

**EITP** Early Intervention Training Program at the University of Illinois at Urbana-Champaign presents **EITP webinars**

## Individualized Family Service Plan (IFSP) for Service Coordinators

- Webinar will begin at 1:00 PM CST
- Maximize your screen to show all the controls
- There will be minimal audio before the webinar begins
- See below to test your microphone and speakers

**Check your Mic/speakers**

Participants **Chat**

1

## Individualized Family Service Plan (IFSP)

For Service Coordinators

2

### Webinar Presentation Team

Maria Kastanis  
Assistant Director - EITP at UIUC

Dayna Jones  
Service Coordinator, CFC 22

Shameka Brown  
Professional Development Consultant - EITP at UIUC

Maria Matticks, RN, BSN  
Professional Development Consultant - EITP at UIUC

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3

### Zoom Basics . . .

**Check your Speakers**

Participants **Chat**

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4

**Find Chat...**

**Raise/Lower Hand and Emoticons**

**Use Chat...**

**Click to continue**

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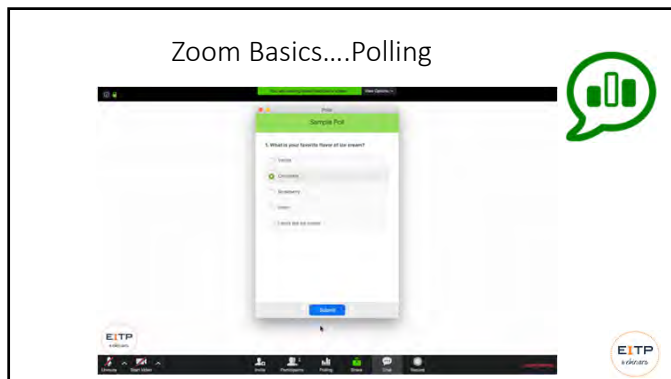
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Chat

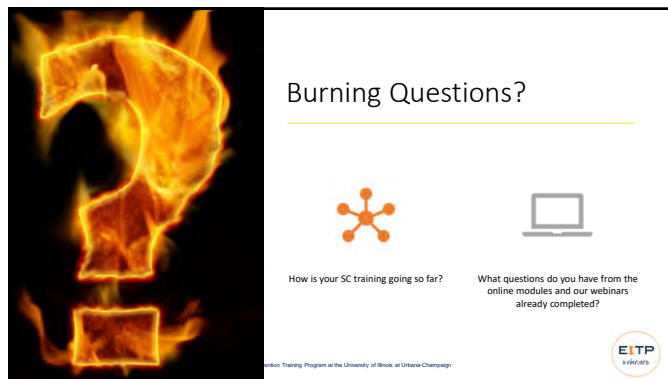
Share

Polling

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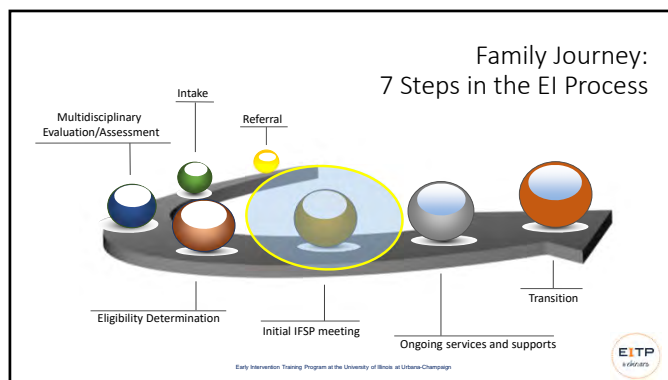
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8



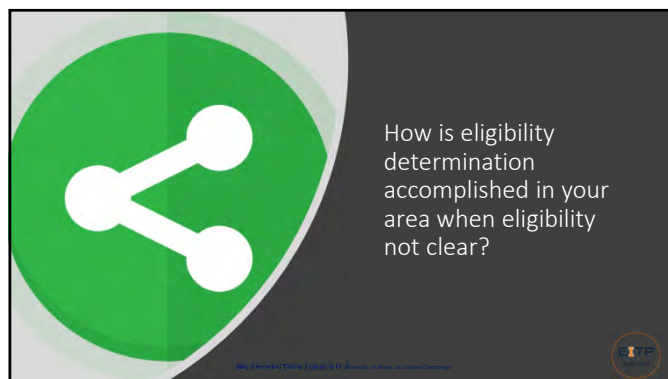
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10



11



12




## Pre IFSP Meeting - Eligibility

Eligibility discussed at beginning of every IFSP meeting!



  
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13



## If you've attended an initial IFSP meeting, was it...?


- Immediately after the multidisciplinary (MDC) evaluations (Same day)
- At a later date, separate from any MDC evaluations
- I've seen it both ways
- I haven't been to an initial IFSP meeting yet


  
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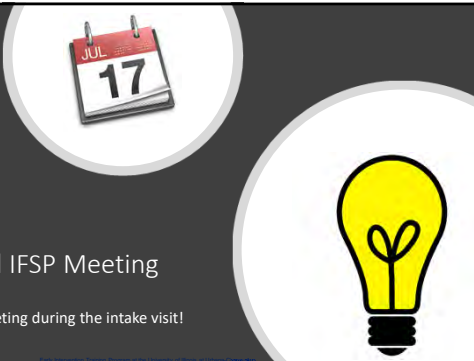
14

## Pre-Initial IFSP Meeting

- Schedule and facilitate meeting
- Complete required forms
- Gather specific data
- 45-day timeline




15




## Pre-Initial IFSP Meeting


Schedule this meeting during the intake visit!


  
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16



## Pre-Initial IFSP Meeting


  
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17

## Waiver of Written Prior Notice

**CHILD AND FAMILY CONNECTIONS WAIVER OF WRITTEN PRIOR NOTICE**


Child's Last Name, First Name & Middle Initial: \_\_\_\_\_ CBO/EI #: \_\_\_\_\_

Child's Date of Birth: (Month/Day/Year) \_\_\_\_\_

**SECTION 1. COMPLETED BY SERVICE COORDINATOR**

I certify that two or more disciplines: 1) reviewed all applicable and available developmental and, if appropriate, medical information; 2) either conducted developmental evaluations or reviewed existing, current developmental evaluations; and 3) concur on a recommendation regarding eligibility.

Service Coordinator's Signature \_\_\_\_\_ Date \_\_\_\_\_


  
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18


## Waiver of Written Prior Notice

**Based on the findings of the team of evaluators and in accordance with Bureau of Early Intervention policy, this child is/are:**

Eligible

If eligible, the following criteria have been established:

- Eligible level of developmental delay (30% or more in one or more domains);
- Measured by Department approved diagnostic instruments and standard procedures; or
- Confirmed through informed clinical judgment of qualified staff based upon multidisciplinary evaluation & assessment if the child is unable to be appropriately and accurately tested by the standardized measures available.
- Physical or mental condition which typically results in developmental delay; and/or
- At risk of substantial developmental delay, according to informed clinical opinion
  - Parent has been diagnosed with a Department-defined eligible medical condition, and/or
  - Three or more Department-defined at risk conditions have been met



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19

## Waiver of Written Prior Notice

**SECTION 2: REVIEWED WITH, COMPLETED AND SIGNED BY PARENT/GUARDIAN**


IF ELIGIBLE, OBTAIN PARENT/GUARDIAN INITIALS AND SIGNATURE:

- The evaluation/assessment results have been sufficiently explained to me. \_\_\_\_\_ Initials
- I am comfortable with my level of understanding about my child's development in all areas at this time. \_\_\_\_\_ Initials
- I understand that I do not have to develop my child's Individualized Family Service Plan (IFSP). \_\_\_\_\_ Initials
- I understand that if I choose to schedule my IFSP development meeting for another day, I will not jeopardize any covered Early Intervention (EI) services/supports that my child or family may need. \_\_\_\_\_ Initials

By signing below, I waive my right to written notice prior to eligibility determination and IFSP development, including the determination of appropriate early intervention services and supports. I understand that I have the right to dispute the determination of services/supports identified in the IFSP and can find information regarding the dispute process in the State of Illinois Infant/Toddler & Family Rights under IDCA for the Early Intervention System booklet.

Parent/Guardian Printed Name \_\_\_\_\_ Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Make sure family understands their rights!




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20

## Pre-Initial IFSP Meeting

- Gather supplementary IFSP pages
- Prepare heading of forms ahead of time
- Save rest of form information for the meeting!




Print sheet of labels with child's name, Birthdate and EI# for document headers!




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21



Bring multiple outcomes pages!


Bring additional blank family consideration pages!






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22







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23

## Pre-Initial IFSP Meeting

- ✓ IFSP pages
- ✓ Consents
- ✓ Other forms
- ✓ Family rights
- ✓ HIPAA forms





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24

### Pre-Initial IFSP Meeting




- Check Benefit Verification for insurance restrictions
- Follow up on other insurance matters
- Follow up on outstanding prescription forms
- Review any evaluation reports for accuracy
- Run Family Fee report for visual aid
- Prepare and send IFSP meeting letter

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25



Questions?

26

### Initial IFSP Meeting



- Family
- Service Coordinator
- Initial evaluators
- Other family supports

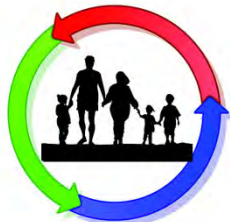
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27

### Initial IFSP Meeting

- Family - most important team member!
- EI providers support families
- Decisions are made by the team
- Service coordinator facilitates discussion



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28

### IFSP Meeting

- Introductions and family update
- Principles of Early Intervention
- Review of priorities
- Levels of Development
- Child Outcomes Summary
- Development of functional outcomes
- Services to meet those outcomes
- Frequencies
- Consent

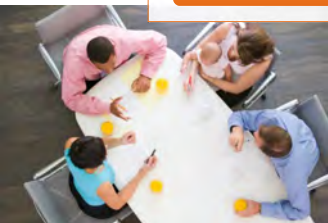

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29

### IFSP Meeting


Introductions and family update

Arrive a little early to get organized!

Find out if other evaluations or tests completed since last meeting!

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30




### IFSP Meeting

**Principles of Early Intervention**

- 1) The primary goal of EIS is to support families in promoting their child's optimal development and to facilitate the child's participation in family and community activities.
- 2) The focus of EI is to encourage the active participation of families in the therapeutic process by integrating intervention strategies into family routines. It is the parents who provide the real early intervention by creatively adapting their child care methods to facilitate the development of their child, while balancing the needs of the rest of their family.
- 3) EI requires a collaborative relationship between families and providers, with equal participation by all those involved in the process. An on-going parent-professional dialogue is needed to develop **individualized, measurable, and meaningful therapeutic activities** that are family-centered, functional, and measurable. **Intervention activities** should be integrated into family routines, with **specific activities on a daily basis**.
- 4) Intervention should be monitored periodically to assure that the strategies implemented are successful in achieving outcomes.
- 5) Children and their families in the Early Intervention System deserve to have services of highest quality possible. High standards will be set for the training and credentialing of administrative and intervention staff. Training, supervision, and technology will be leveraged to achieve excellence.

*Adapted by the Illinois Interagency Council on Early Intervention (ICEI) - October 4, 2007*

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31


### IFSP Meeting

**RBI Report Form**

Review of Priorities

Make extra copies of page 2!

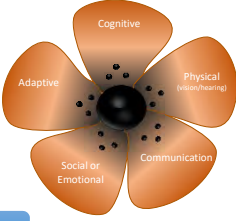
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32

### IFSP Meeting

**Levels of Development**




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33

### IFSP Meeting


**Child Outcome Summary**



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34



Who has completed the online Child Outcomes Training?


- Not yet
- Yes!
- Yes, and I've done the face-to-face as well!
- There's another training?

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35

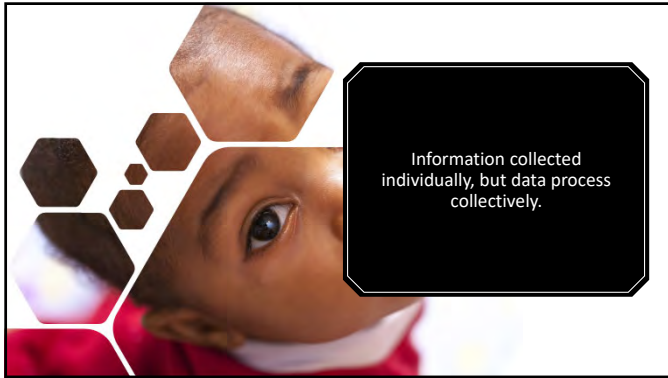
### Explaining the Child Outcomes Process to Families



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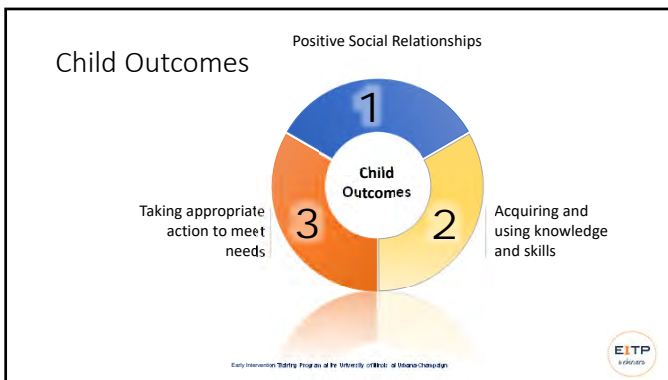
36



37



38



39

### Understanding Child Functioning

- Discuss each outcome as relates to typical child development
- Discuss child's current development
  - consider skills mastered and skills yet to be mastered
  - Relate to age-expected development
- Consider functioning across settings and situations

40

### Two Major Questions

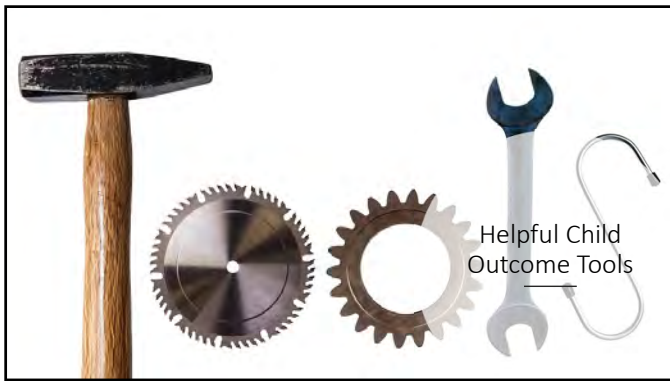
1. To what extent does this child show behaviors and skills related to this indicator appropriate for his or her age across a variety of settings and situations? (Rating: 1-7) (QUESTION a)
2. Has the child shown any new skills or behaviors related to this indicator since the last indicator summary? (yes-no) (QUESTION b)

[When do we discuss the child outcomes?](#)

41



42



43

### Child Outcomes

Litwin County Age Anchoring Tool

Outcome 1	Outcome 2	Outcome 3	Outcome 4
<p><b>Outcome 1: Positive Social Relationships</b></p> <p>Child forms and maintains positive relationships with family members, friends, and community members.</p> <ul style="list-style-type: none"> <li>Child forms and maintains positive relationships with family members, friends, and community members.</li> <li>Child forms and maintains positive relationships with family members, friends, and community members.</li> <li>Child forms and maintains positive relationships with family members, friends, and community members.</li> </ul>	<p><b>Outcome 2: Child acquires and uses knowledge and skills.</b></p> <p>Child acquires and uses knowledge and skills appropriate to their age and abilities.</p> <ul style="list-style-type: none"> <li>Child acquires and uses knowledge and skills appropriate to their age and abilities.</li> <li>Child acquires and uses knowledge and skills appropriate to their age and abilities.</li> <li>Child acquires and uses knowledge and skills appropriate to their age and abilities.</li> </ul>	<p><b>Outcome 3: Child takes appropriate action to meet his/her needs.</b></p> <p>Child takes appropriate action to meet his/her needs across settings and situations.</p> <ul style="list-style-type: none"> <li>Child takes appropriate action to meet his/her needs across settings and situations.</li> <li>Child takes appropriate action to meet his/her needs across settings and situations.</li> <li>Child takes appropriate action to meet his/her needs across settings and situations.</li> </ul>	<p><b>Outcome 4: Child uses appropriate materials to create and enhance his/her environment.</b></p> <p>Child uses appropriate materials to create and enhance his/her environment.</p> <ul style="list-style-type: none"> <li>Child uses appropriate materials to create and enhance his/her environment.</li> <li>Child uses appropriate materials to create and enhance his/her environment.</li> <li>Child uses appropriate materials to create and enhance his/her environment.</li> </ul>

44

### Outcome 2: Child acquires and uses knowledge and skills.

How would you expect other children this age to act in these situations?

Child Outcome 2: Child acquires and uses knowledge and skills.

How would you expect other children this age to act in these situations?

45

### Outcome 3: Child takes appropriate action to meet his/her needs.

How would you expect other children this age to act in these situations?

Child Outcome 3: Child takes appropriate action to meet his/her needs.

How would you expect other children this age to act in these situations?

46

### Decisions for Outcome Ratings

For Use with the Child Outcomes Summary (COS) Form

Outcome Rating	Description
7	Child meets functional expectations for his or her age or all or almost all immediate expectations for his or her age. Child's functioning is generally a considerable improvement over the child's functioning in the outcome area. This concerns age-appropriate skills.
6	Child's functioning is generally a considerable improvement over the child's functioning in the outcome area. This concerns age-appropriate skills.
5	Child's functioning is generally a considerable improvement over the child's functioning in the outcome area. This concerns age-appropriate skills.
4	Child's functioning is generally a considerable improvement over the child's functioning in the outcome area. This concerns age-appropriate skills.
3	Child's functioning is generally a considerable improvement over the child's functioning in the outcome area. This concerns age-appropriate skills.
2	Child's functioning is generally a considerable improvement over the child's functioning in the outcome area. This concerns age-appropriate skills.
1	Child's functioning is generally a considerable improvement over the child's functioning in the outcome area. This concerns age-appropriate skills.

47

### Decision Tree for Summary Rating Discussions

Does the child ever function in ways that would be considered age expected with regard to this outcome?

If No: Does the child use any immediate foundational skills related to this outcome upon which to build age-appropriate functioning across settings and situations?

If Yes: Does the child function in ways that would be considered age expected across all or almost all settings and situations?

If No: To what extent is the child using immediate foundational skills across settings and situations?

If Yes: Does anyone have concerns about the child's functioning with regard to the outcome area?



Final Rating: Not yet, Between Not Yet and Nearly, Nearly, Between Nearly and Somewhat, Somewhat, Between Somewhat and Completely, Completely.

48



### Important to Remember

- + Child Outcomes Summary is not an assessment
- + Uses information from assessment tools and observations to get a global sense on how the child is functioning
- + Rating is based on the child's functioning across setting and situations not the ideal situation





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49


### Back to the agenda...

- Introductions and family update
- Principles of Early Intervention
- Review of priorities
- Levels of Development
- Child Outcomes Summary
- Development of functional outcomes
- Services to meet those outcomes
- Frequencies
- Consent




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50



### When do we determine the services a child eligible for EI will receive?


- We should know right away based on eval results
- Once the family lets us know their priorities, we can determine services
- When looking at ways to improve the child outcomes
- We should have all IFSP outcomes and strategies determined before we think about services



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51

### IFSP Meeting



#### Development of Functional Outcomes


- Goals for next 6-12 months
- Determined from family priorities
- Functional and measurable



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52

### IFSP Meeting



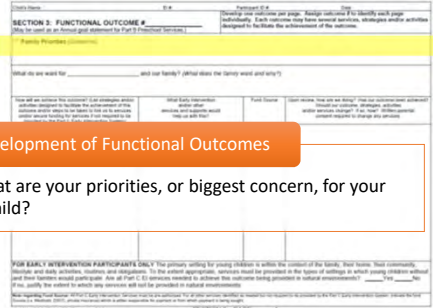
#### Development of Functional Outcomes

What would you like your child to do that he/she is not doing at this time?




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53



#### Development of Functional Outcomes

What are your priorities, or biggest concern, for your child?



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54

SECTION 3: FUNCTIONAL OUTCOME #

What do we want for \_\_\_\_\_ and our family? (What does the family want and why?)

Development of Functional Outcomes

55

SECTION 3: FUNCTIONAL OUTCOME #

Development of Functional Outcomes

Strategies  
Team discussion  
Focused on routines  
Simple and understandable

56

SECTION 3: FUNCTIONAL OUTCOME #

Services to meet those outcomes

- Who is going to work with the parent to support this outcome
- Outcome does not “belong” to specific discipline
- Multiple supports and services can support single outcomes as appropriate

57

SECTION 3: FUNCTIONAL OUTCOME #

Services to meet those outcomes

- Services and supports only discussed after all outcomes are fully developed!

58

When do we determine the services a child eligible for EI will receive?

- We should know right away based on eval results
- Once the family lets us know their priorities, we can determine services
- When looking at ways to improve the child outcomes
- We should have all IFSP outcomes and strategies determined before we think about services

59

Frequencies

- Frequency of service is the last step in the IFSP process
- Determine family's and other caregiver's abilities, supports, and strengths
- Service added incrementally and one at a time
- Avoid duplication of services

All outcomes are developed prior to engaging in any discussion about frequency.

60

**SECTION 7. IMPLEMENTATION AND DISTRIBUTION AUTHORIZATION**

**FOR EARLY INTERVENTION PARTICIPANTS ONLY**

The contents of the IFSP have been explained to me. I understand that I may refuse any or all of the services offered by the Title I Part H, or 2000 may not receive those services through the early intervention program. I am authorized that I may request an immediate administrative hearing or mediation regarding the services offered and receive the subsequent services while the dispute is being resolved. I already have an IFSP. I agree to receive the services currently being provided, with the above in being resolved. I agree to the services. I understand that I may be provided, I understand and agree that I should notify the provider of any immediate changes. I am not allowing the removal of services which do not require my written consent at the time of the meeting. However, I agree to request a modification of my consent. I agree that I will be responsible for the cost of the services. I understand that the IFSP must be reviewed every 90 days, or more often if necessary. I agree to the Department of Health Services, or the agency for the Title I Early Intervention Program, may change implementation of services or request to be funded by the agency and a part of the cost for all services subject to be funded by the Title I family with a letter regarding the service approval.

I hereby consent to all Early Intervention services needed.

I hereby consent to all Early Intervention services needed.

I hereby refuse the Early Intervention services offered below.

Consent to the following implementation agreement services offered below:

Name	Role	Address	Phone

Parent or Surrogate Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Other Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Consents

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61

**SECTION 8. MEETING PARTICIPANT/CONTRIBUTOR LIST**

Name	Role	Participated/Contributed	Name	Role	Participated/Contributed

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62

**IFSP Meeting**

SC responsibilities **before** providers leave

- track time of meeting
- IF able to use computer in real time...
  - Enter the IFSP dates on PA35 in the VSTONE system
  - Generate meeting authorizations (can give auth numbers to providers)

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63



64

IFSP meeting is over and the providers leave, yet there is still more to do with the family...

65

**While still in the home...**

- Confirm selection of family's top 3 service providers for each service identified
- Consent to release information to new providers
- Obtain proof of income
- Obtain consent for private insurance use
- Complete and family sign Family Participation Fees Payment Agreement

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66

### Post IFSP Office Activities



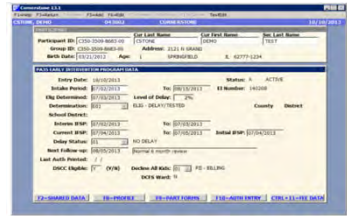
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67

### Post IFSP Office Activities

- Enter PA35 in VSTONE
- Enter IFSP meeting authorization (IM) in VSTONE for all providers that attended
- Enter SV01 in VSTONE (you will need ICD-10 code)
- Prints and combines electronic pages with handwritten pages - office



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68

### Post IFSP Activities

Type	Type IFSP
Review	Review evaluation reports for accuracy
Identify	Identify and contact ongoing providers – from family's top three choices
Enter	Enter ongoing authorizations

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69


### Entering Authorizations

What types of authorizations do you need to consider for each therapeutic service?

What about for interpreters?

Assistive Technology?

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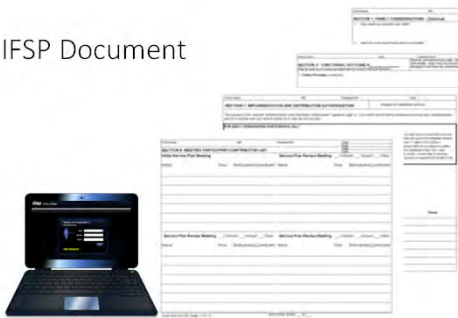


70


### What about IFSP development time?

71

### IFSP Document



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72

### Post IFSP Activities


Check

Check Benefit Verification for insurance restrictions for any new information

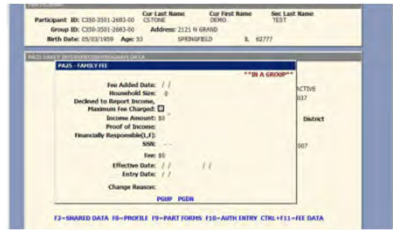
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Follow up

Follow up on prescription from physician for ongoing providers



73



- Enter annual income in PA25
- Run family fee report again (run before meeting as well)


### Post IFSP Activities

74

### Post IFSP Activities

Type	Mail - Family	Mail - Providers
Type IFSP cover letter summarizing <ul style="list-style-type: none"> <li>IFSP dates, services, and</li> <li>Family Fee Information</li> </ul>	Letter IFSP Evaluation reports Illinois Early Intervention Services System Family Participation Fees Payment Agreement Family Fee report	Mail to evaluators, ongoing providers, and primary care physician <ul style="list-style-type: none"> <li>Evaluation reports</li> <li>IFSP</li> <li>Front and back of insurance card if billing insurance!</li> </ul>


**Make sure you have consents to release information!**



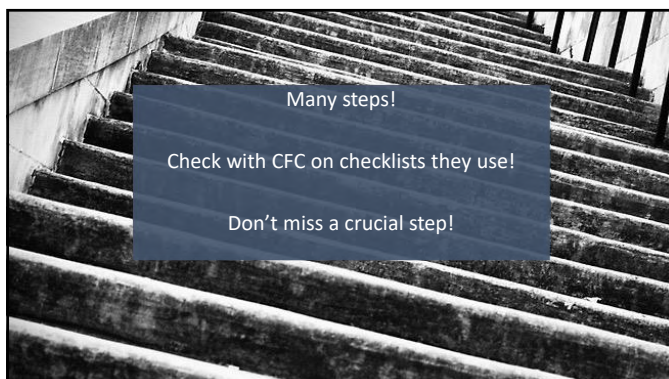
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## After all the Initial Paperwork is done, and documents mailed...

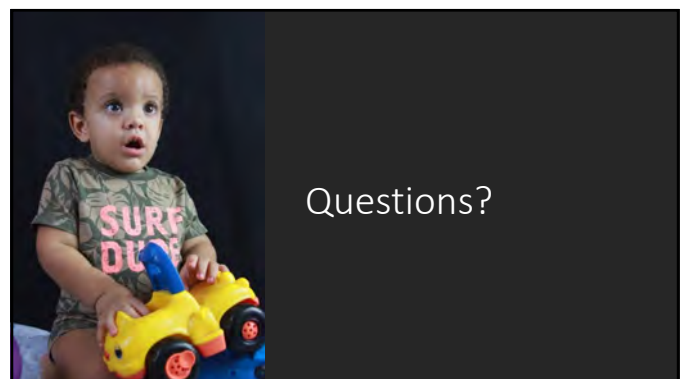
Monitor the IFSP monthly by contacting family and other team members that are supporting the family!



76




77



78



Thank you for participating!  
Next Week's Webinar: Ongoing  
IFSP Monitoring



Baby Interactions: Theory, Practice and the University of Illinois at Urbana-Champaign

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Education Institute for Teachers and Parents