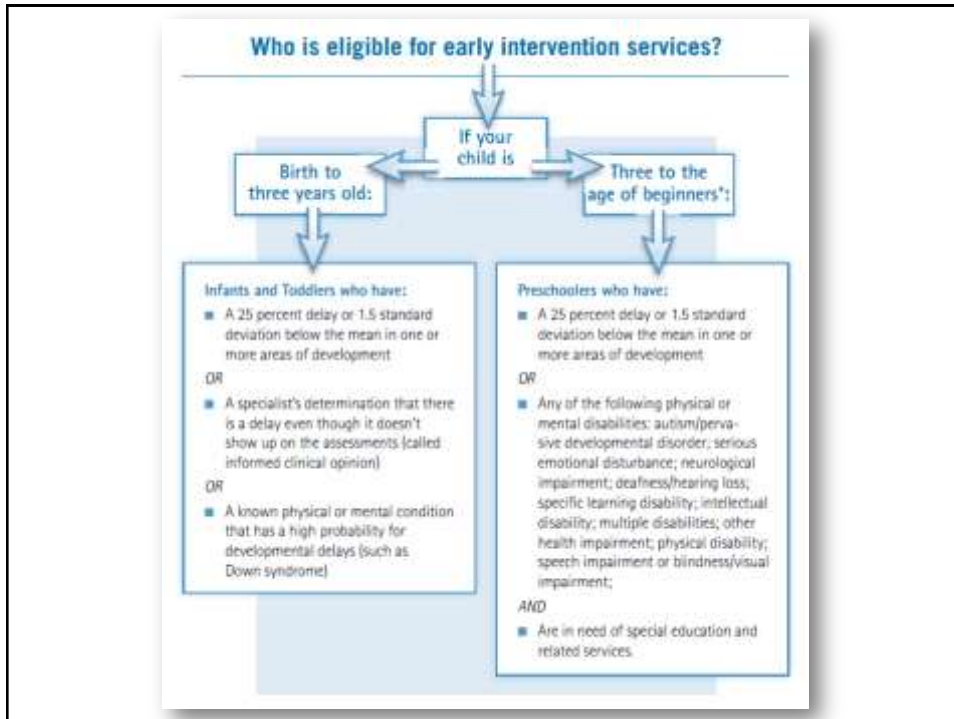OFFICE OF CHILD DEVELOPMENT
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Eligibility

Part B

Children **ages three to five** *may* be found eligible based on:

❖ Delay of 25% in a developmental area

❖ Any of the listed physical or intellectual disabilities listed in the law

❖ And are in need of special education

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Who is eligible for early intervention services?

If your child is

Birth to three years old:

Three to the age of beginners*:

Infants and Toddlers who have:

- A 25 percent delay or 1.5 standard deviation below the mean in one or more areas of development

OR

- A specialist's determination that there is a delay even though it doesn't show up on the assessments (called informed clinical opinion)

OR

- A known physical or mental condition that has a high probability for developmental delays (such as Down syndrome)

Preschoolers who have:

- A 25 percent delay or 1.5 standard deviation below the mean in one or more areas of development

OR

- Any of the following physical or mental disabilities: autism/pervasive developmental disorder; serious emotional disturbance; neurological impairment; deafness/hearing loss; specific learning disability; intellectual disability; multiple disabilities; other health impairment; physical disability; speech impairment or blindness/visual impairment;

AND

- Are in need of special education and related services.

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IFSP/IEP

**Individualized Family Services Plan/
Individualized Education Plan**

❖ Based on evaluation report
❖ Outcomes/goals that are achieved as part of daily routines and based on family priorities and child strengths/needs
❖ Services, supports, and teaching strategies

Child's Name: _____ Date of Birth: _____
Local Program: _____ ID#: _____

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Individualized Family Service Plan (IFSP)
Individualized Education Program (IEP) – with Annotations

In all sections of the IFSP/IEP, use language that is understandable to all team members. Define words that may not be familiar to all team members.

- The IFSP and IEP are plans that identify services and supports so that family members and early education programs are actively engaged in promoting the child's learning and development.

- The IFSP/IEP team determines the skills/abilities and appropriate supports and services either in the natural environment or the least restrictive environment to accomplish the established goals and outcomes.

- These decisions are not made by matching the child's areas of delay with a particular Early Intervention discipline. Rather, supports and strategies are individualized and build on the strengths and skills the child demonstrates in all areas of development.

- The IFSP and IEP are plans that consider: the strengths of the child; concerns of the parent/guardian; most recent evaluation results; academic, developmental and functional needs of the child; communication needs of the child; and will incorporate revisions to the plan to address lack of progress.

The table below is to be used by the team to document important IFSP/IEP meetings that have occurred. Write the actual date of the meeting. Beside each date note the purpose of the meeting such as initial IFSP/IEP, Annual Review, Quarterly Update, Six Month Review, or Other Update. Use "Section IX: Revisions to the IFSP/IEP to document the reason for revisions and sections revised.

Meetings for the IFSP/IEP	
Date meeting(s) held	Purpose Of Meeting(s) (Ex.: Initial IFSP/IEP, Annual, Revisions)

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developmentally appropriate

social emotional supports

play/routine based

research based

family priorities

Family Centered Focus

strong collaboration

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Family Centered Focus
Person Centered Planning

Person-centered planning is a process that uses creative facilitation tools to assist and focus a person in developing a plan on how they wish to live or be in the future.

We will substitute **Child and Family** *for* **Person.**

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Family Centered Focus
Child and Family Centered Planning

Focuses on the unique and positive

❖Strengths
❖Gifts
❖Talents

with a positive, proactive approach

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Family Centered Focus
Child and Family Centered Planning

❖ ALL children and families are valuable
❖ ALL children have talents and make contributions
❖ ALL children can learn
❖ ALL means ALL
❖ Families want a LIFE for their child, not a program
   ❖ To grow up and make their own decisions – and mistakes!
   ❖ To have real friends, real relationships
   ❖ To enjoy real opportunities like everyone else

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Family Centered Focus
Child and Family Centered Planning

" A vision is not just a picture of what could be; it is an appeal to out better selves, a call to become something more."
Rosabeth Moss Kanter
Professor, Harvard Business School

"The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it."
Michelangelo
Sculptor, Painter, Architect, Poet

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Vision Statement

- ❖ Is a family's statement about who their child is and where they see their child in the future.
- ❖ Can be a paragraph, a page or a non traditional approach such as a voice or video recording.
- ❖ Is most powerful when it is shared with other individuals who are important to your child and family, particularly the school team.

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27

27

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Results of Families Sharing Vision

Educational Benefits
❖Families
- • Greater input into their child's:
  - – Evaluation Report (ER)
  - – Individualized Education Plan (IEP)
  - – Transition Plan
❖Professionals
- • Understanding of family priorities

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family
priorities →

Sharing the Vision

Families share their hopes and dreams.

*Professionals respect and honor families'
contributions and insights.*

Families contribute their knowledge.

Professionals offer expertise.

Together they support the child

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29

29

My Vision for Gabriel

- A Purpose in Life

- A Voice in the World

- A fully-integrated member of society

- Meaningful Relationships

- Supportive Resources

A fulfilling and productive life!

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family
priorities

How Families can use a Child's Vision Statement?

❖ Incorporate your vision into the ER and IEP planning

❖ Request that it be attached to the ER or IEP

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family
priorities

Family Centered Focus

❖ Opportunities for supporting family choice and gaining family input
   ❖ Routines Based Interview
   ❖ Focus groups
   ❖ Local Interagency Coordinated Councils
   ❖ Questionnaires
   ❖ Provider list
   ❖ Family Survey

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play/routine based

Family Centered Focus
Routine/Play Based

❖At home
❖At early care and
education setting

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Home   Early care and education

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Family Centered Focus

Developmentally Appropriate
Practices

❖ Early Learning Standards
❖ DEC Recommended Practices

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35

Family Centered Focus

Social/Emotional Supports

Tiered Model for Inclusion and Support of
All Children's Early Learning and Development

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Family Centered Focus

Social Emotional Supports

Technical Assistance Center on **Social Emotional Intervention** for Young Children

Center on the **Social and Emotional Foundations for Early Learning**

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Family Centered Focus

Strong Collaboration

❖Family is 'team leader'
❖Collaboration among team members
❖Community partnerships

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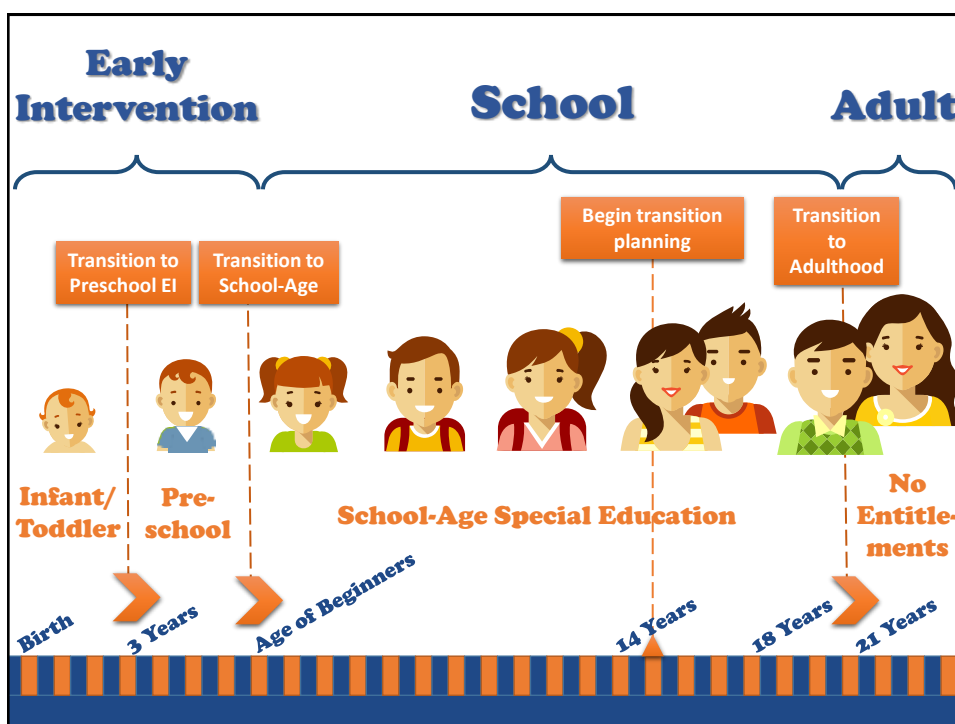**PA** pennsylvania
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Family Leadership Opportunities

❖ Parents as Partners in Professional Development

❖ Competence and Confidence Partners in Policymaking for Families of Children in Early Intervention

❖ Local Interagency Coordinating Council

❖ State Interagency Coordinating Council

❖ Guide By Your Side

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Early Intervention — **School** — **Adult**

Transition to Preschool EI | Transition to School-Age | Begin transition planning | Transition to Adulthood

Infant/Toddler | Pre-school | School-Age Special Education | No Entitle-ments

Birth | 3 Years | Age of Beginners | 14 Years | 18 Years | 21 Years

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Glimpses of Growing Up

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C2P2/EI

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Proud Mommy to two
C2P2/EI Graduate
Parents as Partners in Professional Development (P3D)
Credentialed Family Support Partner for Bucks County High Fidelity Wraparound
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Chou Gabikiny

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Parent as Partners in Professional Development (P3D)

Competence and Confidence Partners in Policy-making for Families of Children in Early Intervention (C2P2 EI)

Parent Co-Chair for Capital Area Local Inter-agency Coordinating Council (LICC) – serving Dauphin, Cumberland & Perry counties

PA Family Network Advisor

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"Let not our needs determine our dreams…
but let our dreams determine our needs."

~Colleen F. Tomko

www.kidstogether.org

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52