

The Early Intervention Training Program at the University of Illinois presents

## Online System Overview Follow - up Session (SOFU)

2-part event: 9 - 11 am and 1-3 pm

Test microphone and speakers

Test Microphone: Ring (On/Off) High Definition Audio

Test Speakers: Ring (On/Off) High Definition Audio


Test Microphone: Ring (On/Off) High Definition Audio

Test Speakers: Ring (On/Off) High Definition Audio

- Maximize your screen to show all the controls
- There is minimal audio before the webinar begins
- Test your microphone and speakers (see red box)

Participants Chat

## Online System Overview Follow - up Session (SOFU)





## Agenda

1. Introductions
2. Early Intervention System
3. EI Process (*the Family's Journey*)
4. EI Billing and Payments
5. Working in Early Intervention (*your Journey*)

Your SOFU toolkit is at <https://blogs.illinois.edu/view/6150/807293>

## ILLINOIS STATE LICENSURE\* credit




\*OT, PT, SLP, SW, LCPC, Nutrition/Dietitian


➔


Find email from EITP (eittraining@illinois.edu) AFTER training

Certificate of completion emailed within 24 hours of session ending

## Zoom Basics

Test Mic/Speakers

Test Microphone: Ring (On/Off) High Definition Audio

Test Speakers: Ring (On/Off) High Definition Audio


Test Microphone: Ring (On/Off) High Definition Audio

Test Speakers: Ring (On/Off) High Definition Audio


Participants Chat

## Microphones

**Muted**




Unmute




Start Video

**We can hear you**  
(and your phone call, your dog, etc)



Mute



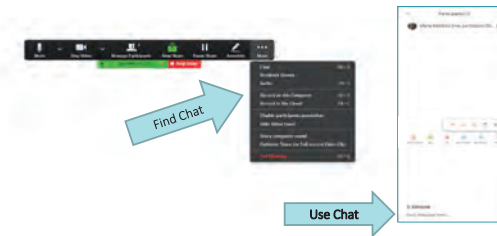
Stop Video

## Participants Window:

You must have your full name listed for attendance!



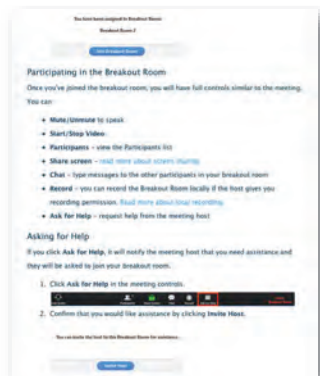
## Chat



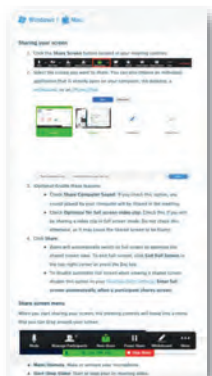
## Polls



## Breakout Rooms



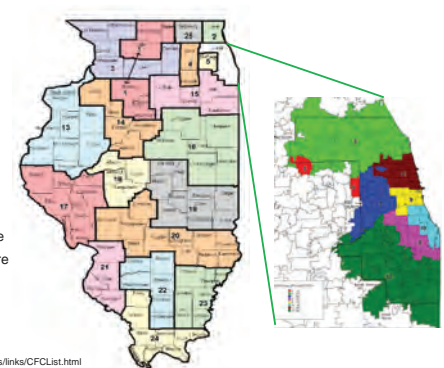
## Sharing Screen



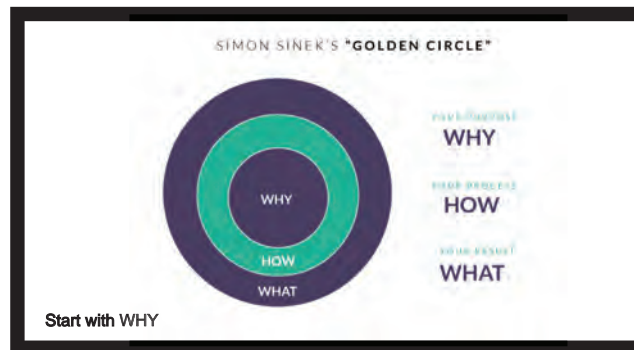
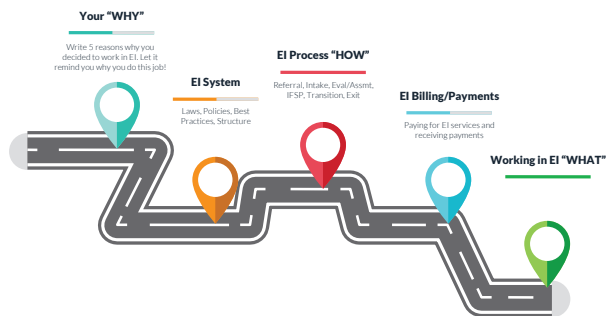
## Introductions

Indicate in chat:

- City, County of residence
- CFC #s, if known, you are considering working with
- Role/Discipline



<http://www.siu.edu/ProviderConnections/links/CFCList.html>



## Your EI Journey

Think back on your own journey and identify 5 significant moments that have helped you to get here.

# 1. Early Intervention System

## The Goal of Early Intervention

“...To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in childcare, in preschool or school programs, and in the community.”

from ECTA Outcomes Center "At a Glance: Child & Family Outcomes" (December 2010) based on Family and Child Outcomes for Early Intervention and Early Childhood Special Education. (April 2005).

- ## Shared Vision, Mission and Principles
- [National Mission and Vision](#)
  - ☒ [Illinois EI Principles](#)
  - ☒ [DEC Recommended Practices](#)
  - ☒ Partnering with Families
  - ☒ Evidence-Based Practices

### The Principles of Early Intervention

Adopted by the Illinois Interagency Council on Early Intervention (IICEI) - October 4, 2001

1. The primary goal of EI 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 imbedding 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, implement, monitor, and modify therapeutic activities.
4. Intervention must be linked to specific goals that are family-centered, functional, and measurable. Intervention strategies should focus on facilitating social interaction, exploration, and autonomy.
5. Intervention shall be integrated into a comprehensive plan that encourages transdisciplinary activities and avoids unnecessary duplication of services. The plan shall be built around family routines, with written home activity programs to encourage family participation in therapeutic activities on a daily basis.
6. Intervention should be monitored periodically to assure that the strategies implemented are successful in achieving outcomes.
7. 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 focused to achieve excellence.

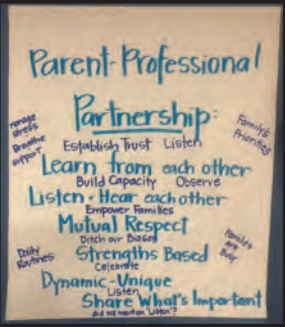
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## 15-second Stretch Break!



### What values we share




**Parent-Professional Partnership**

Learn from each other  
Listen - Hear each other  
Mutual Respect  
Strengths Based  
Dynamic-Unique  
Share what's important


Establish Trust  
Build Capacity  
Empower Families  
Ditch our biases  
Listen  
Observe  
Celebrate  
Family priorities  
Daily kindness  
Don't ask "What's wrong?"

## Where do you stand?

- Agree or disagree?



### 2 Minute Stretch Break ☺



## Where do you Stand

Google Doc



Any questions?

15- second Stretch Break!

## Poll

How comfortable are you?

- Mandated Reporting
- ☑ HIPAA



## Mandated Reporting and HIPAA

- Take a few minutes to review the Mandated Reporting and the HIPAA resource pages using the links in your toolkit.
- ☑ Any questions on these topics??

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## Family Rights

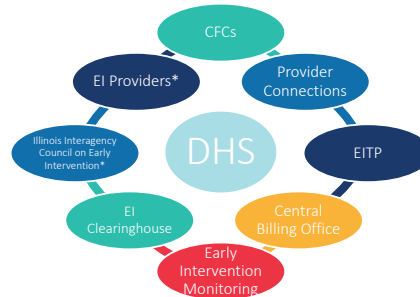
Multidisciplinary Eval/ASSMT 45 days referral	IFSP 45 days of referral, ongoing monitoring	Privacy and Consent	Refusal of Services
Prior notice	Record Review	Info in Native Language	Right to disagree, complain, mediation

Let's look at the right of written prior notice.

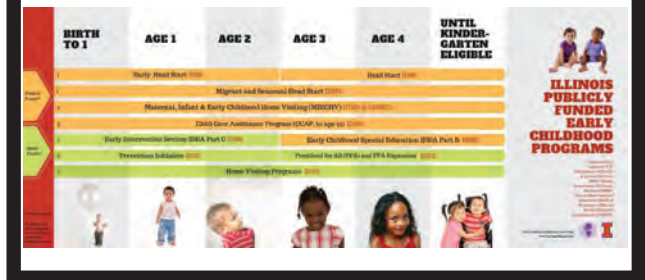
Imagine that you are the interventionist that has worked with a family for a year. The annual review review is coming due. The family is entitled to prior notice.

**Why is this important?**

## IL Early Intervention System of Supports



## Related Programs



## Teaming and Collaboration Resources

Go to our resource page for helpful tools/tips/articles

<https://blogs.illinois.edu/view/6039/307666>

**Any questions?**

**2- hour lunch break!**

Welcome Back!



## Online System Overview Follow - up Session (SOFU)

– Part 2

Any questions  
from this morning?

## Measuring the Success of EI

- Child Outcomes
- ☒ Family Outcomes

## Early Intervention

### Family Outcomes Survey

- Family System Outcomes
- Know Their Rights
  - Communicate Their Child's Needs
  - Help Their Child Develop & Learn

### Child Outcomes Summary Process

- Child System Outcomes
- Social Relationships
  - Use of Knowledge & Skills
  - Taking Action to Meet Their Needs

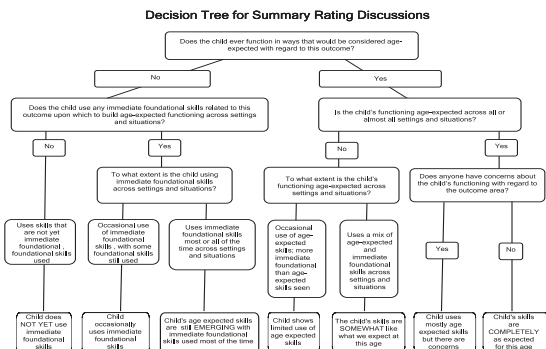
### Current Illinois Family Outcomes Survey

Two versions of the Family Outcomes Survey form are shown side-by-side. The left form is titled 'Family Outcomes Survey' and 'SECTION A: Family Outcomes'. The right form is titled 'Family Outcomes Survey' and 'SECTION B: Outcomes of your family'. Both forms contain various sections for recording data, including 'Outcome 1', 'Outcome 2', 'Outcome 3', and 'Outcome 4'. They also include 'Marking instructions' and a 'CHECKED' box.

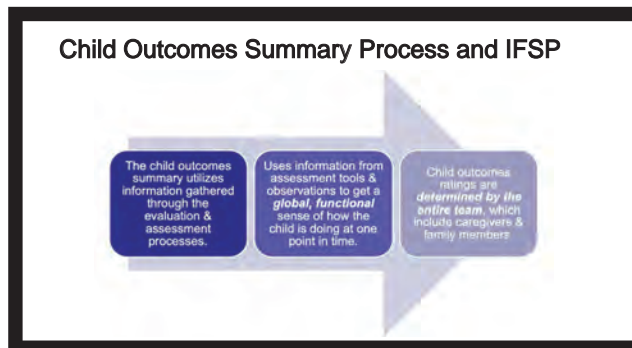
## Child Outcome Summary Process







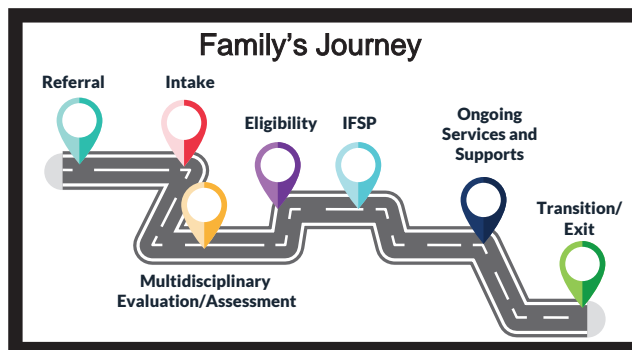
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Any questions?

## Early Intervention Process

2.



"Every relationship has the potential and power to enhance other associated relationships."  
(Gilkerson & Taylor-Ritzler, in press; Weston et al, 1997)





Documentation  
resource to  
help your work!



## Referral

- 45 timeline
- ☒ Referrals can come from anywhere
- ☒ [Standardized Illinois Early Intervention Referral Form](#) (pdf) - Updated 3/2018, revised 1/8/19

Any questions about  
REFERRAL?

## What Is Family Assessment?

Family assessment is inviting a family to share information, voluntarily, to help the early intervention team better understand their family, their concerns, priorities, and resources as it relates to their child's development and learning.

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*Formalized during the intake process with the  
Service Coordinator  
Intake Assessment, ASQ-SE2, Routines Based Interview (RBI)*

Intake:  
CFC Intake/Soc. Hx

Three overlapping forms for "CFC Intake/Social History Summary". The forms contain sections for "Family Information", "Child Information", and "Service Information". Some sections are highlighted in yellow. The forms are titled "CFC Intake/Social History Summary" and "CFC Intake/Social History Summary".

CFC Intake/Social History Summary

Any questions about  
INTAKE?

## Multidisciplinary



- In the chat, How does using a multidisciplinary approach in the developmental model align to our shared vision/principles?
- ☒ How is this different from a medical model?

## IL Multidisciplinary Team

- All developmental domains must be covered in the multidisciplinary evaluation.
- **At least 2 disciplines must be a part of the eligibility team** in addition to the family and service coordinator.



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## Assessment Tools



[APPROVED ASSESSMENT INSTRUMENTS](#) (UPDATED 8/2016)



GLOBAL ASSESSMENT TRAININGS  
FROM EITP: BDI-2, HELP, DAYC-2

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## Authentic Assessment

- Authentic assessment is assessment of the child's skills in the real-life contexts of family, culture and community rather than discrete isolated tasks irrelevant to daily life.
- ☒ EITP Online training available "Authentic Assessment in EI"

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- What is the difference between **evaluation** and **assessment** ?



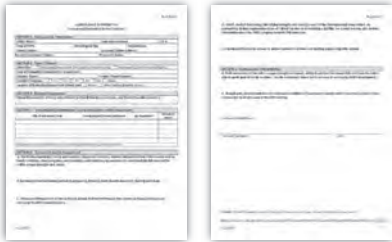
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## IDEA Part C Definitions

**Evaluation** means the procedures used by qualified personnel to determine a child's initial and continuing eligibility for Part C services and supports

**Assessment** means the ongoing procedures used by qualified personnel to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs throughout the period of the child's eligibility

## Evaluation/Assessment Report Format



- Provider Handbook
- ☑ [Evaluation-Assessment Report Format – R12-01-15 – Word](#)

## Reporting Cautions

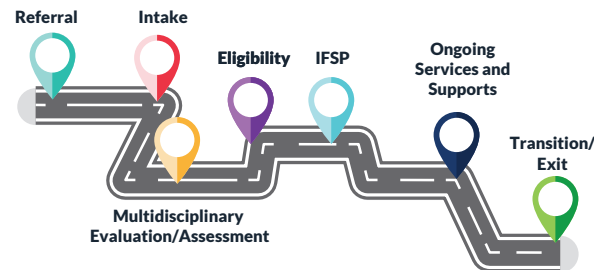
*What might be some cautions to be aware of in reporting ?*

*What do these things “say” to a family reading your report?*

Any questions about  
EVALUATION/ASSMT.?

15- second Stretch Break!

## Family's Journey



## Eligibility

Eligibility



- Illinois Criteria
  - ☑ Approved Medical Diagnosis
  - ☑ Domain Delay
  - ☑ At-Risk Criteria
- ☑ Authorization Information

## Eligibility Criteria in Illinois

Approved Medical Diagnosis

30% Developmental Delay based upon domain level functional performance

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At-Risk Criteria including parent mental illness or developmental disability or other risk criteria as defined.

## Domain Level Performance

Must use a testing tool from the Approved Instrument List, & must integrate that information with other sources of information such as:

- their observations of the child
- the child's skills in the context of daily routines & activities,
- the way in which the child's challenges are impacting other areas of development or behavior,
- and come to a team consensus on how the child is functioning compared to age expectations.

## Authorization Information



E=Evaluation=Eligibility



A=Assessment=Already Eligible

## A Few Reminders About Eligibility



Eligibility is always a team decision



Eligibility is for access to the EI System, not for particular services within the system



There is no one formula for determining eligibility as each testing tool and each child's circumstances are unique



There will be instances where the approved testing tool you use does not give you the neat numbers you need for eligibility

Any questions about  
**ELIGIBILITY?**

## Key Steps: IFSP Process



Keep in mind the critical timelines set in the IDEA regulations!



## IFSP Meeting

[Sample IFSP Agenda](#)

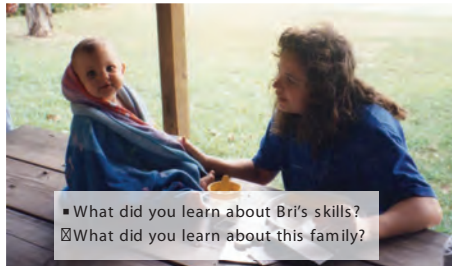
1. Introductions
2. Review Principles of Early Intervention
3. Family update
4. Review of evaluation and assessment strengths and areas of concern
5. Child Outcome Measures determination
6. Review and clarification of family concerns/priorities
7. Functional IFSP outcomes and strategies development
8. Service plan
9. Provider selection



## Individualized Family Service Plan

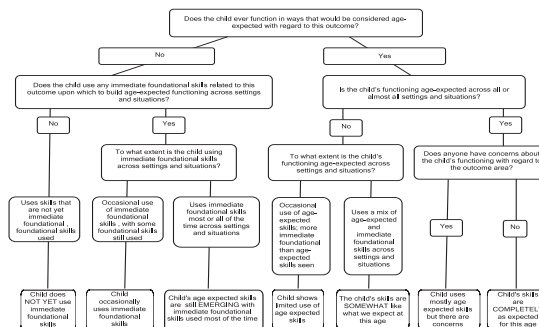
Bri's Story

## Levels of Development



- What did you learn about Bri's skills?
- ☒ What did you learn about this family?

### Decision Tree for Summary Rating Discussions



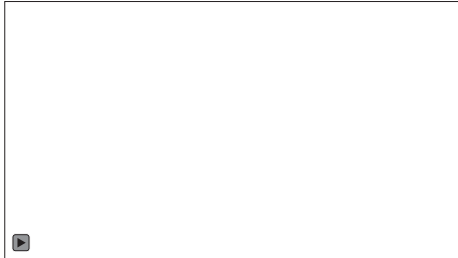
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## Child Outcomes Measuring Bri's skills

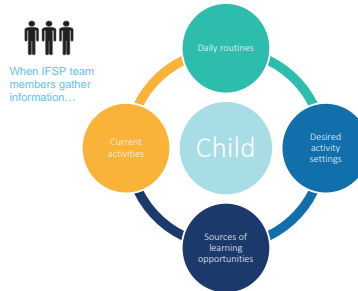
- Positive social/emotional skills
- Acquire and use knowledge and skills
- Use appropriate behaviors to meet needs



## 5-minute play break!



### IFSP Outcomes Come Naturally



### Requirements for IFSP Outcomes

#### IFSP must include:

- A statement of the measurable results or measurable outcomes expected to be achieved for the child and family (including pre-literacy and language skills as developmentally appropriate for the child)
- ☑ The criteria, procedures, and timelines used to determine the degree to which progress toward achieving the results or outcomes is being made and whether modifications or revision of the expected results or outcomes or services are necessary

"Developing High-Quality, Functional IFSP Outcomes and IEP Goals Training Package," ECTA Center, <https://ectacenter.org/knowledgepath/ifspoutcomes-ispgoals/ifspoutcomes-ispgoals.asp>

34 CFR § 303.344 (c)  
IDEA (2018)

### Most basic version of writing outcomes

1. **Name of the child**
2. **Action Verb**
3. **Where outcome happens**
  - Where its demonstrated or practiced
4. **Rationale**
  - Reason child is doing this, which ties back to priority

Modified from Pletcher, L., & Younggren, N. (2013)



### Most basic version of writing outcomes

1. **Name of the child:** Carson
2. **Action Verb:** will feed himself
3. **Where outcome happens:** during mealtime
4. **Rationale:** in order to gain independence and prepare for preschool.

Modified from Pletcher, L., & Younggren, N. (2013)



### SMART Outcomes (Jung)

#### Specific

- Is the outcome clear and understandable by family?

#### Measurable

- Will the outcome be obvious when its met?
- What is the criteria and conditions?

#### Attainable

- Can the outcome be expected to happen within a few months?

#### Routines-Based

- Is the routine clearly embedded in the outcome?

#### Tied to a Priority

- Is the rationale evident?
- Is it tied to a family priority – not discipline or instrument driven?

Modified from Pletcher, L., & Younggren, N. (2013)

## The “F” Word: Functional

**Functional** refers to “things that are useful and meaningful in the context of everyday living and represent an integrated series of behaviors or skills that allow a child to achieve important everyday goals and participate in day-to-day routines”.

Pletcher, L., & Younggren, N. (2013). *The Early Intervention Workbook: Essential practices for quality services*. Baltimore, MD: Paul H. Brookes Publishing Co.

## Functional vs Isolated Skills

**Functional** refers to “things that are **useful and meaningful in the context of everyday living** and represent an integrated series of behaviors or skills that allow a child to achieve important everyday goals and participate in day-to-day routines”.

- Does the skill have a function?
- Can the child carry out meaningful behaviors in a meaningful context?

YES:  
Functional  
skill

NO:  
Isolated  
skill

Pletcher, L., & Younggren, N. (2013).

[IFSP Pages - Writable \(not in Cornerstone\)](#)

[IFSP Sample](#)



## Family Centered Functional Outcomes



## Outcomes review

= OUTCOMES =

**FUNCTIONAL OUTCOMES:**  
Based on Family Priorities - Individualized  
Group with IFSP Modeling, Objectives/Measurable  
\* WHAT DO WE WANT FOR OUR CHILD - FAMILY  
\* HOW WILL WE ACHIEVE IT  
\* WHAT IS SUCCESSFUL BEHAVIOR  
\* SMART - Specific, Measurable, Achievable, Relevant, Time-bound

**FAMILY OUTCOMES SURVEY:**  
Family  
Knowledge/Skills gained by Family  
Match the EI Principles

**CHILD OUTCOMES: "0-9-10"**  
Individual - Annual - BIP  
National  
Social Relationships/Involvement  
Knowledge/Doing Appropriate Actions  
Benefits - Learn Role

Functional - Meaningful to Family/Child in Context  
of everyday

## Outcomes to Strategies

<http://go.illinois.edu/blankfridgeable>

"Fridgeable Strategies for Bri and Family"

Daily Routine Or Activity	Outcome: Bri uses words so people can understand her.	Outcome:	Outcome:	Outcome:
Grocery Shopping				
Mealtime				
At the Park				





Reminder: This work is done as a team!



Contact the EI Clearinghouse and they can send you copies of this to share with families and IFSP team members!



Review Harpers Hope and look for a two minute segment and build the priorities, outcomes, and strategies

Any questions about IFSP?



## From IFSP Meeting to Intervention



## Natural Environments

- [Natural Partners in Natural Environments](#) (booklet)
- ☒ [Working in Child Care as an EI Provider](#)
- ☒ [Working with Early Intervention as a Child Care Provider](#)

OUR MISSION:  
- NATURAL ENVIRONMENT-  
ENHANCE LEARNING/DEVELOPMENT THROUGH EVERYDAY LEARNING OPPORTUNITIES  
Kids learn best within context of naturally occurring activities, routines & settings rather than contrived  
Develop functional skills in natural settings → generalize  
- INVOLVING PARENTS IS EMPOWERING  
Relevant - Reduces Stress  
ALL FAMILIES... PRIORITIES... INTERESTS... PRACTICE

## Additional Early Intervention Meetings



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Any questions about  
**ONGOING SUPPORTS/SERVICES?**

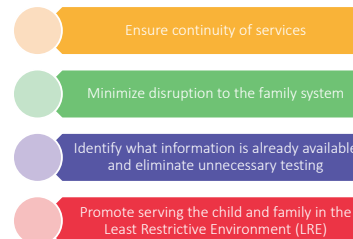
## Transition/Exit

Transition/  
Exit



- Goals
- ☒ Timeline
- ☒ Resources

## Goals for Transition



## Distinction in Terminology

Transition Planning	Transition Planning Conference	Domain Review
<ul style="list-style-type: none"> <li>Outcome and strategy development that are part of the IFSP</li> <li>IFSP team in attendance</li> </ul>	<ul style="list-style-type: none"> <li>REQUIRED meeting held by 2.9</li> <li>SC, Parent, LEA rep and evaluator(s) in attendance at minimum</li> </ul>	<ul style="list-style-type: none"> <li>Meeting held by LEA to determine if additional evaluations/assessments needed</li> <li>IEP team in attendance</li> </ul>

## Transition Resources

EITP Online Trainings:

- [Transition: Partnering with Families as They Leave Early Intervention](#)
- [Transition: Understanding Least Restrictive Environments](#)



Any questions about  
TRANSITION/EXIT?

## 3.

### Early Intervention Billing and Payments

## ENROLLMENT

Setting yourself up as  
a vendor - NPI  
National Plan and  
Provider Enumeration  
System

Enroll with IMPACT

You can apply for  
IMPACT and EI  
Credential at the same  
time!

## EI Central Billing Office



- [EICBO Billing Information for Providers \(pdf\)](#) – your billing handbook!
- ☑ [eclaims](#) is where you submit claims electronically to the Central Billing Office. This software is free, easy to use and completely HIPAA compliant. Additionally, it drastically cuts the time from claim submission to provider payment, creates a permanent record of your billing and submission dates, and reduces your cost of doing business in EI. To get started simply visit <http://spicclaims01eicbo.info/> and view the initial sign up documentation.

Any questions about  
billing and payments?

4.

Working in Early  
Intervention

## Credentialing Basics



Complete most updated application —  
<http://www.wiu.edu/ProviderConnections/>

Credentialing Requirements -  
<http://www.wiu.edu/ProviderConnections/credReq.php>

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## Instructions for New EI Credential



- Provider Connections has instructional video on filling out the [EI Credential Application](#)
- ☑ Remember: you must have an **NPI** to apply for EI Credentialing
- You can apply for **IMPACT** and EI Credential at the same time!
- Provider Connections page has many resources to help!

## Taking Care of You!

- [Safety](#)
- ☑ Recognizing your triggers and needs
- ☑ Organizing materials and resources
- ☑ Time management
- ☑ Self-care
- ☑ [Professional Associations](#)
- ☑ [IDHS Updates and Reports](#)

## Additional tips for providers

*Practical Tips/Strategies  
for Providers:*

- Always - Start with Priorities
- Acknowledge - don't trivialize or catastrophize (not broad brush)
- Be Kind/Empathetic/Caring
- Know What's Typical/Atypical?
- Dig Deep - Problem Solve - Think Critically
- Ask Questions
- Embed Strategies throughout play
- Model - Share Info - Compliment

At How is this interfering w/ Family Activities, Learning Functioning - How would you like it to look?  
Does it require highly specialized intervention or just a slight adjust?

## Partnering with Families

- DEC RPs on Family Centered Practices
  - ☒ Parents as experts
  - ☒ Family Centered Practices Checklist
- ☒ [Working with Interpreters and Translators](#)
- ☒ Respecting Cultural Differences
- ☒ Implicit Bias
- ☒ Natural Environments
- ☒ Shared EI Philosophy
  - ☒ [What is Early Intervention?](#)
  - ☒ [¿Qué es la intervención temprana?](#)

## Principles of Family - Centered Practices

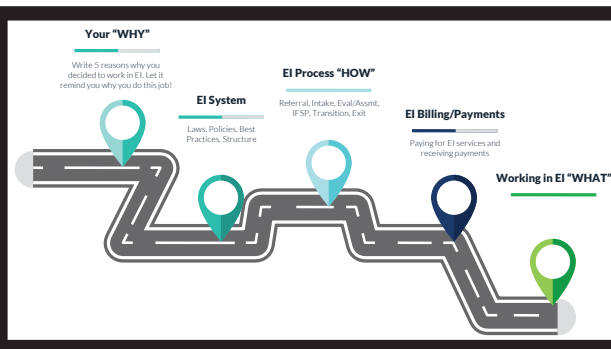
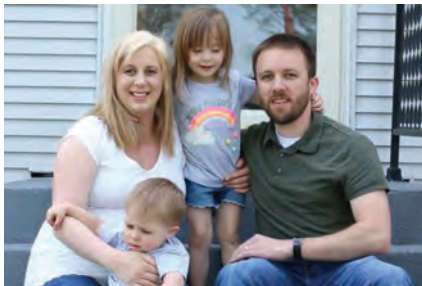
- Treat families with dignity and respect
- Are individualized
- Are flexible
- Responsive to family concerns & priorities
- Involve information sharing
- Honor family choice
- Use parent - professional collaboration
- Promote families' abilities to utilize resources and supports
- Actively involve the family



## The Goal of Early Intervention

“...To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in childcare, in preschool or school programs, and in the community.”

from ECTA Outcomes Center "At a Glance: Child & Family Outcomes" (December 2010) based on [Family and Child Outcomes for Early Intervention and Early Childhood Special Education](#), (April 2005).



Any questions?

## ILLINOIS STATE LICENSURE\* credit

\*OT, PT, SLP, SW, LCPC, Nutrition/Dietitian



Find email from EITP  
(eittraining@illinois.edu)  
AFTER training



Certificate of completion  
emailed within 24 hours of  
session ending

If you do not get your  
certificate email,  
please email  
eitp-office@illinois.edu