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

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Early Intervention Technical Assistance (EITA)

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Parents as Partners in Professional Development (P3D)

National Autism Conference 2016
Office of Child Development and Early Learning

Certification Services
- Licensing and inspection of child care

Early Intervention Services
- Services and supports for young children

Early Learning Services
- Quality early childhood education

Subsidy Services
- Access to child care

EI: Your First Steps

What is Early Intervention?
How EI Helps

Natural Environments

Least Restrictive Environment
Federal and State Laws

**IDEA**
- Part C
- Part B

**Act 212**

Federal and State:

**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
Why does this matter to professionals?

Why does this matter to parents?
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How to Access EI

- **CONNECT** services
  - 1-800-692-7288
  - CONNECTHelp@tiu11.org

- Local Early Intervention program

Tom Wolf, Governor
Pedro Rivera, Secretary of Education | Ted Dallas, Secretary of Human Services
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

Screening

A short screening may be done first

- An evaluation can be requested at any time
- Most programs use the Ages and Stages Questionnaire
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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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Eligibility

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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Eligibility

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

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.

Meetings for the IFSP/IEP

<table>
<thead>
<tr>
<th>Date Meeting(s) Held</th>
<th>Purpose of Meeting(s)</th>
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This annotated form offers assistance and guidance to parents and early intervention providers. It is not intended as an inclusive frame for complying with state and federal special education mandates and regulations. (February 2016)

Family Centered Focus

developmentally appropriate
play/routine based
research based
social emotional supports
family priorities
strong collaboration
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**.

Focuses on the unique and positive
- Strengths
- Gifts
- Talents

with a positive, proactive approach
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

“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
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.

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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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

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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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 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
Family Centered Focus
Routine/Play Based

- At home
- At early care and education setting
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**Family Centered Focus**
Developmentally Appropriate Practices

- Early Learning Standards
- DEC Recommended Practices

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**Family Centered Focus**
Social/Emotional Supports
**Family Centered Focus**

**Social Emotional Supports**

- Family is ‘team leader’
- Collaboration among team members
- Community partnerships
Coaching (Brandon’s video)
- Autism-specific EBP
  - How can they be family centered/routine based?
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**

- Transition to Preschool EI

**School**

- Transition to School-Age
  - Begin transition planning

**Adult**

- Transition to Adulthood
  - No Entitlements

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**Infant/Toddler**

- Birth

**Preschool**

- 3 Years

**School-Age Special Education**

- Age of Beginners
  - 14 Years

**No Entitlements**

- 16 Years

**Adult**

- 21 Years
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Glimpses of Growing Up

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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