



DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona



**AzEIP Programmatic Meeting -
Initial Individualized Family Service Plan (IFSP) Part Two
October 22, 2024**

Purpose of Today's Presentation

- Provide expanded guidance and clarification on the creation of the Initial Individualized Family Service Plan (IFSP) from identification of services through the IFSP Team Page.
- Emphasize the importance of the family as part of the IFSP Team in the development of the IFSP.
- Introduce the new updated IFSP.

Recap of IFSP Part One

- AzEIP's Mission
- Key Principles
- Child and Family Assessment
- Child Outcomes Summary
- Child and Family Outcomes

Individualized Services

IDEA Part C 303.344(d)

The IFSP must include a statement of the specific early intervention services, based on peer-reviewed research (to the extent practicable), that are necessary to meet the **unique** needs of the child and the family to achieve the results or outcomes identified.

IFSP Decisions

The parent is a crucial member of the IFSP Team and must be included in all early intervention decisions about their child.

If a team is proposing to make an early intervention decision without the parent present, they must provide the family with a prior written notice detailing what they are proposing and the reason for the action.

What is the Team Lead Responsible for?

Team Lead (TL)

- Works most closely with the child and family
- Receives support from the core team
- Scheduling is flexible, activity based, and includes bursts of service
- Promotes child participation within routines and activities
- Acts as a liaison between the family and team

Note:

The Team Lead may not meet all the service needs of the child and family.

The other team members support the Team Lead through regular team meetings and joint visits with the family as identified on the IFSP.

Identify Team Lead

The IFSP Team, which includes the family, discusses:

- Parent/family factors
- Child factors
- Environmental factors
- Practitioner factors

IFSP Teams are highly recommended to use the “[Choosing the Most Likely Team Lead](#)” Job Aid when identifying the Team Lead.

Identify the Supporting Services

“Using a Primary Service Provider (Team Based Early Intervention) approach to teaming **does not** equate to only one practitioner supporting the child and family **nor does** it imply any prescription for frequency and intensity of service provision. In this approach, the child and family have access to any and all team members as needed via joint visits with the PSP (Team Lead) and team meetings.”

Excerpt from The Early Intervention Teaming Handbook

Early Intervention Services Page

Services are provided to meet the child and family outcomes identified in the IFSP.

This page documents the services, and the frequency, intensity, method and duration of those services as determined by the team at the IFSP meeting.

The team uses all information gathered during the assessment process, including natural resources available to the family, to come to a consensus regarding the services.

Early Intervention Services

Early Intervention Service
Service Coordination
Speech Therapy
Physical Therapy
Psychological Services
Occupational Therapy
Social Work Services
Special Instruction

The IFSP Team, which includes the family, reviews all the IFSP outcomes to determine the early intervention service(s) needed to meet the outcomes.

The team should keep in mind other related services that are currently in place, family needs, and the natural resources available to the family to support the outcomes.

The Part C Service(s) identified by the team is listed in this section.

ASDB Service Entry

Service Type	Discipline	Cost Participation	Frequency	Planned Start	Planned End	Service Setting	Funding Source
Service Coordination Services	Service Coordinator	No	Other Sessions: 4 30 min	10/22/2024	12/31/2024	Home	Arizona Early Intervention Program (AzEIP)
Vision Services	Teacher of the Visually Impaired	Yes	Other Sessions: 4 60 min	10/28/2024	12/31/2024	Home	Arizona State Schools for the Deaf and the Blind (ASDB), Arizona Early Intervention Program (AzEIP)
Vision Services	Orientation and Mobility Specialist	Yes	Other Sessions: 2 90 min	10/28/2024	12/31/2024	Community Based	Arizona State Schools for the Deaf and the Blind (ASDB), Arizona Early Intervention Program (AzEIP)
Family Training, Counseling and Home Visits	Teacher of Deaf and Hard of Hearing	Yes	Other Sessions: 2 60 min	11/15/2024	12/31/2024	Home	Arizona State Schools for the Deaf and the Blind (ASDB), Arizona Early Intervention Program (AzEIP)

Vision

Early Intervention Service: Vision Service

Discipline: Teacher of Visually Impaired or Orientation and Mobility Specialist

Hearing

Early Intervention Service: Family Training Counseling and Home Visits

Discipline: Teacher of the Deaf/Hard of Hearing

Outcome Numbers

Outcome No.
ALL
1,2
1,3
ALL

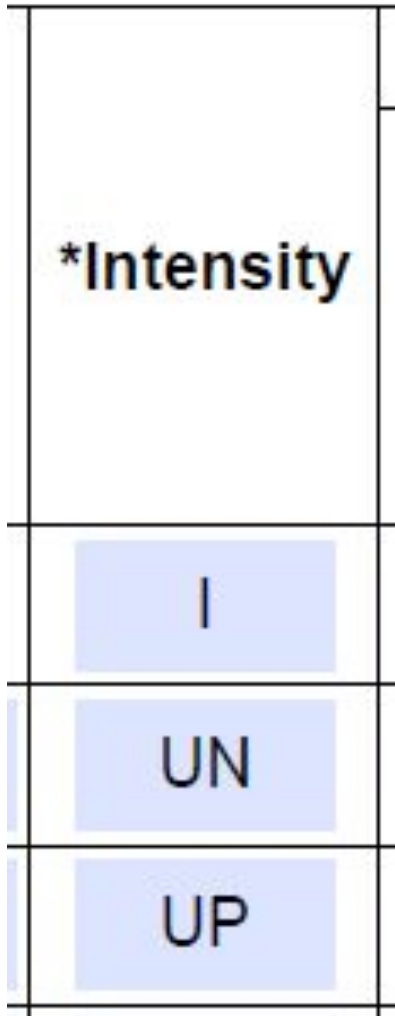
Outcome number corresponds to each of the outcomes on the IFSP.

For each Early Intervention Service:

- Identify the outcomes that the service will support
- One service may support some or all outcomes*
- The Service Coordinator supports **ALL** outcomes

*IFSP Team Members document the elements of coaching used during home visits to support the child and family in achieving the outcomes identified on the IFSP Services page.

Intensity



Intensity refers to how many children the services are provided to at the same time.

The IFSP Team, which includes the family, identifies the most appropriate intensity for the family to receive services

- I : Individual
- UN : two AzEIP eligible children
- UP : multiple (3 or more) AzEIP eligible children

Example: Family has a set of triplets and would like for the triplets to receive their service at the same time. The team utilizes “UP” as the Intensity.

Frequency

Frequency	
No. of sessions	No. of minutes per session
6	30
12	75
3	60

- Frequency is:
 - The number of sessions that will be provided for each service between the planned start date and the planned end date, and
 - The number of minutes per session
 - Direct Service Coordination must be provided to the family at a minimum of one time per month written in units (example: 6 sessions at 30 minutes each)
- All sessions identified on the IFSP Services page must be provided to the family prior to the planned end date.

Service Setting

Outcome No.	Early Intervention Service	*Intensity	Frequency		Service Setting H = Home C = Community O = Other <i>(If other, complete the justification below)</i>
			No. of sessions	No. of minutes per session	
ALL	Service Coordination	I	6	30	<input checked="" type="checkbox"/> H <input type="checkbox"/> C <input type="checkbox"/> O
1,2	Speech Therapy	I	12	75	<input checked="" type="checkbox"/> H <input type="checkbox"/> C <input type="checkbox"/> O
1,3	Physical Therapy	I	3	60	<input checked="" type="checkbox"/> H <input type="checkbox"/> C <input type="checkbox"/> O
ALL	Social Work Services	I	5	60	<input type="checkbox"/> H <input checked="" type="checkbox"/> C <input type="checkbox"/> O
					<input type="checkbox"/> H <input type="checkbox"/> C <input type="checkbox"/> O
					<input type="checkbox"/> H <input type="checkbox"/> C <input type="checkbox"/> O
					<input type="checkbox"/> H <input type="checkbox"/> C <input type="checkbox"/> O

Select ONLY one Primary Service Setting: H C O

- Service Setting is determined by the team as the most appropriate place for outcomes to be achieved.
- IDEA Part C requires that early intervention services be provided in the natural environment unless outcomes cannot be achieved in the natural environment.
- The Service Coordinator checks the appropriate box for where the child is receiving each service.
- The Service Coordinator selects the Primary Service Setting.

Method of IFSP Services

Method	
TBEIS Identifier	Primary Method
Select ▾	Select ▾
Select ▾	Select ▾
Select ▾	Select ▾
Select ▾	Select ▾
Select ▾	Select ▾
Select ▾	Select ▾
Select ▾	Select ▾

Method is how the services will be provided, which includes:

- TBEIS Identifier - The Team Based Early Intervention Role for each of the identified service providers and
- Primary Method - the way the services will be provided to the family (in-person or alternative).

The updated IFSP has a location to document the Primary Method.

As with any new or updated form, the Service Providing Agency is expected to begin utilizing the new form.

Method : TBEIS Identifier

Method	
TBEIS Identifier	Primary Method
Select ▾	Select ▾
Select TL	Select ▾
JV	Select ▾
NTL	Select ▾
Select ▾	Select ▾
Select ▾	Select ▾
Select ▾	Select ▾

The TBEIS provider's role in supporting the child and family.

- Team Lead (TL) - Primary Service Provider
- Joint Visitor (JV) - Supports the Team Lead and family
- Non Team Lead (NTL) - Used infrequently for a short period of time

Method : Primary Method (Service Delivery)

Method	
TBEIS Identifier	Primary Method
NTL ▾	Alternative ▾
TL ▾	In-Person ▾
JV ▾	In-Person ▾
JV ▾	In-Person ▾

- Primary Method is the manner in which the services will be provided (In-Person/Alternative).
- The IFSP team, which includes the family, identifies the primary method on how the services will be delivered for each of the services.
- If the family does not fully agree with the primary method the IFSP team is proposing to deliver the early intervention service, the service coordinator must support the family in identifying their lack of agreement on the Informed Consent page of the IFSP.
- Reminder: AzEIP is a home visiting program. Services should be provided in person unless the family is unable or unwilling to receive the services in person.

Duration

Duration	
Planned Start Date	Planned End Date

- Duration means projecting when a given service will no longer be provided.
- It may be appropriate for services to have different durations.
- The Planned End Date should:
 - Not be past the due date of the next scheduled IFSP.
 - Be no later than the day before the child's third birthday.

Natural Environment

IDEA Part C 303.126

Each system must include policies and procedures to ensure, consistent with §§303.13(a)(8) (early intervention services), 303.26 (natural environments), and 303.344(d)(1)(ii) (content of an IFSP), that early intervention services for infants and toddlers with disabilities are provided—

- (a) To the maximum extent appropriate, in natural environments; and
- (b) In settings other than the natural environment that are most appropriate, as determined by the parent and the IFSP Team, only when early intervention services cannot be achieved satisfactorily in a natural environment.

Justification of Early Intervention Outcomes that Cannot be Achieved Satisfactorily in a Natural Environment

The Justification statement identifies:

- Service
- Location of Service
- Service Provider
- The reason the IFSP team cannot achieve the outcome in a natural environment
- How early intervention services will support the child's participation in routines and activities
- Plan and timeline to move services into a natural environment

JUSTIFICATION OF EARLY INTERVENTION OUTCOMES THAT CANNOT BE ACHIEVED SATISFACTORILY IN A NATURAL ENVIRONMENT

Service	Location of Service	Service Provider
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If an early intervention service is not provided in the natural environment, what is the justification for the IFSP team's decision that outcomes cannot be achieved in the natural environment?

Explain how early intervention services will support the child's participation in routines and activities to meet the IFSP outcomes.

Explain the plan and timeline to move services into the natural environment.

IFSP Payment Arrangements for Services

Service Coordinator and family discussed use of family's public and/or private insurance:

Public Insurance:

AHCCCS Complete Care CHP AIHP DDD/ALTCS EPD/ALTCS Tricare

Health Plan: _____

Private Insurance Plan: _____

(Consent is required before billing public and private insurance)

The service coordinator:

- Checks the first box to indicate that they have discussed the use of the family's health insurance.
- Documents the full name of the public and/or private health insurance that the family has provided consent to utilize (as written on the Consent to Bill Health Insurance form).

Funding Sources

Early Intervention Service <i>(no acronyms)</i>	Discipline	*Funding Source(s) <i>(include all that apply)</i>

***Funding Source:**

1 = Medicaid (AHCCCS/CMDP)

2 = Private Insurance (PI)

3 = Arizona Early Intervention Program (AzEIP)

4 = Division of Developmental Disabilities (DDD)

5 = Arizona Long Term Care System (ALTCS)

6 = Arizona State Schools for the Deaf and the Blind (ASDB)

- IDEA Part C Regulations require that the IFSP team considers all funding sources for early intervention services prior to using IDEA, Part C funding.
- The service coordinator documents the:
 - Early Intervention Service
 - Discipline
 - Applicable Funding Sources

Funding Sources Listed on IFSP

Funding Source	IFSP Service										
	Service Coordination	Developmental Special Instruction (DSI)	Occupational Therapy (OT)	Physical Therapy (PT)	Speech Therapy (ST)	Vision Services	Family Training (Hearing)	Orientation & Mobility	Psychology	Social Work	Assistive Technology
1: Medicaid (AHCCCS)	Yes, if eligible for DDD and has AHCCCS	No	Yes, if family provided consent	Yes, if family provided consent	Yes, if family provided consent	No	No	No	No	No	Yes, if family provided consent
2: Private Insurance (PI)	No	No	Yes, if family provided consent	Yes, if family provided consent	Yes, if family provided consent	No	No	No	No	No	Yes, if family provided consent
3: Arizona Early Intervention Program (AzEIP)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4: Division of Developmental Disabilities (DDD)	Yes, if eligible for DDD and has AHCCCS	Yes, if eligible for DDD	Yes, if eligible for DDD	Yes, if eligible for DDD	Yes, if eligible for DDD	No	No	No	Yes, if eligible for DDD	Yes, if eligible for DDD	No
5: Arizona Long Term Care System (ALTCS)	Yes, if eligible for ALTCS (DDD)	Yes, if eligible for ALTCS (DDD)	Yes, if eligible for ALTCS (EPD or DDD)	Yes, if eligible for ALTCS (EPD or DDD)	Yes, if eligible for ALTCS (EPD or DDD)	No	No	No	Yes, if eligible for ALTCS (DDD)	No	Yes, if eligible for ALTCS (EPD or DDD)
6: Arizona State Schools for the Deaf and the Blind (ASDB)	No	No	No	No	No	Yes	Yes	Yes	No	No	No

Other Services

Other Services (in place or needed)

Services such as medical, recreational, religious, social and other child related services not required or funded under early intervention, that contribute to this plan.

- Resources your family has that are helpful in meeting the needs of your child/family (e.g., respite, as covered under ALTCS).
- Resources that you are interested in to help your family (e.g., WIC, health care, etc.).

Resource(s), Service(s), and Support(s)	Check if needed	Payment Source	Steps to be Taken <i>(Include person responsible and timeline)</i>
	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		

All services not funded by IDEA Part C funding that contribute or are needed to contribute to the achievement of the child and family outcomes must be documented in this section, including resources, services and supports in place or needed.

Parental Acceptance or Refusal of IFSP Services

I have participated in the development of this IFSP and understand that I can accept or refuse any or all of the services identified in the IFSP. I understand that my consent for services may be withdrawn at any time. Please initial and sign below.

- 1a. I agree with the proposed IFSP as written. I further understand that my signature below indicates that: (a) I have been fully informed of the services being proposed and the reason for the proposal of services; (b) my service coordinator explained my rights under this program; and (c) I give consent to carry out this IFSP as written.
- 1b. I do not agree with the proposed IFSP as written (Prior Written Notice form must be completed and given to the family). However, I do consent to the following services/frequency:

[Redacted area for listing services and frequency]

The service coordinator must explain to the family that they have the option of agreeing to all, some, or none of the services identified on the IFSP including:

- Early Intervention Services
- Intensity
- Frequency
- Service Setting
- Method (TBEIS Identifier & Primary Method)
- Duration

Supporting a Family that Disagrees with the IFSP

If a family indicates during the IFSP meeting that they disagree with part or all of the IFSP, it is the service coordinator's responsibility to support the family.

The service coordinator must:

- Assist the family in identifying:
 - Their disagreement with some or all of the services.
 - The services/frequency they do consent to receive.
- Provide the family with a Prior Written Notice form if the team:
 - Proposes to provide a service, setting, frequency, intensity, or method that the family does not agree to; or
 - Refuses to provide a service, setting, frequency, intensity, or method that the family is requesting.

Providing Prior Written Notice

Propose Refuse

Evaluate to determine AzEIP eligibility. You have the right to request an evaluation anytime during the screening process

Identify your child as eligible for AzEIP effective date _____

Initiate provision of early intervention services

Change in provision of early intervention services

Change (no longer eligible for AzEIP)

Other (specify): _____

Description of action(s):

| _____

Reasons for the action(s):

- Choose “propose” or “refuse” based on the situation
 - “Propose” should be used to notify the family of a change the team has decided to make
 - “Refuse” should be used to notify the family of an action that the team will not take
- Description of action - recommended to be detailed, clear and direct
- Reason for action - recommended to include the citation if it is based on a regulation or policy
- Support the family in understanding their dispute resolution options

Family Rights and Family Survey

2. My service coordinator explained my rights under this program.

I Accept Decline a written copy of the AzEIP Family Rights Handbook.

3. I have received a copy of the AzEIP Family Survey (Annual or Transition/Exit IFSP).

The service coordinator:

- Explains to the family their procedural safeguards
- Offers the family a written copy of the AzEIP Family Rights Handbook
- Requests the family initial to identify:
 - Their rights have been explained to them
 - Their choice to accept or decline a copy of the AzEIP Family Rights Handbook

Informed Written Consent

 Parent Signature	 Date	 Parent Signature	 Date
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- The service coordinator is responsible for obtaining the parent's informed written consent which should occur the day of the IFSP.
- IFSP services may not begin until the family's informed written consent is obtained.

Sharing IFSP with Others

In addition to the release of this IFSP to team members, I give my consent for a copy of this IFSP to be sent to the individuals or agencies listed below.

Name of Individual/Agency (e.g., pediatrician, Early Head Start program)	Purpose

- Service Coordinators are responsible for assisting the family in identifying individuals/agencies who may benefit from receiving a copy of their child's IFSP.
- A Consent to Share must be in the child's file for any individual/agency who will receive a copy of the IFSP.

IFSP Team Members

IFSP TEAM MEMBERS				
Service Coordination	Discipline/Role	Agency/Program	Phone No.	Initial if present
Team Lead	Discipline/Role	Agency/Program	Phone No.	Initial if present
IFSP Team Member	Discipline/Role	Agency/Program	Phone No.	Initial if present

- The IFSP Team (not including the family) identify their participation in the development of the IFSP.
- Each team member should initial if they were present for the IFSP.

Updates to the IFSP

- Cover Sheet includes a section to document each periodic review.
- The Areas of Interest section of the Child and Family Assessment includes a QR code and link to the AzEIP Community Resource Guide.
- On the IFSP Services page:
 - TBEIS Identifier now includes a drop down with choices.
 - Primary method has been included to document how the IFSP team will provide services to the family (In-Person or Alternative).
- Public Insurance types have been updated on the Payment Arrangements page.


Accessing AzEIP Community Resource Guide

Areas of Interest

Check items your family would like more information about:

- Places where my child can play with other children in the community
- Childcare
- Clothing, food, etc.
- Housing Assistance
- Health care and/or health insurance for my child
- My child's diagnosis or disability
- Talking with other parents
- Parent support/ training/advocacy
- Other:
- Other:

Priorities


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

- During the Initial IFSP, service coordinators must assist families in accessing the [AzEIP Community Resource Guide](https://des.az.gov/services/developmental-disabilities/early-intervention/resources).
- The IFSP has been updated to include a QR code and link that families can utilize to access the page.

Raising Special Kids

[Raising Special Kids](#) offers a multitude of supports for families, including:

- **Individual consultation:** Individual problem-solving support to understand and access the programs, health plans, and services a child may need.
- **Parent-to-parent support:** Connections with a trained parent "mentor" who has a child with a similar diagnosis and is skilled at providing information and support.
- **Training & workshops:** Increase advocacy skills, and improve a family's ability to work with professionals on a child's educational and medical needs.

IDEA References

- [Sec. 303.13 — Early intervention services](#)
- [Sec. 303.26 — Natural environments](#)
- [Sec. 303.117 — Central directory](#)
- [Sec. 303.126 — Early intervention services in natural environments](#)
- [Sec. 303.321 — Evaluation of the child and assessment of the child and family](#)
- [Sec. 303.342 — Procedures for IFSP development, review, and evaluation](#)
- [Sec. 303.343 — IFSP Team meeting and periodic review](#)
- [Sec. 303.344 — Content of an IFSP](#)
- [Sec. 303.421 — Prior written notice and procedural safeguards notice](#)

State Requirements



[Arizona House Bill 2137](#)

AzEIP Policy and Procedures

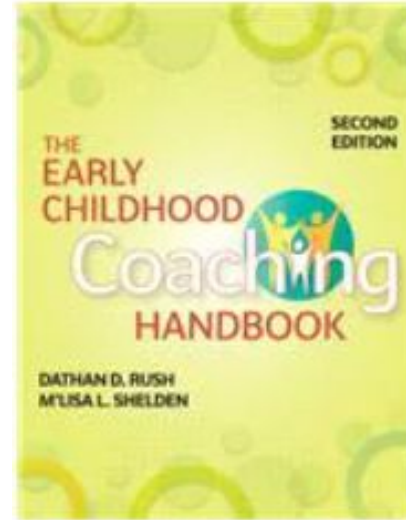
[AzEIP Policy Manual](#) 3.8 Individualized Family Service Plan

[AzEIP Procedure Manual](#) 3.9 Individualized Family Service Plan

Coaching and Teaming Resources

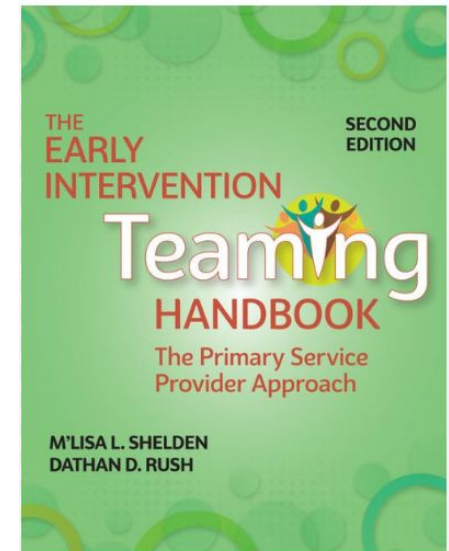
The Early Childhood Coaching Handbook (Second Edition)

Dr. Dathan D. Rush Ed.D. CCC-SLP
Dr. M'Lisa L. Shelden PT Ph.D.



The Early Intervention Teaming Handbook: The Primary Service Provider Approach (Second Edition)

Dr. M'Lisa L. Shelden PT Ph.D.
Dr. Dathan D. Rush Ed.D. CCC-CLP



AzEIP Technical Assistance

- [House Bill 2137 Technical Assistance Bulletin](#) - 09/01/2024
- [Serving Families Experiencing Homelessness - Technical Assistance Bulletin](#) - 08/09/2024
- [Family Out of State for Extended Period of Time Technical Assistance Bulletin](#) - 01/29/2024
- [Supporting Families with Infants in the Neonatal Intensive Care Unit AzEIP Programmatic Meeting](#) - January 2024
- [Explaining Family Rights and Dispute Resolution Options AzEIP Programmatic Meeting](#) - March 2024
- [Review of an IFSP AzEIP Programmatic Meeting](#) - July 2023
- [Contact Logs AzEIP Programmatic Meeting](#) - March 2023
- [Initial Child and Family Assessment AzEIP Programmatic Meeting](#) - July 2024
- [Child Outcomes Summary AzEIP Programmatic Meeting](#)- August 2024

Topic Specific Reminders

- The parent is a crucial member of the IFSP team and must be included in all early intervention decisions about their child.
- The IFSP should be unique to the child and their family.
- The Team Based Early Intervention Approach does not limit services to only one practitioner nor does it limit the frequency of services.
- If a parent disagrees to part or all of the IFSP, the service coordinator is responsible for supporting the family.
- Prior Written notice must be given to the parent before the (proposed or refused) action.
- Services are not to be provided until informed written consent has been obtained on the IFSP by the parent(s) which is denoted by signature and date.
- AzEIP is a home visiting program. Services should be provided in person in the family's home or community unless the family is **unable** or **unwilling** to have the services provided in person.

General Reminders

- AzEIP Transition Timeline Reminder:
 - For children determined AzEIP eligible before 2.9, the PEA Notification/Referral must be sent to the school district and ADE by the date the child is 2.9 if the parent has not opted out, even if the TPM and/or initial IFSP have not occurred.
- Child is assigned in I-TEAMS based on the address where the child resides.
- Educational Parent must be continually assessed especially if the identified parent is not the biological parent.

IFSP Acronyms

Acronym	Meaning	Acronym	Meaning
ADE	Arizona Department of Education	PEA	Public Education Agency
ASDB	Arizona State Schools for the Deaf and the Blind	PSP	Primary Service Provider
AzEIP	Arizona Early Intervention Program	Psych	Psychologist
CFA	Child and Family Assessment	PT	Physical Therapist
CQIC	Continuous Quality Improvement Coordinator	QR	Quick Response
DDD	Division of Developmental Disabilities	SC	Service Coordinator
DSI	Developmental Special Instructionist	SLP	Speech Language Pathologist
IDEA	Individuals with Disabilities Education Act	SW	Social Worker
IFSP	Individualized Family Service Plan	TBEIS	Team-based Early Intervention Services
I-TEAMS	Infant-Toddler Electronic Administration & Monitoring System	TL	Team Lead
JV	Joint Visitor	TOD	Teacher of the Deaf/Hard of Hearing
NTL	Non Team Lead	TOV	Teacher of Visually Impaired
OT	Occupational Therapist	TPM	Transition Planning Meeting

Intensity (page 16 of IFSP)

I = Individual

UN = two AzEIP eligible children

UP = multiple (3 or more) AzEIP eligible children

Questions



Question 1

Question:

What if the parent requested both Home and Community for service setting? We can only select one. Do we default to Home?

AzEIP Response:

If the IFSP team identifies more than one setting where the services will be provided, the service coordinator documents the setting that will be used most frequently. If it is an equal number of Home and Community settings, the service coordinator uses Home as the default.

Question 2

Question:

Funding sources: doesn't ALTCS cancel out AHCCCS since they are both public insurances? Based on the presentation you are wanting both listed?

AzEIP Response:

Service Providing Agencies should utilize the new "[Funding Sources Listed on the IFSP Job Aid](#)" when identifying funding sources. ALTCS and AHCCCS would both be identified if the child has ALTCS.

Question 3

Question:

If the family requests speech therapy in person, but the team says they can only do it virtually, should the family disagree with the IFSP for that service and be given a Prior Written Notice?

AzEIP Response:

If the speech therapist is unable to provide the service in person and this is not in alignment with the family's wishes, the service coordinator explains to the family they can disagree to the service on the Informed Consent page of the IFSP. If the family disagrees with services, the service coordinator provides the family with Prior Written Notice and informs the family of their dispute resolution options.

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
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