



DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona



**AzEIP Programmatic Meeting
Initial Child and Family Assessment
7/23/2024**

Purpose of Today's Presentation

To provide expanded guidance and clarification around the completion of the Child and Family Assessment

IDEA Part C 303.321 (c)(1)

Procedures for assessment of the child and family.

An assessment of each infant or toddler with a disability must be conducted by qualified personnel in order to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs. The assessment of the child **must** include the following—

- (i) A review of the results of the evaluation conducted under paragraph (b) of this section;
- (ii) Personal observations of the child; and
- (iii) The identification of the child's needs in each of the developmental areas in §303.21(a)(1).

IDEA Part C 303.321 (c)(2)

A family-directed assessment **must** be conducted by qualified personnel in order to identify the family's resources, priorities, and concerns and the supports and services necessary to enhance the family's capacity to meet the developmental needs of the family's infant or toddler with a disability. The family-directed assessment **must**—

- (i) Be voluntary on the part of each family member participating in the assessment;
- (ii) Be based on information obtained through an assessment tool and also through an interview with those family members who elect to participate in the assessment; and
- (iii) Include the family's description of its resources, priorities, and concerns related to enhancing the child's development.

Child and Family Assessment after Eligibility Based on Record Review

- When a child qualifies based on an established condition and has not had a multidisciplinary evaluation to establish present levels of development, AzEIP **HIGHLY RECOMMENDS** the use of a broad-spectrum assessment tool to inform the Child and Family Assessment.
- The assessment must be conducted in a separate visit after the Service Coordinator's Initial Visit, and prior to the Initial IFSP.
- The multidisciplinary team that completes the assessment is able to bill up to two units per discipline when eligibility has been determined by record review vs the one unit after an evaluation.



Preparing for the Child and Family Assessment

Sample Script for Discussing Child and Family Assessment with a Family

- The purpose of early intervention is to enhance a family's ability to support a child's learning within routines and activities that are important to the family.
- Infants and toddlers learn best through everyday experiences and interactions with people they know in familiar situations.
- During the Child and Family Assessment, the team will:
 - Gather information about your child's participation within your regular routines and activities
 - Document your family's concerns, priorities, interests and resources.
- The information gathered will be used during the IFSP to assist in identifying child and family outcomes as well as your early intervention services.
- The participation of family members is voluntary.

Child and Family Assessment Guide for Families

The Child and Family Assessment Guide is:

- Used to assist the family in thinking about and preparing for the assessment
- Recommended for the family to prepare for the Child and Family Assessment by identifying:
 - One or two routines that are going well and
 - One or two routines that are not going well
- Provided to the family prior to the Child and Family Assessment
- Reviewed by the Service Coordinator with the family if they did not receive it prior to the Child and Family Assessment Meeting

Consent for Child Assessment

- Informed written consent must be obtained prior to completing a Child and Family Assessment.
- The consent identifies the family has provided their permission for the child to be assessed.
- The Service Coordinator is responsible for:
 - Explaining the purpose of the Child and Family Assessment
 - Obtaining the family's consent on the Consent for Child Assessment form (GCI-1083a)
 - Ensuring that the consent is added to the child's record

Scheduling the Child and Family Assessment

- The Service Coordinator schedules the assessment:
 - At a time and place convenient for the family
 - With enough time to conduct a thorough and complete assessment
 - In a setting the child is familiar and comfortable with
 - When possible around an activity or routine that the family is seeking support with based on their family-identified priorities
 - With enough notice for all family-identified participants to be present (Early Head Start Representative, DCS Case Manager, etc.)
- The Service Coordinator coordinates scheduling with the DDD Service Coordinator if DDD will be assuming SC responsibilities.
- The Child and Family Assessment should occur in-person with the family unless the family requests for the visit to be conducted virtually and it is fully documented within the Service Coordinator's Contact Log.



Child and Family Assessment Pages of the IFSP

IFSP: Cover Sheet

The IFSP Cover Sheet includes:

- Child and family for whom the IFSP supports
- Type of IFSP (Interim, Initial, Annual)
- Date of the IFSP
- Service Coordinator
- Team Lead

IFSP: Child and Family Page

The IFSP Child and Family Page includes:

- Child Information
- Family Information
- Additional Caregivers
- Health Information

Child Information

Child Information includes:

- Child's Full Name
- Child's Date of Birth
- Child's Gender
- Child ID No (I-TEAMS #)
- AzEIP Eligibility Date
- Agency/Program Name
- Service Coordinator's Name, Phone Number, Email Address

Family Information

Family Information includes:

- Identification of the parent with whom the child lives
- Address of Child
- Major Cross Streets
- Phone Number
- Email
- Parent/Caregiver Language(s)
- Interpreter Needed
- If Interpreter Needed-Language
- School District
- Date child is 2.6

Confidentiality of Child's Address

Address Confidentiality Program

If a family is involved in the Address Confidentiality Program (ACP), the team ensures that no information in the IFSP can be used to identify where the ACP participant is located (work or home address, cross streets, county, city, names of child care, telephone number). Please refer to the Address Confidentiality Program (ACP) Technical Assistance Bulletin - 3/28/2023 for more information.

Foster Family Address

If the foster family's name, address, phone number, and email address are written on the IFSP, the Service Coordinator must be vigilant in redacting the information before the IFSP is shared with the biological family.

The foster family can request that their information be written as confidential.

Additional Caregiver/Address

Additional Caregiver/Address includes:

- Identification of Parent/Family Member or Guardian
- Name
- Address
- Phone Number
- Email Address
- Language used by the parent/caregiver
- Interpreter Needed
- If Interpreter Needed-Language

Health Information - Primary Care Provider

Primary Care Provider includes:

- Name of Primary Care Provider (PCP)
- Phone Number



Health Information - Vision/Hearing

Vision includes:

- Date vision screening conducted
- Number of indicators or risk factors checked
- Comments, next steps

Hearing includes:

- Date of hearing screening conducted
- Results of OAE or other hearing screening
 - Left Ear
 - Right Ear
- Comments, next steps

Health Information - Health Status

Child's Current Health Status and how it impacts the child's development:

- Diagnosis
- Specialists
- Serious illnesses
- Seizures
- Hospitalizations
- Medications

IFSP: Child and Family Assessment

- Captures all areas of the child's development within the context of the child's everyday routines and activities
- Some activity areas that are explored may highlight the child's strengths and independence in an activity that is going well
- Children learn best when they are interested, having fun, and around people, places, and things that are familiar and important to them
- Understanding the child's interests and preferences helps the team think about where and how the family might implement intervention strategies in order to effectively engage the child

Routines/Activities

- Within the CFA, AzEIP recommends assessing 1-2 routines that are going well and 1-2 routines that are challenging for the family
- Activities that may be discussed include:
 - Wake-up
 - Dressing
 - Diapering/Toileting
 - Mealtime/Snacks
 - Outings
 - Play
 - Bathtime
 - Bedtime/Naps
 - Other

Does the Family Want Help with the Activity?

- After documenting the routine/activity, the team discusses with the family if they would like support in this area.
- If the family would like support, the team assists them in identifying what it would look like if it was going well.

Prior to Moving On to the Next Section

The team reviews the Routines and Activities asking themselves:

- Are all areas of development covered in each activity setting or across all activity settings?
- Are the routines covered enough to provide sufficient information?
- Did the family express concerns during other routines or activities during their previous conversations with the team that need to be discussed?

IFSP: Natural Resources, Areas of Interest, and Priorities

After completing the Routines and Activities of the Child and Family Assessment, the next sections that will be discussed are:

- Natural Resources
- Areas of Interest
- Priorities

IFSP: Natural Resources

The Service Coordinator will document Natural Resources that:

- Are identified by the family
- Support their child's development
- The family feels are helpful to them

Some of these resources might include:

- Immediate and extended family members
- Childcare
- Community activities
- Support groups

IFSP: Areas of Interest

- This section will reflect interests and resources the family would like more information about.
- If the family is not interested in other resources at this time the Service Coordinator will document “none at this time”.

AzEIP Resource Guide

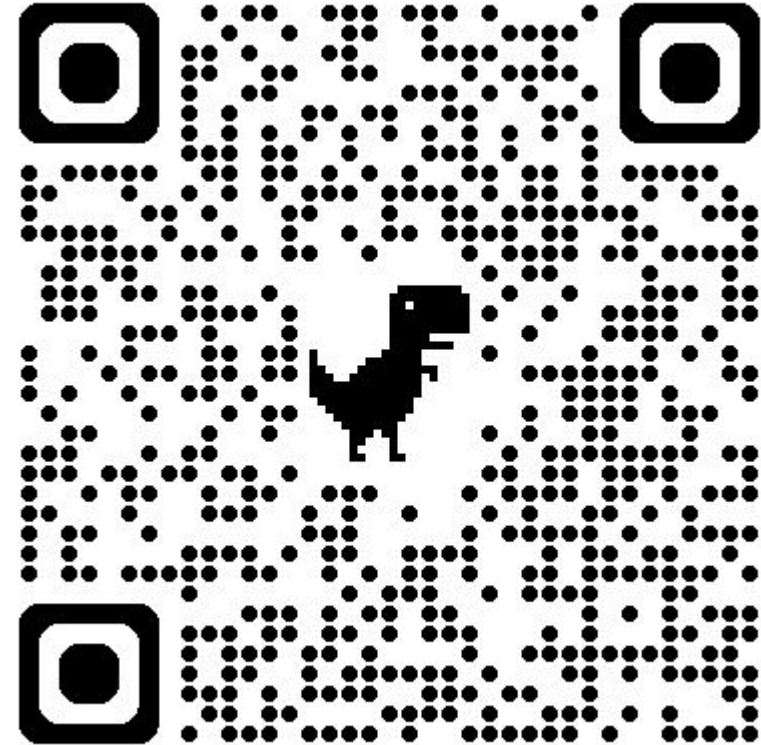
The [Arizona Early Intervention Program's Central Directory of Resources](#) includes the following for infants, toddlers and their families:

- Public and private early intervention services, resources, and experts available in the state
- Professional and other groups, including parent support, training, and information centers
- Research and demonstration projects being conducted in the state

If Service Providing Agencies identify useful resources that are not included in the AzEIP Central Directory, please contact the AzEIP office.

Sharing the AzEIP Resource Guide

- During the Child and Family Assessment, the Service Coordinator shares with the family how to access the AzEIP Resource Guide (also known as the Central Directory).



<https://des.az.gov/services/developmental-disabilities/early-intervention/resources>

IFSP: Priorities

After the Routines and Activities, Natural Resources, and Areas of Interest sections of the Child and Family Assessment are completed:

- A discussion takes place to help the family identify the most important areas they would like to focus on the next 3-6 months
- Priorities are identified based on areas of concern from the Routines and Activities or Areas of Interest sections of the Child and Family Assessment
- The family's priorities and natural resources are considered when developing child and/or family outcomes

Documentation

- Consent for Child Assessment
- Child and Family Pages of IFSP
- Contact Log
 - Service Coordinator
 - Early Intervention Providers



Let's Practice

Let's Talk about Liam

Background:

Liam is 6 months old. He was determined eligible for AzEIP based on established conditions of Shaken Baby Syndrome, Traumatic Subdural Hemorrhage, Cortical Visual Impairment, and Hydrocephalus. Liam and his siblings live with a foster family and has regular visitation with his biological mother.

Liam was developing regularly until an incident occurred when he was 3 months old, he was just discharged from the hospital. Liam's foster family says that he likes the lights and the music of his baby swing. Liam will lie on his back on the floor and rolls when agitated. His arms and legs are very stiff. He doesn't care about toys. Liam wakes every 2 hours at night to take a bottle. After drinking from the bottle, he will often become agitated and spit up. The foster family has tried to give Liam baby cereal but he chokes on it. Liam's foster family has expressed they are very tired trying to split their time taking care of Liam and his two older siblings. Liam's siblings like to hold him and he will grab at his sister's glasses.

Liam has a family reunification plan to go back to living with his mother and siblings. His mother is nervous about all of Liam's medical appointments and medications.

Liam Child and Family Assessment (1)

Communication ✓ Movement ✓ Thinking/Learning ✓ Social/Behavior ✓ Self-help ✓ Vision ✓ Hearing ✓

- **Activity:** Mealtime
- **Who is involved in this activity?** mother, sister, brother, foster parents
- **What is happening now?**
 - Liam drinks from a bottle every two hours. He arches his back, cries and spits up after drinking. Sometimes Liam starts crying before the family even puts the bottle in his mouth. Liam hits his bottle with his hand while drinking and closes his hand around items that he touches like his sister's hair and glasses. Liam turns his face away from the person feeding him but doesn't seem to be looking at anything in particular when he eats. Liam seems less agitated when he hears the voice of his foster father and brother. Family tries playing the swing music while they feed him since he seems happy when in the swing. The family tried feeding Liam oatmeal but he choked on it.
 - Mother struggles to feed Liam during visitation. She asks that he arrives fed so that she can spend quality time with Liam during the visitation.
- **Is this an activity in which you would like to receive support from your early intervention team?**
✓Yes No
- **If yes, what would it look like if it was going well?**
 - Liam will be able to go longer between feedings.
 - Liam will not spit up after drinking.
 - Liam will look at the person feeding him.
 - Liam's mother will be able to feed Liam during visitation visits.

Liam Child and Family Assessment (2)

Communication ✓ Movement ✓ Thinking/Learning ✓ Social/Behavior ✓ Self-help ✓ Vision ✓ Hearing ✓

- **Activity:** Bedtime/naps
- **Who is involved in this activity?** mother, foster mother, foster father, brother
- **What is happening now?**
 - Liam sleeps in a crib with an elevated mattress. His foster family will hold him until he falls asleep before they try to put him into the crib. Sometimes he wakes up and they have to start all over again. They play soft white noise to help him sleep which seems to work once they can get him down into the crib. Liam wakes every couple of hours crying which family thinks means he wants to be fed. Liam rarely wakes with a smile on his face. Liam wakes up if he hears even the faintest sound in the hallway or in nearby rooms. Liam stops crying when his foster father or his brother come in to pick him up. Liam sleeps best when the blackout shades of his room are drawn. Liam sleeps whenever he is in a moving car. He sleeps well in his baby swing. When family wants Liam to sleep longer than 2 hours, they will put him to sleep in the baby swing.
- **Is this an activity in which you would like to receive support from your early intervention team?**
✓Yes No
- **If yes, what would it look like if it was going well?**
 - Liam will sleep through the night and take two naps during the day.
 - Liam will wake up happy to see his family.

Liam Child and Family Assessment (3)

Communication ✓ Movement ✓ Thinking/Learning ✓ Social/Behavior ✓ Self-help ✓ Vision ✓ Hearing ✓

- **Activity:** Outings
- **Who is involved in this activity?** mother, foster mother, sister and brother
- **What is happening now?**
 - Liam and his sister and brother visit their mother twice a week. The car ride is about 30 minutes. Liam sleeps in the car but wakes up cranky when the car stops. Sounds and lights don't seem to bother Liam when he is sleeping in the car even when his sister puts the music on and sings. Liam's mother is able to calm Liam during visits by facing the walls, walking around and bouncing him in a very specific pattern as she makes a shushing sound.
 - Everyone reports it is very difficult to get Liam strapped into his car seat. Trying to get his arms into the straps is especially difficult due to the stiffness of his arms.
 - Liam has at least one doctor visit each week. His mother tries to meet him at the visit but it is difficult for her to make the visits due to bus schedules and the weather. Liam cries almost nonstop when he is at doctor visits.
 - If the family holds a pacifier in Liam's mouth, he will sometimes stop crying.
- **Is this an activity in which you would like to receive support from your early intervention team?**
✓Yes No
- **If yes, what would it look like if it was going well?**
 - Liam will smile and interact with his mother during their visitation visits.

Liam Child and Family Assessment (4)

Communication ✓ Movement ✓ Thinking/Learning ✓ Social/Behavior ✓ Self-help ✓ Vision ✓ Hearing ✓

- **Activity:** Diapering/Dressing
- **Who is involved in this activity?** mother, foster mother and foster father
- **What is happening now?**
 - Liam has frequent acidic loose stools that cause sores/diaper rash even if they change his diaper immediately. Liam starts crying whenever he is put on the floor where they change his diaper. He arches his back and flips when they try to change him. Liam's legs are very stiff and it's hard to clean all the stool away from his skin folds. The longer it takes the more agitated Liam becomes. Sometimes the foster family puts him in a bath to wash away the last bits of stool and let him air dry afterwards. Liam's clothes are always loose fitting as it is next to impossible to get tighter clothing onto his arms and legs.
- **Is this an activity in which you would like to receive support from your early intervention team?**
✓Yes No
- **If yes, what would it look like if it was going well?**
 - Family will be able to distract Liam during diaper changes so that he doesn't cry.
 - Family will be able to bend Liam's arms and legs to get into shirts and pant legs and to be able to cleanly wipe his bottom.
 - Family will be able to change Liam's diet so that he stops having acidic stools.

Liam Resources, Concerns and Priorities

Natural Resources: Siblings, Extended family, Foster Family's Church, Mother's best friend, WIC, AHCCCS, DCS Case Manager

Areas of Interest: Assistance with transportation for mother, learning more about Liam's diagnosis and what it will mean for Liam's development

Priorities/Natural Resources:

- Bedtime- baby swing, car, white noise, black out curtains
- Mealtime- music, foster father, brother
- Diapering- baths
- Outings- car rides, bouncing and shushing, pacifier

Topic Specific Reminders

- The Service Coordinator should remember to schedule the Child and Family Assessment on a date and time that all parties can attend.
- The family should be given a copy of the Child and Family Assessment Guide for Families prior to the Child and Family Assessment.
- AzEIP recommends that when a Child and Family Assessment is completed after a record review it should include the completion of a broad spectrum assessment tool.
- The Cover Sheet will typically have either Initial or Annual IFSP checked, Interim should not be marked for a periodic review.
- The date of AzEIP eligibility in I-TEAMS should match the date of AzEIP eligibility on the IFSP and Prior Written Notice.
- The Child and Family Assessment should be in-person unless the family requests it to be completed virtually.
- The Child and Family Assessment should cover 2-4 routines or activities.

General Reminders

- The decision for virtual visits should only be offered to accommodate the family's unique needs.
- The [Prior Written Notice \(GCI-1050A\)](#) has been updated to include the date the team proposes to identify the child as AzEIP eligible.
- Service Coordinators are to confirm I-TEAMS has pushed to FOCUS when submitting a DDD Eligibility Application.

IDEA Part C Regulations

- [IDEA Part C 303](#) - Early Intervention Program for Infants and Toddlers with Disabilities
- [IDEA Part C 303.310](#) - Post-Referral Timeline
- [IDEA Part C 303.321](#) - Evaluation of the child and assessment of the child and family
- [IDEA Part C 303.400](#) - Procedural Safeguards
- [IDEA Part C 303.420](#) - Parental Consent and Ability to Decline Services

Resources we would like to share

- [AzEIP Policy Manual](#)
 - 3.7 Child and Family Assessment
- [AzEIP Procedure Manual](#)
 - 3.8 Child and Family Assessment
- [AzEIP Billing Manual](#)
 - 5.6 Child and Family Assessment - Initial after Record Review
 - 5.6 Child and Family Assessment - Initial after Evaluation

AzEIP Programmatic Presentations

- [Explaining Child and Family Rights and Dispute Resolution - March 2024](#)
- [Family Delay AzEIP Programmatic Meeting - August 2023](#)
- [Service Coordination Services AzEIP Programmatic Meeting - June 2023](#)
- [Contact Logs AzEIP Programmatic Meeting - March 2023](#)
- [Initial Visit AzEIP Programmatic Meeting-May 2024](#)
- [Interim IFSPs AzEIP Programmatic Meeting-May 2023](#)

AzEIP Technical Assistance Bulletins and Job Aids

- [Delay Reasons: Indicator 1, 7, 8](#)
- [Family Out of State for Extended Period of Time Technical Assistance Bulletin - 01/29/2024](#)
- [Updated AzEIP Early Intervention Contact Log \(GCI-1094A\) and Policy Reminders Technical Assistance Bulletin - 11/30/2023](#)
- [AzEIP Supplemental Technical Assistance IFSP Meetings and Obtaining Family Signatures - 12/22/2022](#)
- [Address Confidentiality Program \(ACP\) Technical Assistance Bulletin - 3/28/2023](#)

Child and Family Assessment Forms

- [Child and Family Assessment Guide for Families GCI-1088A](#)
- [Consent for Child Assessment GCI-1083A](#)
- [Individualized Family Service Plan Packet GCI-1021A](#)

Child and Family Assessment Acronyms

Acronym	Meaning
ACP	Address Confidentiality Program
AHCCCS	Arizona Health Care Cost Containment System
ASDB	Arizona State Schools for the Deaf and the Blind
AzEIP	Arizona Early Intervention Program
CFA	Child and Family Assessment
DCS	Department of Child Safety
DDD	Division of Developmental Disabilities
DER	Developmental Evaluation Report
IDEA	Individuals with Disabilities Education Act
IFSP	Individualized Family Service Plan
I-TEAMS	Infant-Toddler Electronic Administration & Monitoring System
OAE	Otoacoustic Emission
PCP	Primary Care Provider
SC	Service Coordinator
SPA	Service Providing Agency
WIC	Women, Infants, and Children

Questions



Question 1

SPA Question: Is it appropriate to copy and paste the Developmental Evaluation Report (DER) information into the Child and Family Assessment (CFA) on the Individualized Family Service Plan (IFSP) instead of writing the CFA separately from the DER. I have seen IFSPs that are literally copied and pasted from the DER with no other added information in the CFA and indicators section.

AzEIP Response: The information learned during the initial visit, evaluation and a broad spectrum assessment should be incorporated within the context of the daily routine or activity. The Child and Family Assessment should paint a picture of what is happening during the family's day.

Question 2

SPA Question: Does the Child Contract Report pull the dates from the I-TEAMS Transition page for accuracy of the dates the child is 2.6, 2.9, etc.?

AzEIP Response: Yes, both the Child Contract Report and Transition Compliance Report pull data from I-TEAMS and calculate the accurate dates the child is 2.3, 2.6, and 2.9.

Question 3

SPA Question: If we determine a child eligible based on record review and we don't have scores, are we able to hold off on sending the DDD application until we use an assessment to get scores during the CFA?

AzEIP Response: AzEIP's policy is that the SPA is responsible for completing the DDD Application for Eligibility Packet within two (2) business days following the AzEIP eligibility determination.

SPAs identify the date the child is determined eligible for AzEIP.

If a broad spectrum assessment will be completed during the CFA, AzEIP recommends that the SPA include in the Additional Information for DDD Eligibility Team section on the AzEIP Cover Sheet - DDD Application for Eligibility Determination the date the CFA and results of the broad spectrum assessment will be sent to DDD.

Thank you for attending!

AzEIP Quality Improvement Team

- **Erica Melies**, AzEIP Quality Improvement Manager
- **Tanya Goitia**, AzEIP Continuous Quality Improvement Coordinator
- **Lidia Gonzales**, AzEIP Continuous Quality Improvement Coordinator
- **Pamela Meurer**, AzEIP Continuous Quality Improvement Coordinator
- **Anissa Albert**, AzEIP Technical Assistance Specialist
- **Amanda Tipotsch**, AzEIP Technical Assistance Specialist
- **Chantelle Curtis**, AzEIP Professional Development Coordinator
- **Amanda Honeywood**, AzEIP Administrative Assistant
- **Jessica Jimmerson**, AzEIP Policy Analyst