

**WYOMING DEPARTMENT OF HEALTH
DEVELOPMENTAL DISABILITIES DIVISION
EARLY INTERVENTION & EDUCATION PROGRAM**

PART C GUIDANCE

FREQUENTLY ASKED QUESTIONS

1) What is the role of the Family Service Coordinator?

Below is the federal definition of the role of the family service coordinator which includes activities that the FSC is required to provide to families:

34 Code of Federal Regulations 303.23 (a) and (b)

(a) Service coordination means the activities carried out by a service coordinator to assist and enable a child eligible under this part and the child's family to receive the rights, procedural safeguards, and services that are authorized to be provided under the State's early intervention program.

(2) Each child eligible under this part and the child's family must be provided with one service coordinator who is responsible for-

- (i) Coordinating all services across agency lines; and*
- (ii) Serving as a single point of contact in helping parents to obtain the services and assistance they need.*

(3) Service coordination is an active, ongoing process that involves-

- (i) Assisting parents of eligible children in gaining access to the early intervention services and other services identified in the IFSP;*
- (ii) Coordinating the provision of early intervention services and other services (such as medical services for other than diagnostic and evaluation purposes) that the child needs or is being provided;*
- (iii) Facilitating the timely delivery of available services; and*
- (iv) Continuously seeking the appropriate services and situations necessary to benefit the development of each child being served for the duration of the child's eligibility.*

(b) Specific service coordination activities. Service coordination activities include-

- (1) Coordinating the performance of evaluations and assessments;*
- (2) Facilitating and participating in the development, review, and Evaluation of IFSPs;*
- (3) Assisting families in identifying available service providers;*
- (4) Coordinating and monitoring the delivery of available services;*
- (5) Informing families of the availability of advocacy services;*
- (6) Coordinating with medical and health providers and*
- (7) Facilitating the development of a transition plan to preschool services, if appropriate.*

2) Do I document Service Coordination on the IFSP?

If a family identifies a specific need in learning about, coordinating or accessing medical, mental health, employment, transportation, housing or social service support during the completion of the family assessment and they would like assistance from the family service coordinator, then it should be documented on the IFSP with the approval of the family. This would be categorized as “Family Support”

If the IFSP team has identified the need for:

- *designing learning environments and activities that promote the child’s acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction;

- *Curriculum planning, including the planned interaction of personnel, material and time and space that leads to achieving the outcomes in the child’s IFSP.

- *Providing families with information, skills and support related to enhancing the skill development of the child; or

- *Working with the child to enhance the child’s development

This would be categorized as “Special Instruction”

3) How else do I document Family Service Coordination:

Any home-visit, scheduled meeting or phone contact that you have with a family should be documented in a progress note and filed in the child’s chart. The progress note should be objective and concise, documenting the date (in completion), content of the contact, and signature of staff.

For example:

1/9/06:

Home-visit completed with mom and Johnny. FSC provided mom information of pediatricians in the area and discussed which pediatricians were taking new clients. Mom stated that she would call and make an appointment for Johnny. Mom discussed the progress made with Johnny’s speech, since working with the SLP. FSC reminded mom of the six-month review in February.”

Jane Smith, Family Service Coordinator

4) Who else should document services provided in the child's file?

Any provider, who is working with the family as identified on the IFSP, needs to document all contact with family. All services that are initiated on an IFSP are required to be provided to the child and/or family within thirty days as mandated by OSEP. DDD will validate that services are occurring within thirty days, by reviewing progress notes. If services are not being provided within thirty days, a written justification will be required. This justification should be documented in a progress note, in the child's file.

For example

1/9/06

Home visit completed with mom and Johnny to work on IFSP strategies. Mom and SLP read Johnny a book and asked questions to encourage Johnny's vocabulary. SLP lent the book to mom so that she could read it with Johnny this week. Next home visit scheduled for 1/16/06.

Jane Smith, SLP

or.....

1/9/06

Phone call from mom, requesting to reschedule today's appointment. Mom stated that she cannot meet until the second week in February due to family emergency. Home visit scheduled on 2/6/06.

Jane Smith, SLP

5) When does the 45-timeframe begin? Is it at the time the parent consent is signed or the day of screening?

Neither. The 45-time frame refers to the maximum amount of time to complete the initial IFSP after the date of referral. The clock starts ticking when the initial contact is made from the parent or agency requesting a screening or evaluation. This is a change from what programs were told in the last videoconference of the series this Fall.

6) If we make a minor change to services, prior to the periodic review, how do we document it?

An IFSP meeting still needs to occur if any changes are made. The date of this meeting can be documented on the eligibility page under "meeting information" in the "other" box. The change that was made should be documented on the IFSP Service Plan.

7)What is a Family Assessment?

Below is the definition of a family assessment as stated in IDEA 303.22 (d)

“Family Assessment under this part must be family-directed and designed to determine the resources, priorities, and concerns of the family and the identification of the supports and services necessary to enhance the family’s capacity to meet the developmental needs of the child.

(2) Any assessment that is conducted must be voluntary on the part of the family.

(3) If an assessment of the family is carried out, the assessment must-

- (i) Be conducted by personnel trained to utilize appropriate methods and procedures;
- (ii) Be based on information provided by the family through a personal interview; and
- (iii) Incorporate the family’s description of its resources, priorities, and concerns related to enhancing the child’s development.

8)When would we implement an interim IFSP?

An interim IFSP used to provide services to an eligible child and the child’s family before the completion of the evaluation and assessment. It is intended for a child who has obvious immediate needs that are identified (example: a physician recommends that a child with cerebral palsy begin receiving physical therapy as soon as possible).

In order to implement an interim IFSP, you must obtain parental consent, a service coordinator must be identified and the evaluation and assessment **still** need to be completed within the forty-five day time-frame.

9) Can a child continue on an IFSP after the age of three?

A child can stay on an IFSP after their third birthday until the end of the Part B school year, per the parent request.

As stated in IDEA §300.342, see below:

(1) In the case of a child with a disability aged 3 through 5 (or, at the discretion of the SEA a 2-year-old child with a disability who will turn age 3 during the school year), an IFSP that contains the material described in section 636 of the Act, and that is developed in accordance with §§ 300.341-300.346 and §§300.349-300.350, may serve as the IEP of the child if using that plan as the IEP is-

- (i) Consistent with State policy; and
- (ii) Agreed to by the agency and the child's parents.

(2) In implementing the requirements of paragraph (c)(1) of this section, the public agency shall-

(i) Provide to the child's parents a detailed explanation of the differences between an IFSP and an IEP; and

(ii) If the parents choose an IFSP, obtain written informed consent

The transition process still needs to occur within ninety days of the child's third birthday and a transition plan must be completed prior to the child's third birthday. The transition plan should include the decision to continue the child on an IFSP until the end of the Part B school year and the reason for that decision.

Part C Resources

INDIVIDUAL WITH DISABILITIES EDUCATION ACT (IDEA) EARLY INTERVENTION PROGRAM AND PRESCHOOL SPECIAL EDUCATION SERVICES AND RELATED RESOURCES

OSEP Data Dictionary: This document is a dictionary of terms which includes definitions of services provided, personnel requirements, program settings and other terms that are used in early intervention systems as defined by IDEA. The dictionary was created by Westat who is under contract with the Office of Special Education Programs (OSEP) to offer additional technical assistance to states.

www.ideadata.org/docs/cdatadictionary.pdf

Where to find Part C IDEA Early Intervention Services for each State - This site includes information on making a referral for early intervention Part C services in a particular state or jurisdiction. The Part C Coordinators of State and Jurisdictional Programs for Infants and Toddlers with Disabilities, Part C of IDEA, are listed at the National Early Childhood TA Center's web site. In addition, once you are linked into a state's or jurisdiction's list, you can link into that state's or jurisdiction's Part C web site to learn more about their services.

<http://www.nectac.org/contact/Ptccoord.asp#Montana>

IDEA Early Intervention and Special Education Laws and Information - The IDEA Practices site will answer your questions about the Individuals with Disabilities Education Act and provide information and resources about early intervention and special education practices.

<http://www.ideapractices.org/>

Early Intervention Program Resources at NECTAC - This *National Early Childhood TA Center* site provides information and resources about the Early Intervention Program for Infants and Toddlers with Disabilities (Part C) under IDEA.

<http://www.nectac.org/partc/partc.asp>

OSEP - Office of Special Education Programs, U.S. Department of Education - This is the official U.S. Department of Education's web site on special education from birth to 21 years of age. The website is very comprehensive and covers topics from staff and the organization to publications and products. This website will have information about both Part C early intervention services and Part B special education and related services, including preschool services. Child find for Part C of IDEA must be coordinated with Part B program's child find efforts to locate and identify young children.

<http://www.ed.gov/about/offices/list/osers/osep/index.html>

National Early Childhood Technical Assistance Center - The TA Center supports the implementation of the early childhood provisions of the Individual with Disabilities Education Act (IDEA, Part C and Section 619 for Preschool Services of Part B). This site contains evidence-based practices and research, contact information for early childhood resources, searchable databases of Office of Special Education Program early childhood projects, and interactive opportunities and electronic discussions.
<http://www.nectac.org>

Division of Early Childhood of the Council For Exceptional Children - DEC is a nonprofit organization advocating for individuals who work with or on behalf of children with special needs, birth through age eight, and their families. DEC is dedicated to promoting policies and practices that support families and enhance the optimal development of children. This site provides a wealth of information, resources, and web site links about early intervention and early childhood special education.
<http://www.dec-sped.org>

Resources for Parents of Infants with Delays and Disabilities - This Kid Source site includes information and resources for parents of infants with developmental delays or disabilities.
<http://www.kidsource.com/kidsource/pages/newborns.disabilities.html>

Resources for Parents of Toddlers with Delays and Disabilities - This Kid Source site includes information and resources for parents of toddlers with developmental delays or disabilities.
<http://www.kidsource.com/kidsource/pages/toddlers.disabilities.html>

Resources for Parents of Preschoolers with Delays and Disabilities - This Kid Sources site includes information and resources for parents of preschoolers with developmental delays or disabilities.
<http://www.kidsource.com/kidsource/pages/preschoolers.disabilities.html>

Disability-Related Resources - The Family Village is a global community that integrates information, resources, and communication opportunities on the Internet for persons with cognitive and other disabilities, for their families, and for those that provide services and support. This site includes informational resources on specific diagnoses, communication connections, adaptive products and technology, adaptive recreational activities, education, worship, health issues, disability-related media and literature, and much, much, more.
<http://www.familyvillage.wisc.edu>

EARLY CHILD DEVELOPMENT AND EDUCATION

Head Start and Early Head Start - Head Start and Early Head Start are comprehensive child development programs which serve children from birth to age 5, pregnant women, and their families. They are child-focused programs and have the overall goal of increasing the school readiness of young children in low-income families. The program also serves young children with disabilities. Child find for Part C and B of IDEA must be coordinated with this program's efforts to locate and identify young children. Go to About Head Start for links to information about eligibility and search Program Performance Standards for information about child find and recruitment of young children for Head Start programs.
<http://www.acf.hhs.gov/programs/hsb/>

Zero to Three: National center for Infants, Toddlers & Families - Zero To Three is a national non-profit charitable organization whose aim is to strengthen and support families, practitioners and communities to promote the healthy development of babies and toddlers. This site contains resources for parents and professionals.

<http://www.zerotothree.org>

National Association for the Education of Young Children - The NAEYC exists for the purpose of leading and consolidating the efforts of individuals and groups working to achieve healthy development and constructive education for all young children. This site provides information, resources and web site links concerning issues of early childhood education practice and policy, as well as many other early childhood topics.

<http://www.naeyc.org>

Parents' Action for Children - This site includes information about parenting, child development and child related resources for each state.

<http://www.iamyourchild.org>

Kid Source - Kid Source is a group of parents whose goal is to provide knowledge and advice to help parents better raise and educate their children. This site includes information, resources and web site links about parenting, from babies through the teenage years.

<http://kidsource.com>

FAMILY CENTERED AND CULTURALLY COMPETENT PRACTICE

Family-Centered Care - This site serves as a central resource for both family members and members of the health care field. This site shares information, facilitates problem-solving and promotes dialogue among individuals and organizations working toward family-centered care.

<http://www.familycenteredcare.org>

Culturally Appropriate Early Childhood Practices - The CLASS Early Childhood Research Institute includes colleagues representing diverse cultural and linguistic roots and their site contains materials and resources that represent the intersection of culture and language, disabilities and child development.

<http://www.clas.uiuc.edu>

Culturally Effective Pediatric Care - This American Academy of Pediatrics site includes an article from **Pediatrics** concerning their policy statement which defines culturally effective health care and describes its importance for pediatrics.

<http://www.aap.org/policy/re9753.html>

EARLY IDENTIFICATION OF YOUNG CHILDREN WITH DELAYS AND DISABILITIES AND RESOURCES

Bureau of Indian Affairs (BIA) - The BIA has responsibilities for implementation of Part C and Part B IDEA services provided on certain Native American Indian reservations. In those cases, child find for Part C and B of IDEA must be coordinated with this program's efforts to locate and identify young children. The BIA website as well as the BIA mail servers have been made temporarily unavailable due to the Cobell Litigation. Please continue to check from time to time. We have no estimate on when authorization will be given to reactivate these sites. Here are some alternate ways to get BIA-related information:
For general BIA information: 202 208-3710
For Tribal Leaders Directory: 202 208-3711

Supplemental Security Income (SSI) - This is the official website for SSI and includes comprehensive information about the SSI program, eligibility, benefits and services, and other resources. SSI is a Federal income supplement program funded by general tax revenues (not Social Security taxes): It is designed to help young children with disabilities and their families as well as aged, blind, and disabled people, who have little or no income; and It provides cash to meet basic needs for food, clothing, and shelter. Child find for Part C and B of IDEA must be coordinated with this program's efforts to locate and identify young children.
<http://www.ssa.gov/notices/supplemental-security-income>

Administration on Developmental Disabilities - The major goal of ADD's programs is a partnership with state governments, local communities, and the private sector to assist people with developmental disabilities to reach maximum potential through increased independence, productivity, and community integration. They address all elements of the life cycle: prevention; diagnosis; early intervention; therapy; education; training; employment; and community living and leisure opportunities. The Developmental Disabilities programs comprise three State-based programs, State Councils on Developmental Disabilities; State Protection and Advocacy Agencies; and University Centers for Excellence in Developmental Disabilities Education, Research, and Services. Child find for Part C and B of IDEA must be coordinated with this program's efforts to locate and identify young children. This site describes the programs and provides links to the state programs.
<http://www.acf.hhs.gov/programs/add/>

Early Identification - the National Early Childhood TA (Technical Assistance) Center's web site. This site includes information and resources about the early identification of young children with developmental delays and disabilities, and referral to infant and toddler early intervention services for Part C of IDEA and preschool special education services for preschoolers, special education preschool services (Section 619 of Part B, of IDEA).
<http://www.nectac.org/topics/earlyid/earlyid.asp>

Identification and Referral of Children with Special Health Care Needs - This site provides a link to a directory of State Title V programs for children with special healthcare needs. Child find for Part C and B of IDEA must be coordinated with this program's efforts to locate and identify young children.
<http://www.ichp.edu/cshcn>

Medicaid and EPSDT - The Center for Medicare and Medicaid Services websites provide information about the Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) service for Medicaid's comprehensive and preventive child health program for individuals under the age of 21. EPSDT includes Periodic screening, vision, dental, and hearing services, and access to needed Medicaid services. *Child find for Part C and B of IDEA must be coordinated with this program's efforts to locate and identify young children.*
<http://www.hcfa.gov/medicaid/epsdthm.htm>

EPSDT Checklist for Medicaid Managed Care and Children with Special Needs - This site includes a EPSDT checklist which can be used to ensure that under a state's Medicaid managed care eligible children receive all of the EPSDT services to the same extent that they are entitled to under fee-for-service care.
<http://www.healthlaw.org/pubs/mc1997checklist-epsdt.html>

Pediatrician's Role in Early Identification - This American Academy of Pediatrics site includes an article from **Pediatrics** concerning their policy statement on developmental surveillance and screening of young children.
<http://www.aap.org/policy/re0062.html>

Early Identification and Intervention - The *First Signs* web site provides extensive, vital information, covering a range of issues from healthy development to concerns about a child, from the screening and referral process to treatment, and from current research and guidelines to links to other resources on the internet and in print.
<http://www.firstsigns.org>

Infant Hearing - The Marion Down National Center for Infant Hearing site is dedicated to pursuing the mission of early identification and intervention of hearing loss for all infants who are deaf or hard of hearing.
<http://www.colorado.edu/slhs/mdnc>

Infant Hearing and Resources - The National Center for Hearing Assessment and Management (NCHAM) at Utah State University was established to ensure that all infants and toddlers with hearing loss are identified as early as possible and provided with timely and appropriate services. Their information and resource center contains a wealth of information and resources concerning the many dimensions of early hearing detection and intervention.
<http://www.infanthearing.org>