

# Families Are Important in Early Intervention



Vermont Family Network  
600 Blair Park Road, Suite 240  
Williston, Vermont 05495  
802-876-5315 or toll free at 1-800-800-4005  
[www.vermontfamilynetwork.org](http://www.vermontfamilynetwork.org)

# Families Are Important!

An Early Childhood Workshop for  
families of Infants and Toddlers  
with Developmental Delays or  
Disabilities



# Families Are Important!

- Families are the most important people in a child's life
- They know their child better than anyone else
- They share their child's joys and challenges

# Children's Integrated Services - Early Intervention (CIS/EI): An Important Resource for Families

- The federal infant and toddler program, also called early intervention or Part C, is an important source of services and supports to help families enhance their children's learning and development.



# CIS/EI Services



- Meet developmental needs of the child and the needs of the family for enhancing the child's development
- Selected in collaboration with the parents

# Focus of Services

- Help families enhance the learning and development of their child
- Assure children participate fully in family and community activities
- Maximize naturally occurring learning opportunities



# Questions About Services

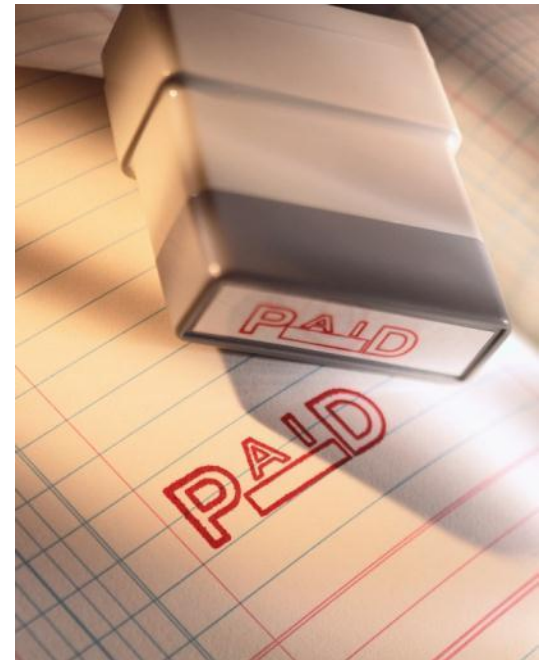


- What services does my child and family need?
- Who pays for what services?
- Who provides the services?
- Will services fit with my values and beliefs?
- What is best for my child and family?



# Payment for CIS/EI Services

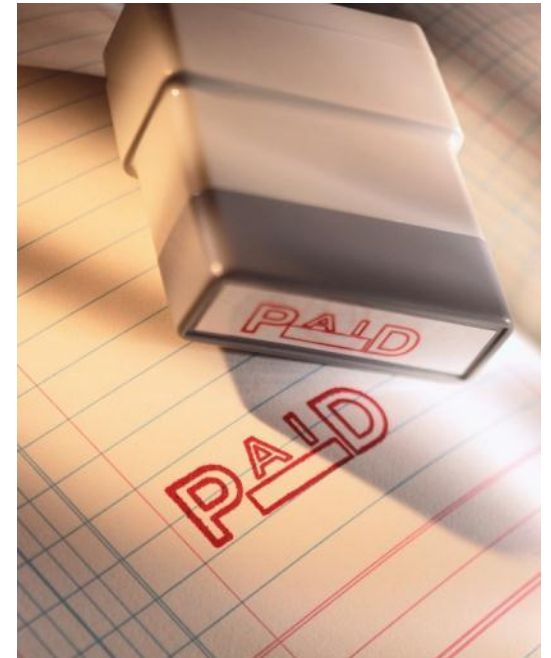
- IDEA requires that services be provided at no cost to families
- Must have a written policy regarding the costs parents may incur for receiving Part C services





# System of Payments

- When private insurance or Medicaid is used for therapies that your child needs, this may result in the family paying out of pocket expenses such as co-pays and deductibles
- Families may receive financial assistance to pay these expenses



# Assurances

- Families cannot be charged for the following required services:
  - Service coordination
  - Child find
  - Evaluations and assessments
  - IFSP/One Plan development
  - Implementation of procedural safeguards
- Inability to pay for services will not result in a delay or denial of services



# Parental Consent

- Vermont must provide the Part C services on the Individualized Family Service Plan (IFSP)/One Plan to which the parent has given consent
- If the parent does not provide consent to use of public benefits or insurance, services will still be provided



# Definition: Infant or Toddler with a Disability



An infant or toddler under 3 years of age who needs early intervention services due to:

1. Developmental delays

**OR**

2. A diagnosis that indicates a high probability of developmental delay

# CIS/EI Services

- Designed to meet needs of an infant or toddler in one or more areas of development:
  - ✓ Physical
  - ✓ Cognitive
  - ✓ Communication
  - ✓ Social or emotional
  - ✓ Adaptive (self help)
- Support families as they work to enhance their child's development



# What Kinds of Services Are Available?



- Service coordination
- Specialized instruction



# What Kinds of Services Are Available?

- Physical therapy
- Occupational therapy
- Speech/language therapy





# What Kinds of Services Are Available?

- Vision therapy
- Nutrition services
- Sign language and  
cued language services
- Hearing services



# CIS/EI Can Refer To:



- Audiology for screening
- Family counseling
- Child Development Clinic (CDC)
- Pediatricians
- Assistive technology

# CIS/EI Can Refer To:

- CIS for
- Nursing/family support
- Children's mental health
- Specialized childcare



# Who Provides CIS/EI Services?

- ✓ Service coordinators
- ✓ Medical social workers
- ✓ Occupational therapists
- ✓ Orientation and mobility specialists
- ✓ Physical therapists
- ✓ Hearing specialists
- ✓ Registered dietitians
- ✓ Social workers
- ✓ Developmental educators
- ✓ Speech and language pathologists
- ✓ Vision specialists
- ✓ Other

# Natural Environments

- Home and community settings where all children, with and without disabilities participate, such as child care and other community settings



# How Do I Start?

- Call the local CIS office to speak with someone who works with Early Intervention Services





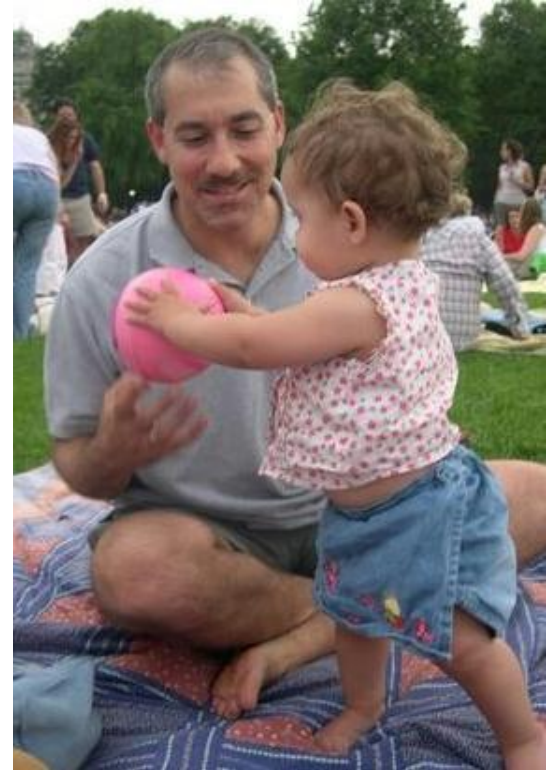
# Screening





# Screening

- For children who are suspected of having a disability
- Parental consent required
- Parent has right to request initial evaluation



# Vermont CIS Providers

Where can I find the CIS Providers in Vermont?

[Children's Integrated Services Part C of  
IDEA Early Intervention Regional Host  
Agencies List](#)

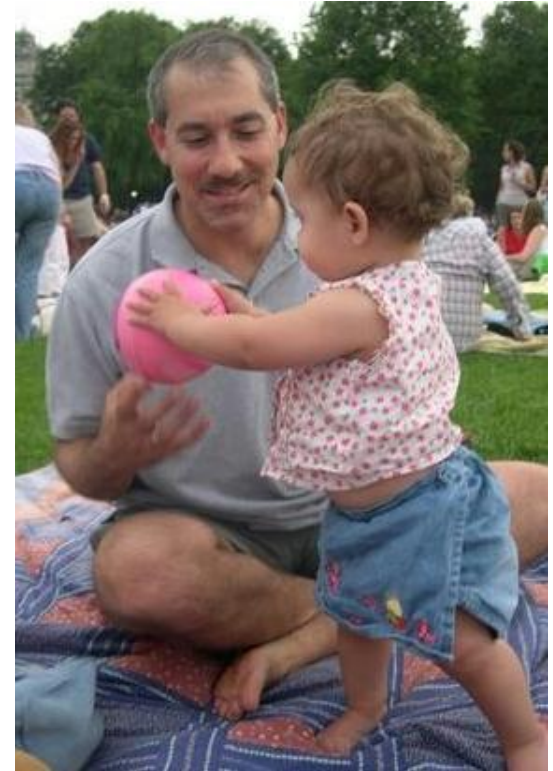
# Evaluation and Assessment: A Closer Look



# Evaluation and Assessment: A Closer Look

## Timeline:

- **45 days** from date of referral to initial IFSP/One Plan meeting
- Document why, if assessment cannot be completed in timeline



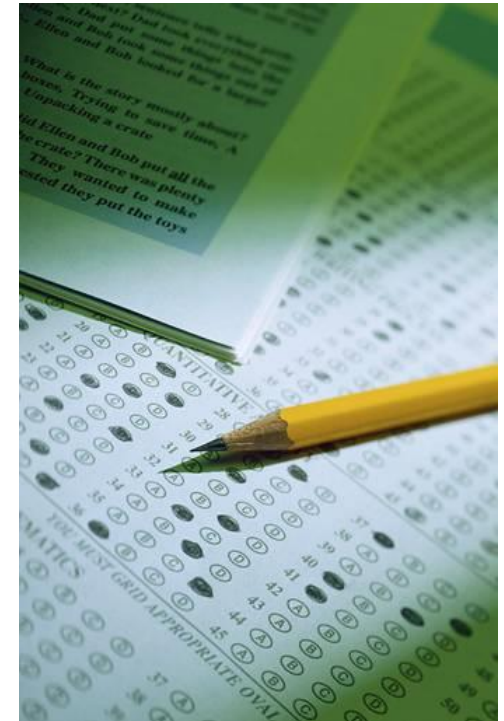
# Evaluation and Assessment: A Closer Look

- Evaluation determines initial and continuing eligibility
- Assessment determines child's unique strengths and needs and includes evaluation of functioning in each of the developmental areas—
  - ✓ Physical development
  - ✓ Communication development
  - ✓ Cognitive development
  - ✓ Social or emotional development
  - ✓ Adaptive development



# Evaluation and Assessment: A Closer Look

- Includes a review of records, including medical records
- Based on informed clinical opinion
- By trained personnel
- Must be done in a non-discriminatory manner
- Conducted in native language of the child
- May include information from other sources



# Evaluation and Assessment: A Closer Look

**Sharing family information related to an infant/ toddler:**

- Medical information
- Strengths
- Milestones
- How the infant or toddler plays and interacts with others
- Behavior with family and at daycare
- Other information





# Evaluation and Assessment: A Closer Look



## Family Assessment:

- In native language of the family
- Family-directed identification of resources, concerns, and priorities necessary to meet developmental needs of child
- Voluntary for each family member participating

# Evaluation and Assessment: A Closer Look

## Questions to consider:

- What are my child's interests (favorite activities, toys, people)?
- Should I worry that my child has not learned a particular skill?
- Could my child's health history affect development?
- What can I do to support my child's development?
- What is my child just learning to do? When does my child practice or use this new skill?
- What routines or activities does my child find challenging or upsetting?



# Evaluation and Assessment: A Closer Look



- **If an infant or toddler qualifies for services:** The team must develop an Individualized Family Service Plan (IFSP)/One Plan within 45 days from referral
- **If he or she does not qualify:** Parents may ask about other ways to help their infant or toddler develop. They may also disagree with the decision and contact the service coordinator to discuss options

# The IFSP/One Plan (Individualized Family Service Plan)

- Multi-disciplinary team that includes the family
- Developed within 45-day timeline
- Periodic review every 6 months
- Evaluated annually
- Informed written consent must be obtained before services can begin



# IFSP/One Plan Team

**Who participates in the initial, periodic review and annual IFSP/One Plan meeting?**

- Parent (required)
- Family members
- Advocate
- Service coordinator (required)



- Evaluator
- Service providers
- Others?
- (doctor)
- (nurse)

# Service Coordinator

A service coordinator assists and enables the child and family to receive CIS/EI services and informs families of their rights and procedural safeguards

- Facilitates the development, review and evaluation of the IFSP/One Plan
- Coordinates other services that are needed
- Coordinates the delivery of services
- Facilitates the development of a transition plan





# Service Coordinator

**To help parents prepare for the IFSP/One Plan meeting, the service coordinator may ask:**

- What do you want your infant or toddler to learn?
- Who do you want at your meeting?
- What is important for you to talk about?
- Where/ when would you like to meet?





# What's in an IFSP/One Plan?

Statements of the—

- Infant's or toddler's present levels of development
- Family's resources, priorities, concerns related to the development of the child
- Measurable results (outcomes) expected for child and family
- Progress being made



# What's in an IFSP/One Plan?

- Early intervention services needed to achieve outcomes
- Length, duration, frequency, intensity and method of delivering services
- The natural environment where services will be provided
- Other services the child or family is receiving



# What's in an IFSP/One Plan?

- Start date for services
- Frequency and location of services
- Names of the service coordinator and service providers
- Expected outcomes
- Steps and services to support transition from CIS-EI to school or other services



# At the IFSP/One Plan Meeting

Parents receive a written copy of the IFSP/One Plan

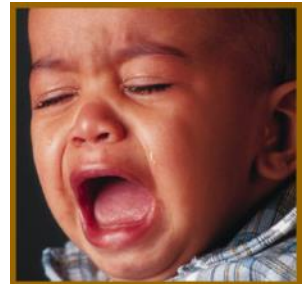


**Agree?**

Sign and return

**Disagree?**

Put it in writing;  
ask for meeting



Keep copies for your records

# IFSP/One Plan: Not Carved in Stone



- An IFSP/One Plan is flexible
- It can be changed when needed
  - ✓ Is the infant or toddler making progress?
  - ✓ How would changing the IFSP/One Plan help?

# IFSP/One Plan Tips for Parents

- Share information
- Learn about your child's disability
- It's okay to disagree
- Contact Vermont Family Network to learn about your rights
- Keep good records
- Make sure plan reflects your priorities





# Transition to Essential Early Education Services

- Between 6 months and 90 days before the child's third birthday, the IFSP/One Plan Team must determine if the child is 'potentially eligible' for Essential Early Education Services
- The IFSP/One Plan team will coordinate with the school district to discuss a smooth and effective transition to preschool
- School will determine eligibility

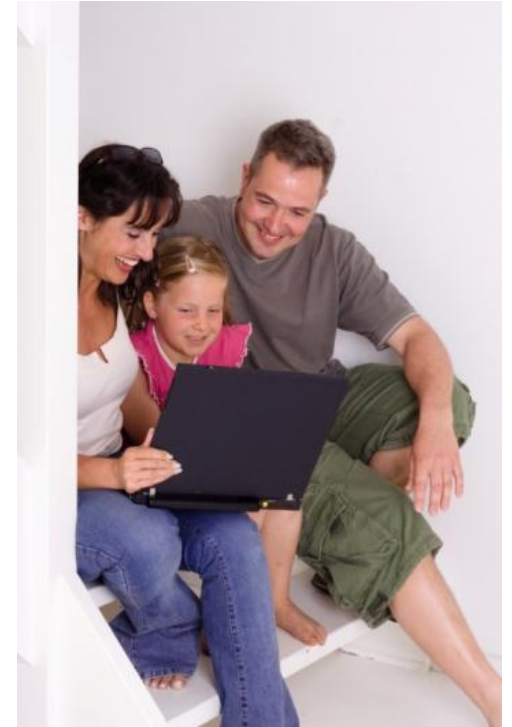
# Considering Inclusive Environments

- In planning transition to a preschool program, the team should consider the kinds of supports and services that will be needed for the young child's inclusion in regular programming



# Procedural Safeguards

- Right to receive a copy of your child's early intervention record
- Right to confidentiality of personally identifiable information
- Opportunity for parents to examine records



# Procedural Safeguards

- Parental consent and right to decline services



# Procedural Safeguards



- Prior written notice
- Notice in parents' native language (unless clearly not feasible)

# Parent Protections:

- Parents may request a full evaluation at any time during the screening process
- Parents must give signed consent before their child is evaluated, before a service is delivered, or if family information is shared



# “Prior Written Notice”

- Parents must be told in advance about any meetings, evaluations, services or actions affecting your child
- You can change your mind at any time

# Parents have the right:

- To a One Plan when their children are eligible
- To request meetings to review the One Plan
  - Changes to the One Plan must be made by a multidisciplinary team, including the services coordinator

# Procedural Safeguards

- Dispute Resolution Options:

- ✓ Mediation
- ✓ Complaint
- ✓ Due Process Hearing



# Resolving Differences

- If parents have a concern, or disagree with the plans for their infant or toddler, a first step is to call the service coordinator
- There are many times that differences can be resolved using an informal approach
- Contact [Vermont Family Network](#) for information about parental rights
- Contact Kathy Boulanger, Children's Integrated Services Early Intervention Administrative Coordinator at [K.Boulanger@state.vt.us](mailto:K.Boulanger@state.vt.us)



# Webinar on Parents' Rights

## Parents' Rights in Early Intervention Part C

(5/19/14). This webinar provides an overview of your rights when your child is receiving Children's Integrated Early Intervention Services. Procedural Safeguards, also known as Parents' Rights, have been determined by the Individuals with Disabilities Education Improvement Act 2004, commonly referred to as IDEA, to protect parents and their children with disabilities. Presenter: Terry McLaughlin, Children's Integrated Services, CDD/CIS. [Click here to view the PowerPoint.](#)



# Resources on Complaint Process

- [Vermont Family Network](#)
- [Vermont Disability Law Project](#)
- [CADRE](#) National Center on Dispute Resolution
- [VFN Fact Sheet Mediation](#)
- [VFN Fact Sheet Due Process](#)
- [VFN Fact Sheet Administrative Complaint](#)



# Parents **can** make a difference for their child!

- Parents are the most important people in a child's life
- Parents know their infant or toddler better than anyone else
- Parents help their child develop and learn
- Parents are experts and have much to share!



# How Can Parents Have a Voice?

## Parents can learn about the Vermont Interagency Coordinating Council (VICC)

- The VICC is a federally mandated council appointed by the governor and charged with advising and assisting Vermont Children's Integrated Services (CIS) /Early Intervention Program. The goal is to continuously improve services for Vermont families and their children with developmental delays or at risk for delay, ages birth to five.



# Vermont Interagency Coordinating Council (VICC)

- The mission of the Vermont Interagency Coordinating Council is to advise and assist the co-lead agencies to implement and continuously improve a statewide system of services for families and their infants and toddlers with special needs.
- The system includes parents as equal partners, is family-centered, community-based, interdisciplinary and promotes collaboration across agencies to ensure the development and implementation of a statewide system of early intervention services for families and their infants and toddlers with special needs.



# Vermont Interagency Coordinating Council (VICC)

- **How can parents participate in the VICC?**  
Parents are invited to become parent representatives and help key stakeholders improve Vermont's Children's Integrated Services/Early Intervention programs. [To learn more, click here.](#)
- For more information and how to apply to become a VICC parent member contact: [Terry Mclaughlin](#), VICC Coordinator



# Questions?

Contact:

Vermont Family Network

600 Blair Park Road Suite 240

Williston, Vermont 05495

802-876-5315 or toll free 1-800-800-4005

[www.vermontfamilynetwork.org](http://www.vermontfamilynetwork.org)



# Resources on Part C IDEA Early Intervention

- [U.S. Department of Education, Office of Special Education Programs' \(OSEP's\) Part C of the IDEA](#)
- [Part C of IDEA: Early Intervention for Babies and Toddlers \(NICHCY\)](#)
- [Click here](#) to see the final Part C regulations.
- [Click here](#) for a printer friendly PDF of the final Part C regulations.



# Publication Resources for CIS/EI

- [Children's Integrated Services Booklet](#)
- [Preparing for the Transition from Early Intervention to an Individual Education Program](#) (PACER)
- [The Vermont Parent's Home Companion](#)
- [Getting Off to a Good Start: Positive Interactions with Diverse Families in Early Childhood Intervention](#) (PACER)
- [Strategies for Success in Local Early Childhood Parent Outreach Activities Among Diverse Cultures](#) (PACER)
- [Potential Community Partners and Locations for Parent Outreach Activities in Diverse Communities](#) (PACER)
- [Topics Briefs/Part C Guidance](#) (US Department of Education)
- [Vermont Special Education Rules](#) (AOE)



# Vermont Resources

- [Bright Futures Information System](#)
- [Building Bright Futures](#)
- [Child Development Clinic \(CDC\) Vermont Department of Health](#)
- [Children with Special Health Needs \(CSHN\) Vermont Department of Health](#)
- [CDCI/Center for Disability and Community Inclusion at the University of Vermont](#)
- [Child Development Division \(CDD\)](#)

# Vermont Resources

- [STARS](#)
- [Vermont Association for the Education of Young Children \(VAEYC\)](#)
- [VT Afterschool, Inc.](#)
- [VT Agency of Education](#)
- [VT Birth to Three](#)
- [VT Child Care Providers Association](#)
- [Vermont I-Team at CDCI/Center for Disability and Community Inclusion \(UVM\)](#)

# National Resources

- [CELL/Center for Early Literacy Learning](#) The goal of the Center for Early Literacy Learning (CELL) is to promote the adoption and sustained use of evidence-based early literacy learning practices.
- [CSEFEL: Center for Social Emotional Foundations for Early Learning](#) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.



# National Resources

- [DEC Division for Early Childhood](#) is one of seventeen divisions of the Council for Exceptional Children (CEC) - the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.
- [ETAC/Early Childhood Technical Assistance Center](#)
- [EIFA/ Early Intervention Family Alliance](#) The Early Intervention Family Alliance is a national group of family leaders dedicated to improving outcomes for infants and toddlers with disabilities and their families. The EIFA works to assure meaningful family involvement in the development of Part C policies and their implementation at community, state and federal levels.
- [National Alliance for Parent Centers Technical Assistance Center \(TAC\)](#)



# National Resources

- [National Association for Education of Young Children \(NAEYC\)](#) NAEYC's mission is to serve and act on behalf of the needs, rights and well-being of all young children with primary focus on the provision of educational and developmental services and resources.
- [TASCI/ Technical Assistance Center for Social Emotional Intervention for Young Children](#) takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates FREE products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day.
- [Zero to Three National Center for Infants and Toddlers](#) Their mission is to ensure that all babies and toddlers have a strong start in life.