

EI: Your First Steps



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

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Early Intervention Technical Assistance (EITA)

Liz Downs and Anna Perng

Parents as Partners in Professional Development (P3D)

National Autism Conference 2015

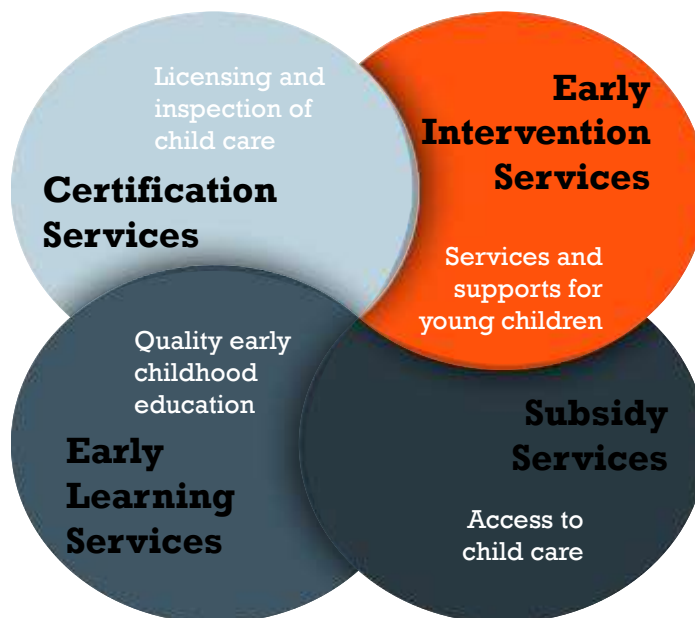
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welcome

Office of Child Development and Early Learning



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What is Early Intervention?



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How EI Helps



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Natural
Environments

Least Restrictive
Environment

EI in the Community



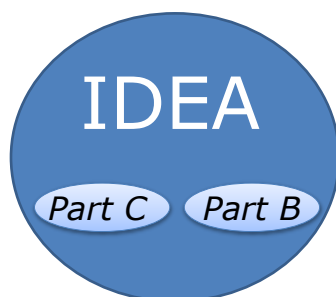
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State and Federal Laws



Federal

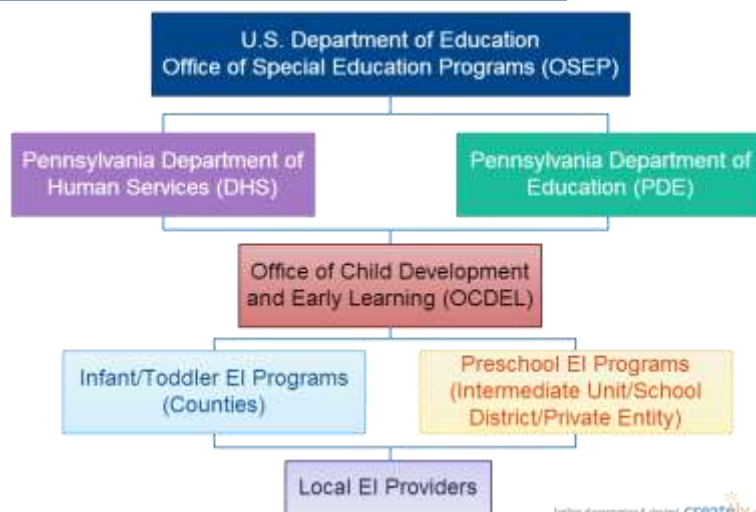


State

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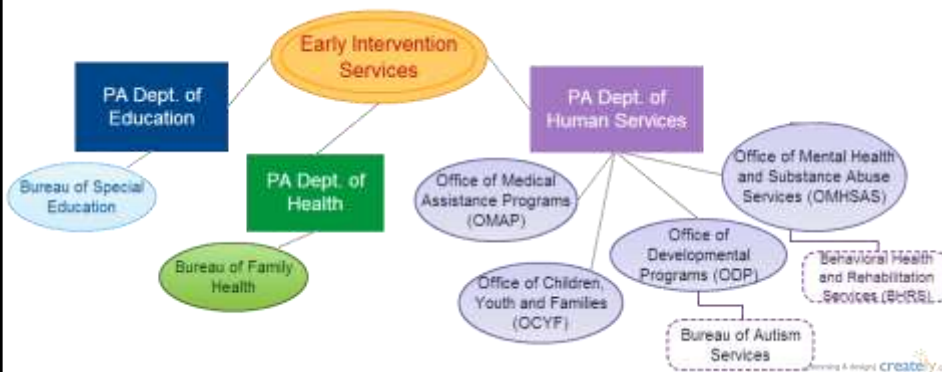
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PA Intergovernmental Connections



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Why does this matter to parents?

Why does this matter to professionals?

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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



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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: _____ Office of Child Development and Early Learning Local ID# _____

PA pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

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 PTC 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 RDE 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 OR is provided to the parent within 30 calendar days of the RDE. For preschool, a copy of the completed OR 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:	
EO#		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: <input type="checkbox"/> Yes <input type="checkbox"/> 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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Eligibility

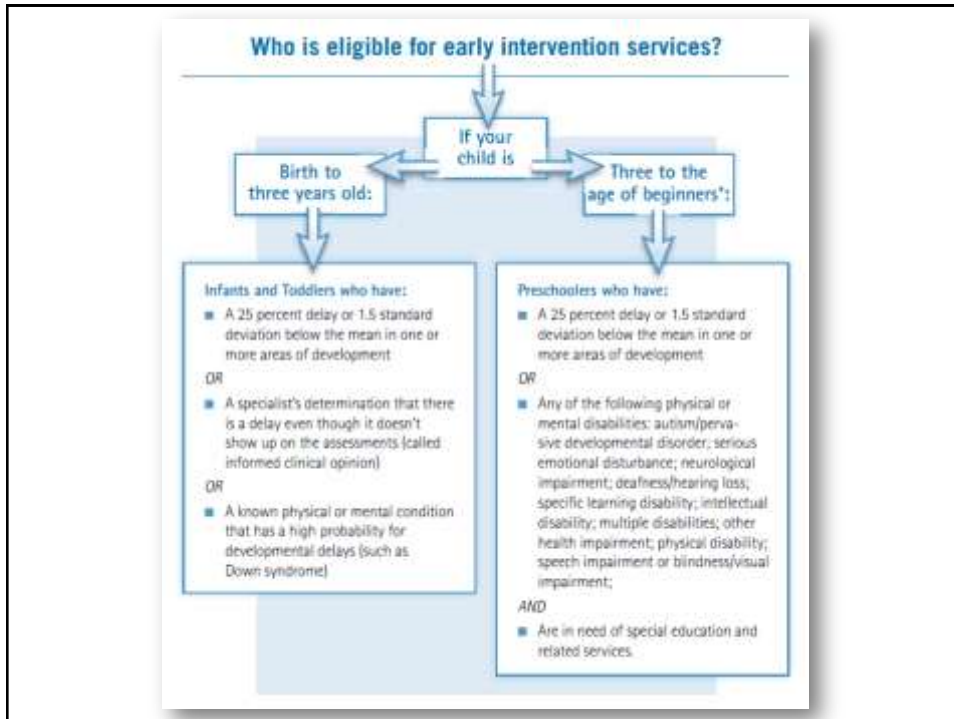
Part B

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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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: _____ ICF: _____

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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. Record each date with 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 reasons for revisions and when they occurred.

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

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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 our better selves, a call to become something more.”

~ Rosabeth Moss Kanter

“Create the highest, grandest vision possible for your life, because you become what you believe.”

~ Oprah Winfrey

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family
priority

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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family
priority

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

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Writing the Vision Statement

A Living Vision for Eli



I prayerfully envision that Elias will make exceeding and abundant strides in education; beyond the limitations society has placed on children diagnosed just like him. My

hopes for him right now is that he goes forth onto Kindergarten this coming September and ROCKS!!! With the positive support that I ALWAYS plan on giving him, I know he will thrive and succeed above any expectations I

envision for him, to actively participate in as many activities, play dates, parties, sporting groups and family functions as possible (because he never gets enough of going out). I pray his current and future communities will continue to embrace him spiritually and emotionally while nurturing him with positive seeds so that he may grow strong and independent. I have confidence that with his magnetic personality he will continue to be the 'talk of the town' and spread love and compassion to all of his peers. I can only imagine that his peers (throughout his life) will continue to encourage him through effective communication with a strong balance of positive peer modeling and innocent fun. I need for Elias to always remain respectful and passionate about his interests

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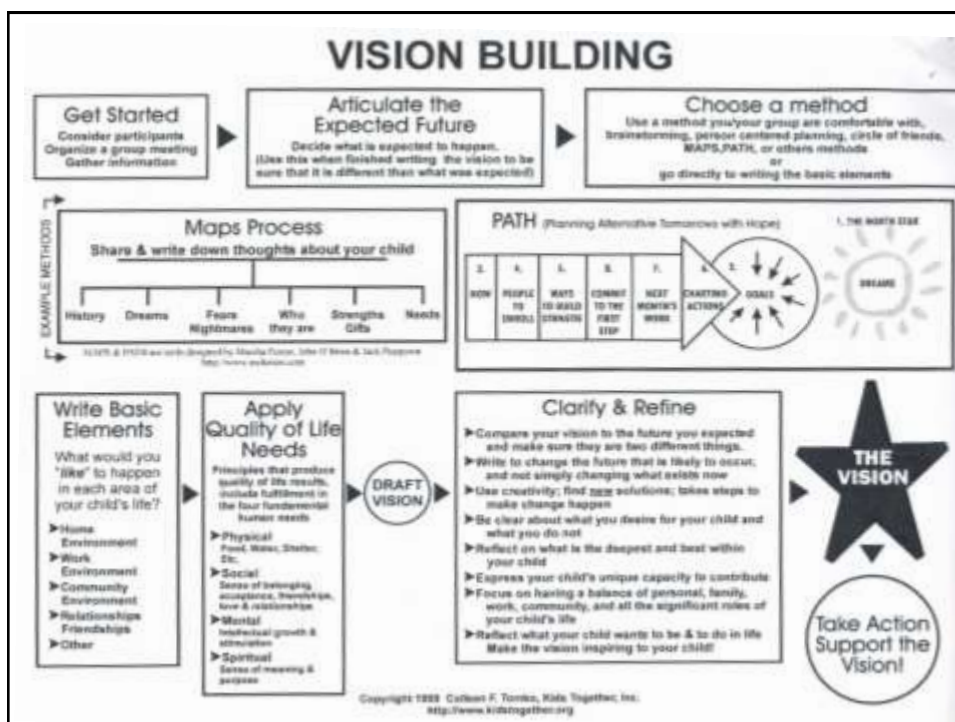


How Families can use a Child's Vision Statement?

- ❖ 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

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Family Centered Focus

Routine/Play Based

- ❖ Video at home
- ❖ Video at early care and education setting

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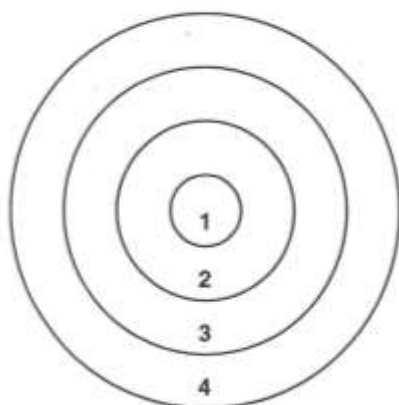
Developmentally Appropriate Practices

- ❖ Early Learning Standards
- ❖ DEC Recommended Practices

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CIRCLE OF SUPPORT



First Circle: *Circle of INTIMACY*

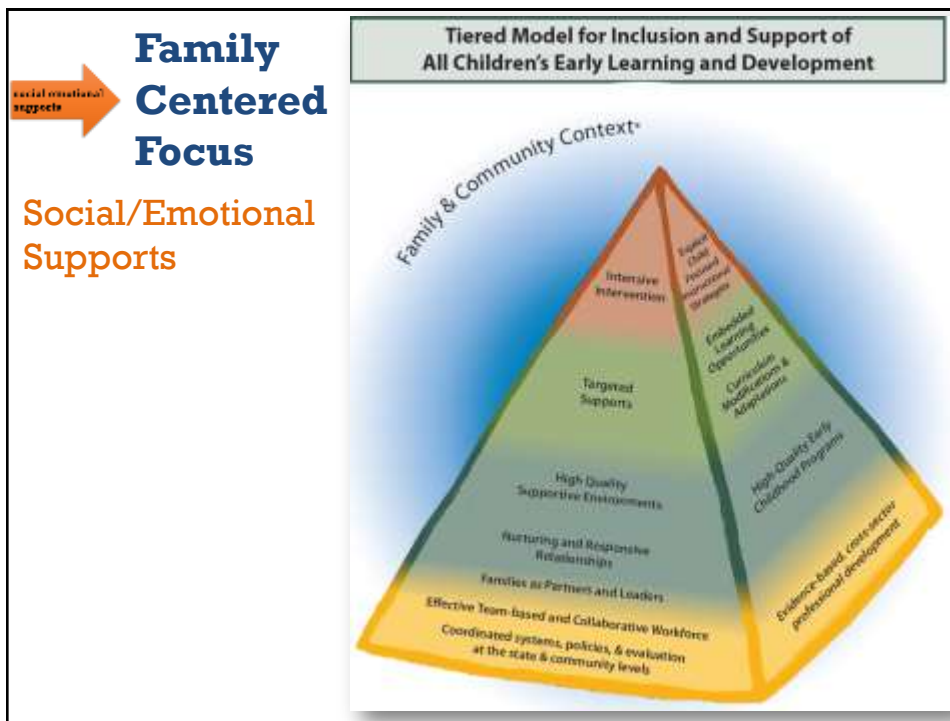
Second Circle: *Circle of FRIENDSHIP*

Third Circle: *Circle of PARTICIPATION*

Fourth Circle: *Circle of EXCHANGE*

Fill Circles from the Outside-In!

Forest, Pearpoint, Falvey & Rosenberg



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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

Evidence Based Practices

- ❖ Coaching (video)
- ❖ Autism-specific EBP
 - ❖ How can they be family centered/ routine based?

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Infant/Toddler EBP

- ❖ Antecedent-based Interventions
- ❖ Functional Behavioral Analysis
- ❖ Modeling
- ❖ Naturalistic intervention
- ❖ Parent-mediated Implemented Intervention
- ❖ Pivotal Response Training
- ❖ Prompting
- ❖ Reinforcement
- ❖ Social Skills Training
- ❖ Video Modeling

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(Odom, Cox, Shaw, Kucharczyk, 2014, Evidence-Based Early identification and Intervention for Infants and Toddlers with ASD and Their Families. CEC Conference presentation)

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0-2

- ❖ Behavioral
- ❖ Comprehensive Behavioral Treatment for Young Children (CBTYC)
- ❖ Joint Attention
- ❖ Naturalistic Teaching Strategies (NTS)

3-5

- ❖ Antecedent
- ❖ Behavioral
- ❖ CBTYC
- ❖ Joint Attention
- ❖ Modeling
- ❖ NTS
- ❖ Peer Training
- ❖ Pivotal Response Training (PRT)
- ❖ Schedules
- ❖ Self-management

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(National Standards Project, 2009)

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Video

- Child/mother diaper changing. Many examples of antecedent strategies are displayed.
- Pictures
- Schedules
- Highly preferred activities-
- Offering choices
- Object to hold
- Altering the sequence in which the routine is implemented

This child is now available for interactions with mom during the routine.

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Family Centered Focus

Evidence Based Practices

Resources

[National Professional Development Center](#)

Autism Internet Modules (AIM)

Autism Focused Intervention Resources and Modules (AFIRM)

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Family Centered Focus

Strong Collaboration

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

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Transitions

- ❖ Identify a significant transition in your life
 - ❖ What was helpful in making it go smoothly
 - ❖ What was challenging

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Infant/Toddler to Preschool

Infant /Toddler

- ❖ Transition plan should be developed for child around 2 yrs., 3 mos.
- ❖ IFSP should contain:
 - ❖ Statement of steps to take to support transition of toddler and family to PS EI services or other appropriate service.

Preschool

- ❖ By the third birthday, for children transitioning from the IT EI program, an IEP has been developed and implemented.

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Infant/Toddler to Preschool

Infant /Toddler

- ❖ Prior to April 2nd and on a quarterly basis, the IT EI program will notify the PS EI program the aggregate (total) number of children who will be turning three in the upcoming year (July 1- June 30)

Preschool

- ❖ The PS EI program identifies and allocates resources to ensure that these transitioning children receive Free and Appropriate Public Services in the Least Restrictive Environment

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Infant/Toddler to Preschool

Infant /Toddler

- ❖ IT EI program will convene a transition planning meeting not less than 90 days and not more than 9 months before the toddlers third birthday.

Preschool

- ❖ The PS EI program will participate in transition planning meeting arranged by the IT EI program.

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Infant/Toddler to Preschool

Infant /Toddler

Eligibility

- ❖ diagnosis that may result in delay
- ❖ developmental delay
- ❖ informed clinical opinion

Preschool

'Two-pronged' Eligibility

- ❖ developmental delay
- OR**
- ❖ diagnosis from 1 of 12 identified categories
- AND**
- ❖ In need of special education and related services

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Infant/Toddler to Preschool

Infant/Toddler

- ❖ The IT EI program shall develop local interagency agreements with the preschool program responsible to ensure coordination on transition matters.

Preschool

- ❖ The PS EI program will implement a coordinated service delivery system through local interagency agreements.

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Infant/Toddler to Preschool

Evaluation

- ❖ The PS EI team may complete the Evaluation Report using the IT assessment, their own assessment information or a combination
- ❖ IT can complete the Evaluation Report using the PS assessment, their own assessment or a combination.
- ❖ A parent can request an evaluation at anytime from either program, given timelines.

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Infant/Toddler to Preschool

Things to Remember

- ❖ transition timelines; longer timelines in preschool
- ❖ differences in eligibility
- ❖ more focus on supporting child in accessing typical preschool activities
- ❖ support provided for transition to community programs if child not eligible for EI
- ❖ your vision for you and your child and family

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Infant/Toddler to Preschool

EI Portal – “Tools to Ease Transition”



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Other Person Centered Planning Tools



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Preschool to School Age

- ❖ Children who are within one year of transitioning must have goals that address transition.
- ❖ By February 1st of each year, PS EI programs must identify children who are approaching age for K or 1st grade in the their school district.
- ❖ By February 1st, the PS EI program must send parents whose children are eligible for school *Notice of Your Child's Transition to School Age Meeting* and *Notice of Options for Your Child's Transition*

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Preschool to School Age

The Transition Meeting

- ❖ The PS EI program must convene transition meeting by the end of February.
- ❖ The PS EI program provides the *Intent to Register* form
- ❖ The school district responsibilities begin with receipt of the *Intent to Register*.
- ❖ The school district reviews *Notice of Options for Your Child's Transition* form with families.
- ❖ Child records will be transferred.

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Preschool to School Age

Notice of Transition Process Options

- ❖ By no later than April 15th, the school district will notify the parent in writing and initiate one of the following options:
- ❖ Waive re-evaluation, adopt and implement preschool IEP, issue NOREP;
- ❖ Waive re-evaluation, adopt and implement preschool IEP with revisions , issue NOREP; or
- ❖ Conduct re-evaluation, create new IEP, issue NOREP.
- ❖ NOTE: Re-evaluation cannot be waived for students with intellectual disabilities.

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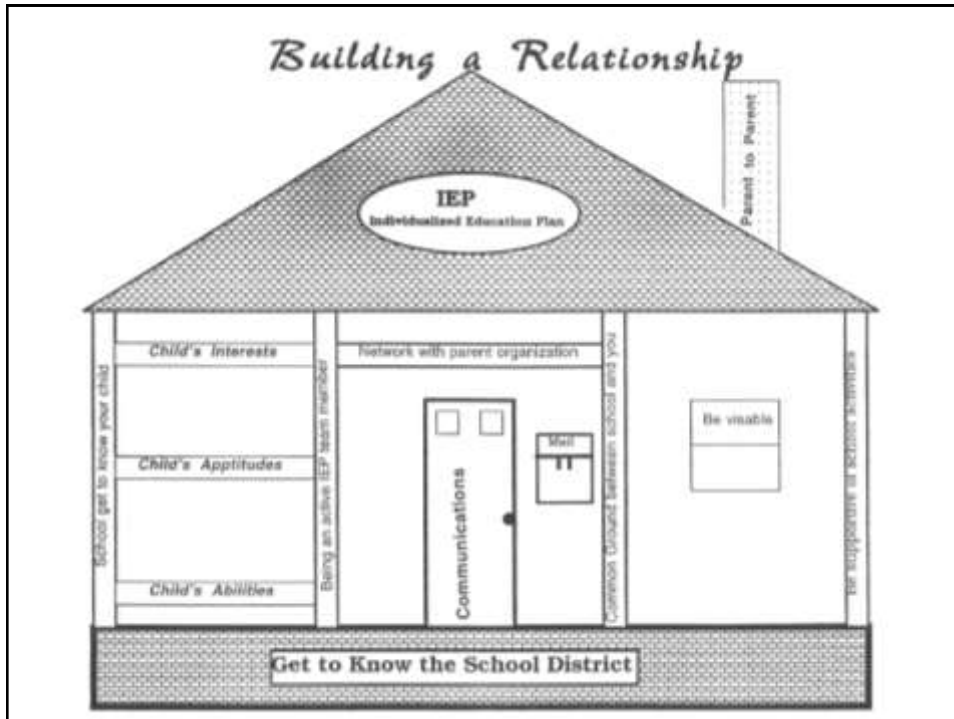
Preschool to School Age

Things to Remember

- ❖ transition timelines
- ❖ differences in eligibility (must fit into disability category - no longer developmental delay)
- ❖ transition options
- ❖ your vision for you and your child and family

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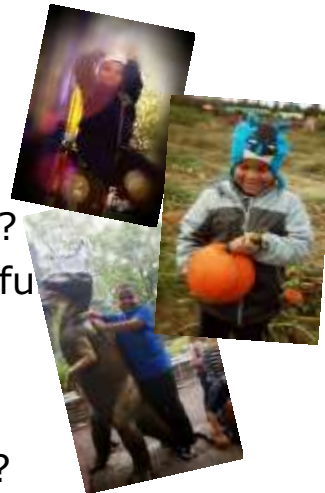
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Transition to School

Elias' story

- ❖ What was Elias' early intervention experience like?
- ❖ What would have been helpful to make his transition to school more successful?
- ❖ What does school look like now? Inclusive experiences?



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Other Person Centered Planning Tools

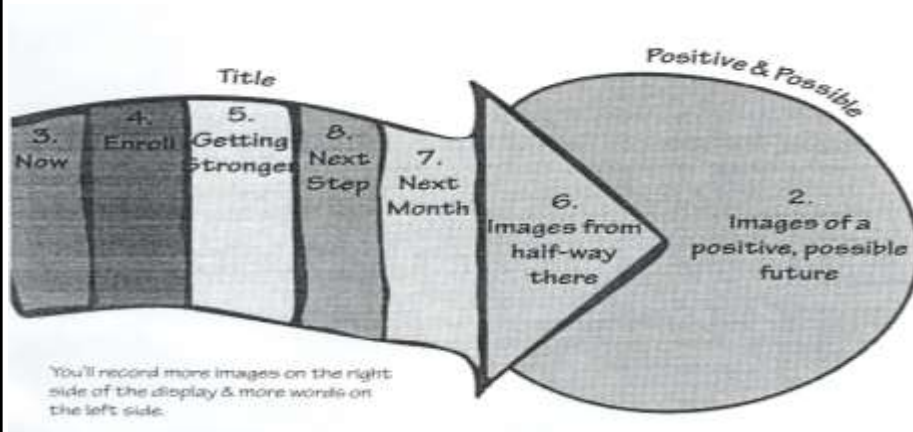
- ❖ PATH- Planning Alternatives for Tomorrow with Hope
- ❖ COACH – Choosing Outcomes and Accommodations for Children
- ❖ Essential Lifestyle Planning
- ❖ Biographical Timeline

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PATH Format



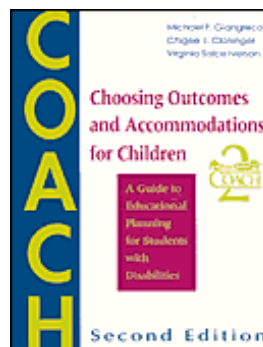
(Pierpoint, O'Brien, Forest, 1994)

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What is COACH?

- ❖ Educational model
- ❖ Workbook format
- ❖ Transferred to IEP



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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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Glimpses of Growing Up



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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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