Information exchange: [get info from family] FC Child & Family Assessment -- what family would like for the child to be able to do functionally within typical family activities. [give info to family] Translate evaluation results into information the family can use about the child’s delay affects his or her learning. Evaluation recommendations provide specific ways to use child strengths to promote child learning and development.

1. Information exchange: [get info from family] FC Child & Family Assessment -- what family would like for the child to be able to do functionally within typical family activities. [give info to family] Translate evaluation results into information the family can use about the child’s delay affects his or her learning. Evaluation recommendations provide specific ways to use child strengths to promote child learning and development.

2. Write: functional child outcomes (goals) with family from information gathered in step 1. Goals tie to one of the 3 OSEP child outcome areas:
   (a) children have positive social relationships
   (b) children acquire and use knowledge and skills
   (c) children use appropriate behavior to meet needs

3. Plan: Steps (strategies) within typical child activities to reach each outcome (goal) and set realistic target dates (in a typical review period). The primary caregivers are the primary persons working on these strategies with the child (daily in context) with direction, guidance, and support from EI professionals.

4. Discuss: What support do adult caregivers need to implement these strategies? Select service based on what adult caregivers (family members, daycare provider, etc.) need to implement functional IFSP strategies within typical activities to reach goals. Strategies are observable child actions measureable in "real-world" measures so caregivers know when child has mastered.

5. Assess: Complete COSF rating at entrance and annually using Decision Tree and Age Anchor tools as a team with caregivers. Assist the family in writing 1 or 2 family outcomes (goals) for the adults to accomplish, based on family assessment information. Record in "Concerns" section of IFSP.

In 1986, the IDEA designed Part C programs to empower parents to be able to help their child develop and learn. The Office of Special Education Programs (OSEP) requires Part C programs to report data on their program’s effectiveness in supporting families in reaching Family Outcomes. The “F” in IFSP is for “Family.” The IFSP must be the family’s plan. Everything we do with families must help all families reach OSEP Family Outcomes:

- Families help their child develop and learn.
- Families understand their child’s abilities and special needs and advocate for their child.
- Families know their rights.

Services are determined in step 4, not prior to the IFSP meeting. IFSP services are based on what the family and other caregivers need to assist them in implementing the intervention strategies to help their child develop and learn.

Services on the IFSP are not determined:
- Based on deficits in an evaluation report
- Based on what a child “qualifies for”
Refocus on Early Learning and #RethinkDiscipline

“Research confirms what every parent knows: that the first five years of a child’s life matter greatly in determining what sort of adult he is likely to become . . . that’s why President Obama and I believe we must expand access to high-quality early childhood education.”
- Secretary Arne Duncan

The early years in a child's life build the foundation needed for success later in school and life. This period is a critically important window of opportunity where profound developments in reasoning, language acquisition, and problem solving occur. These years are particularly key for children from low-income families, children with disabilities, and English learners, whose access to high-quality early learning opportunities may determine their success in kindergarten and beyond.


The site houses resources for administrators, educators, students, parents and community members for creating a supportive school climate by supporting the social, emotional, and behavioral needs of all students.

National Policy Statement on Inclusion

A joint policy statement issued by the U.S. Department of Education (ED) and the U.S. Department of Health and Human Services (HHS) sets a vision and provides recommendations to States, local education agencies (LEAs), early childhood programs, and schools for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs.

Meaningful inclusion begins in early childhood programs and continues into schools, places of employment, and the broader community. Inclusion in early childhood programs can set a trajectory for inclusion across the life course . . .

The Departments published their shared belief in the importance of inclusive early childhood programs for all children, from those with the mildest disabilities to those with significant disabilities. The policy statement defines inclusion in early childhood programs as:

- including children with disabilities in early childhood programs, together with their peers without disabilities
- intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations
- using evidence-based services and supports to foster their cognitive, communication, physical, behavioral, and social-emotional development, friendships with peers, and sense of belonging

The policy statement supports a shared vision of inclusive learning by:

- Increasing public understanding of the science that supports meaningful inclusion of children with disabilities
- Highlighting the legal foundations supporting inclusion
- Providing recommendations to States, LEAs, early childhood programs, and schools for increasing inclusive learning opportunities for all children
- Identifying free resources for States, programs, early childhood personnel, and families to support children with disabilities learning alongside their typically developing peers

Although the policy statement focuses on early childhood, “it is the shared vision of both Departments that all Americans be meaningfully included in all facets of society throughout their course of life. Inclusion in early childhood programs can set a trajectory for inclusion across the life course,” making it critical that we include individuals with disabilities in all facets of our communities from birth.

Review: Part C Service Delivery Guidelines

All EI services on an IFSP must meet State standards as well as requirements of Part C of the Individuals with Disabilities Education Act (IDEA) (AR#5000), regardless of the child’s pay source. The selection of EI services and the location of service delivery is determined by the functional IFSP outcomes (where and when these activities take place, who will be doing these activities with the child, and how much support that adult needs in order to implement the action steps or strategies within typical family activity/ies). To the maximum extent developmentally appropriate for the child, early intervention is provided in “natural environments” defined federally as places and activities in which same-aged children without disabilities participate (34 CFR §303.26, §303.126, §303.344(d)). Qualified EI personnel promote the child’s caregivers’ ability to implement intervention strategies on the IFSP to promote the child’s active participation in activities of the family’s choosing. “Caregivers” are defined as important adults in the child’s life who care for the child in addition to direct family members such as daycare providers, friends of the family, and babysitters.

REQUIRED DOCUMENTATION OF EACH SERVICE PROVIDED (AR#5100):
Service provision must be based on an identified need as documented on the Individualized Family Service Plan (IFSP). EI services are selected based on what is necessary to meet functional child outcomes (goals and objectives) on a current IFSP. EI services must be clearly linked to the following:

- Functional child outcomes on a current IFSP
- Results of the child and family assessment
- Level of delay(s) determined by an inter-disciplinary evaluation/assessment process

Developmental Therapy/Special Instruction (AR#5200):
Developmental Therapy/Special Instruction provides direct instruction to the parent/family member or other caregiver and their infant/toddler with the goal of “training and support” of adult caregivers “to foster, promote, and enhance infant/toddler engagement in daily activities, functional independence and social interaction. Assistance will be provided to parents/families in the identification and utilization of opportunities to incorporate intervention strategies in daily life activities that are natural and normal for the infant/toddler and families.” Special instruction (DT) is provided to the infant/toddler and the infant’s/toddler’s parent/family and shall include activities which provide support and enhancement to the family including:

- Design of learning environments and activities to promote the infant’s/toddler’s acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction
- Curriculum planning, including planned interaction of personnel, materials, time, and space leading to achievement of outcomes on the IFSP for the infant/toddler with a disability
- Providing families with information, skills, and support related to establishing the skill level and enhancing the skill development of the infant/toddler
- Continuous monitoring by the Developmental Therapist of infant/toddler progress and mastery of functional skills to reduce or overcome limitations resulting from developmental delays
- Working directly with the infant/toddler with a disability to enhance the child’s development

**Unit of service: Fifteen (15) minutes of direct instruction to infant/toddler & family/caregiver. Rate of Reimbursement: Developmental Therapy / Specialized Instruction - (guideline of 4 units per week)**

Evaluation (AR#5200):
Evaluation provides information necessary for the purpose of determining an infant’s/toddler’s initial and continuing eligibility, developmental status and need for developmental / early intervention services. This may include developmental profile or other instruments to assess physical/motor, communication, cognitive, social-emotional, and self-help. Developmental functioning in each of these areas describes the level on which the infant/toddler is currently functioning as compared to other infants/toddlers of the same chronological age and the skills to remediate.

**Unit of service: A minimum of one hour of time and includes; two instruments, interpretation of test results using informed clinical opinion, and a narrative report. If more units are requested, justification will be required. Payment for funding of re-evaluations within six months of full evaluation will require justification through the extension of benefits process. Rate of Reimbursement: 2 units**
To view or to sign up for trainings listed in the CDS training calendar, click on the workshop date on the calendar (days with trainings scheduled will appear as colored boxes):

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Each training has pertinent information about the workshop that those registering would need to know. To access information about a specific training, click the little “hand” icon:

Information about the selected training is provided for those considering registering. Links to register yourself or someone else will appear below the description of the training.

Please note that professional development and technical assistance trainings offered on the CDS training calendar are designed for EI providers under voucher agreement with First Connections. First Connections cannot certify individuals who are not part of the state’s Part C network.

Little Kids, Big Questions

is a series of 12 podcasts that translates the research of early childhood development into parenting practices that mothers, fathers and other caregivers can tailor to the needs of their own child and family.

Generously funded by MetLife Foundation, the series is available for download to listen to at: http://www.zerotothree.org/about-us/funded-projects/parenting-resources/podcast/