



DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona



**AzEIP Programmatic Meeting -
Initial Individualized Family Service Plan (IFSP) Part One
September 26, 2024**

Purpose of Today's Presentation

- Provide expanded guidance and clarification on scheduling, development of the Child and Family Assessment (CFA), and building of child and family outcomes within the Initial Individualized Family Service Plan (IFSP).
- Emphasize the importance of the family as part of the IFSP Team in the development of the IFSP.

Scheduling the Initial IFSP

- All Individualized Family Service Plan (IFSP) meetings must be:
 - Held in settings and at times that are convenient to families.
 - Conducted in the native language of the family or other mode of communication used by the family.
 - Arranged with, and written notice provided to, the family and other participants early enough before the meeting date to ensure that they have the opportunity to attend.
- [IFSP Meeting Notification \(GCI-1044A\)](#) is utilized to provide written notification of the scheduled meeting.
 - AzEIP recommends sending the IFSP Meeting Notification to the family **and** all participants a minimum of five (5) days prior to the scheduled meeting.
 - If the family agrees to hold the meeting with less than five (5) days notice, the discussion and family's decision should be documented within the Service Coordinator's Contact Log.

Initial IFSP Service Method

- IDEA Part C Early Intervention is a home-based program.
- IFSPs *must* be held in person within the family's home or community unless the family indicates they are unable or unwilling to have the IFSP completed in person.
- All IFSP team members are expected to be present in person for the IFSP unless the family has requested otherwise.
- If an IFSP is completed virtually, the:
 - Family's decision must be thoroughly documented within the SC's Contact Log.
 - I-TEAMS service delivery entry should indicate "Alternative" and the alternate method utilized.

How do our families benefit from having ALL Early Intervention Services in person?

timely signatures
collaboration better
family ask more questions
common distractions
better connection
clear understanding
see families routines
assess home environment
quality of service
eye contact
building relationship
better connections

no screen time under 2y
observation
better relationship
home environment
engaged conversation
opportunity for observati
body language
quality bond
more personable
no repetition
easier to show strategies
building relationship
better connections

engaged
building relationships
child's toys are availabl

team input

Arizona July Initial IFSPs In-Person Data

As a state, what percentage of July Initial IFSPs were completed by Service Coordinators together with the family in the family's home or community?

27.50%

IFSP Meeting Required Participants

The IFSP team includes:

- The parent(s) of the child
- Other family members, as requested by the parent, if feasible to do so
- An advocate or person outside of the family if the parent requests that the person participate
- The service coordinator (either from the AzEIP TBEIS contractor or DDD)
- At least one member of the multidisciplinary team involved in the evaluation and/or assessment
- As appropriate, persons who will be providing early intervention services to the child and family

If the child is DDD eligible and DDD will be providing ongoing service coordination, the TBEIS service coordinator invites the DDD service coordinator to attend the Initial IFSP meeting.

IFSP Process

- Service Providing Agencies coordinate, cooperate and collaborate with the family, and among one another, in the IFSP process for a child who is eligible for AzEIP.
- The IFSP meeting is conducted in alignment with AzEIP's Mission and Key Principles.

AzEIP's Mission

Part C Early Intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities.

Key Principles of Early Intervention

1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.
2. All families, with the necessary supports and resources, can enhance their children's learning and development.
3. The primary role of a service provider in early intervention is to work with and support family members and caregivers in children's lives.
4. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.
5. IFSP outcomes must be functional and based on children's and families' needs and family-identified priorities.
6. The family's priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.
7. Interventions with young children and family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations.

Contents of an IFSP

- Information about the child's status
- Family Information
- Early Intervention Services
- Other Services
- Dates and Duration of Services
- Service Coordinator Name
- Transition from Part C Services

Beginning the IFSP Meeting

The Service Coordinator:

- Introduces IFSP team members
- Reviews purpose and intended results of the meeting
- Ensures everyone on the team is able to participate in the IFSP Meeting
- Documents the discussion in the IFSP packet
- Reviews and updates as needed the CFA pages of the IFSP if the CFA was completed at a separate meeting from the Initial IFSP

Synthesize the Family's Resources, Interests & Priorities

The Team reviews the information learned from completing the Child and Family Assessment.



Let's Talk Outcomes

Child's Name (First, M.I., Last) _____ Date of Birth _____

Outcome Number: _____

Priority – What priority will this outcome address? (Refer to *Priorities from the Child and Family Assessment*)

Step 1 - Identify Priority

Outcome – What will it look like when things are going well? (Refer to *Summary of Routines and Activities and/or Areas of Interest*)

Step 2 - Building Outcomes

Strategies – What specific steps and Natural Resources will help us meet this outcome? (Include people and ideas that will help with this activity or routine – refer to *Natural Resources*)

Step 3 - Identify Strategies

Step 1 - Identify the Priority

The team assists the family in identifying the priority they would like to address:

- Refer to Priorities from the Child and Family Assessment
- What priority will this outcome address?
- Priorities include challenges the family identifies that are impacting their lives and their ability to support their child



Step 2 - Building Outcomes

Name of the person the outcome is for	An Action	The context within which the outcome will be practiced or demonstrated	The priority this outcome is addressing

High Quality, Participation-Based IFSP Outcomes

When building the outcome with the family ensure that it:

- Is necessary and functional for the child's life and the family's life
- Reflects real-life contextualized settings
- Integrates developmental domains and is discipline-free
- Is jargon-free, clear, and simple
- Emphasizes the positive, not the negative
- Uses active words, not passive words

Necessary and Functional

The outcome is necessary and functional for the child's life and the family's life.

- Supports participation in family-chosen new or on-going community and family activities that are important to the family
- Helps the child build social relationships, acquire and use knowledge and skills, or take actions to meet needs
- Based on what is meaningful and functional for the family

Example: Liam will calm within a short period of time after being held by his childcare provider so his foster parent will feel comfortable when dropping him off at childcare.

Real-Life Contextualized Settings

The outcome reflects real-life contextualized settings.

- Focuses on everyday activity settings and routines for the child and family
- Any routines or activities specific to the family, including but not limited to:
 - Bedtime
 - Bathing
 - Outings (riding in the car, shopping, dining out)

Example: Liam's caregivers will be able to strap Liam into his car seat quickly so they are able to get all the siblings ready to go for a ride in the car.

Discipline-free

The outcome integrates developmental domains and is discipline-free.

- Describes the child's participation in routines and everyday activity settings
- Promotes skill development across multiple domains that can be addressed by the IFSP Team

Example: Caregivers will be able to distract Liam during diaper changing time so they can change his diaper quickly and easily.

Example for an older child: Gabriel will tell his mother at snacktime what snack he wants to eat.

Jargon-free, Clear, and Simple

The outcome is jargon-free, clear, and simple.

- Understandable by the family
- Uses plain language
- Does not include professional jargon or “practitioner-speak”

Examples:

- Liam will be able to get a toy when it's moved out of reach so that he can keep playing without needing a family member to get the toy. VS Liam will roll utilizing full range of motion of his left and right arm to obtain a toy so that he can demonstrate independent play.

Positive, Not Negative

The outcome emphasizes the positive, not the negative.

- Phrased in the positive
- States what the child or family will do, as opposed to what they will not do or what they will stop doing
- If there are any negative words within the statement, it is not a positively worded outcome

How could we make this a positive outcome?

Gabriel will not overstuff his mouth while eating his food so he doesn't choke.

Positive: Gabriel will safely eat his food at dinnertime so his parent can be part of the family talking about their day.

Active Words, Not Passive

Active Words



- Encourage the child or family's active participation or engagement
- Indicate what the child or family will do, including but not limited to: eat, play, talk, walk

Passive Words



- Reflect a state of being, such as tolerate or receive
- Reflect a change or lack of change in performance, for example: increase, decrease, improve, maintain

How could we change this to an active outcome?

Liam will tolerate taking his bottle.

Active: Liam's caregivers will be able to successfully feed Liam at scheduled mealtimes.

In Addition, Keep In Mind

Outcomes should be:

- Family Driven
 - Unique and individualized to the family
 - Reflective of the family's resources, interests and priorities
 - Written to support the child's participation, independence, or relationships within a routine or activity the family has identified
- Measurable
- Attainable within 3-6 months

Step 3: Identify Strategies

What specific steps and Natural Resources will help us meet this outcome?

Refer to Natural Resources: include people and ideas that will help with this activity or routine



What are Family Outcomes

The goal of early intervention is to enable families to provide care for their children and have the resources they need to participate in their own desired family and community activities.

Five family outcomes to support this goal:

1. Families understand their child's strengths, abilities, and special needs.
2. Families know their rights and advocate effectively for their child.
3. Families help their child develop and learn.
4. Families have support systems.
5. Families access desired services, programs, and activities in their community.

[ECTA: Family Outcomes](#)

IFSP Decisions

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

The IFSP Team, which includes the family, must be included in all decisions about child and family outcomes, active IFSP team members and IFSP services.

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.

Federal Regulations

- [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](#)

AzEIP Policy and Procedures

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

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

Previous Technical Assistance

- [Serving Children in Early Intervention When Parents Share Custody Technical Assistance Bulletin](#)
- [Family Out of State for Extended Period of Time Technical Assistance Bulletin](#)
- [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](#)

Topic Resources

[ECTA Center: Developing High-Quality, Functional IFSP Outcomes and IEP Goals Training Package](#)

- Section 1: Setting the Context
- Section 2: Functional Assessment
- Section 3: Integrating Functional Assessment and Outcome Measurement with IFSP Outcomes/IEP Goals
- Section 4: Functional, High Quality IFSP Outcomes and IEP Goals
- Section 5: IFSP Strategies to Meet Outcomes and IEP Objectives to Meet Goals
- Section 6: Applying the Information: Practical Learning Experience

[ECTA: Family Outcomes](#)

Topic Specific Reminders

Child Outcomes are:

- Individualized for each child
- Reflective of the child's needs
- Functional and focused on the identified priorities, interests and concerns
- Based in settings where the child spends most of their time
- Child-centered with services provided in accordance with the IFSP which makes it a *legally binding and living document* (a contract for services)
- Reviewed on an ongoing basis with IFSP Team members

Transition Reminders

Transitions:

- If unsure of school district:
 - Check the district finder resource:
<https://www.greatschools.org/school-district-boundaries-map/>
 - Contact ADE: c2binbox@azed.gov
- If school district notifies you that they are not the correct district, complete PEA Notification Update Section and send to the correct district ASAP
- Change in school district: send the PEA Update to the previous school district, new school district, and c2binbox@azed.gov, so all involved are aware of the change

General Reminders

- House Bill 2137 was effective on September 15, 2024. The HB 2137 Technical Assistance Bulletin is available on the AzEwebsite for more information.

[House Bill 2137 Technical Assistance Bulletin](#)

- The IFSP end date should be no later than the day prior to the child's third birthday.
- Service Coordinators are responsible for following up with the DDD Eligibility Team for status updates.
- Service Coordinators are responsible for ensuring they have identified the educational parent and continually reassess to ensure the correct educational parent has been identified.

Questions



Question 1

Question:

I have seen IFSPs where the families are told that services have to be virtual because the therapist either can't or doesn't work in person so the IFSP just says "family agrees to hybrid services". Is this ok? There is no documentation about options provided and family choosing virtual.

AzEIP Response:

IDEA Part C regulations require that decisions about IFSP services, including the method, are made by the IFSP team, which includes the family. If the method of a service is predetermined because of lack of availability on their core team, the decision about the method of services is not being made by the full IFSP team. AzEIP is a home visiting program and the expectation is that all core team members provide in-person services unless a family is unable or unwilling to participate in person.

Decisions made about IFSP services, including the method services will be provided, must be clearly documented on the IFSP. If the services are not available in the preferred method, the team should support the family in how to disagree with the IFSP in whole or in part. The team would provide the family a Prior Written Notice.

The Prior Written Notice must be in sufficient detail to inform parents:

- The action that is being proposed or refused (refusing to provide service in the preferred method),
- The reasons for taking the action, and
- All procedural safeguards that are available including a description of mediation, how to file a State complaint and/or a due process complaint and any related timelines.

If a Service Coordinator has a concern about the service method on the IFSP or is unsure how to proceed, they should discuss their concerns with their supervisor. The supervisor is encouraged to email questions or concerns to AzEIPQualityImprovement@azdes.gov and include the child's name, I-TEAMS ID, a copy of the IFSP and contact logs.

Question 2

Question:

I have seen Child and Family Assessments (CFAs) on Initial IFSPs that were copied and pasted from the Developmental Evaluation Report (DER) with no additional information. Please clarify if this is an appropriate approach to a CFA.

AzEIP Response:

The information obtained from the initial visit, evaluation, and a broad spectrum assessment instrument should be incorporated into the CFA pages of the IFSP to capture present levels of development within the context of the child and family's routines and activities.

Please refer to the [Initial Child and Family Assessment AzEIP Programmatic Meeting - July 2024](#) presentation for additional information.

All IFSP participants should be assisting in building the CFA. If a team receives an IFSP completed by another team that includes an incomplete CFA the team should update the CFA at the next scheduled IFSP.

If a Service Coordinator or other team members has a concern about a CFA or is unsure how to proceed, they should discuss their concerns with their supervisor. The supervisor is encouraged to email questions or concerns to AzEIPQualityImprovement@azdes.gov and include the child's name, I-TEAMS ID, a copy of the IFSP and contact logs.

Question 3

Question:

Do the in-person visits include the monthly check-ins for service coordination?

AzEIP Response:

AzEIP Procedure Manual - Implementation of the IFSP

3.10.4 The service coordinator contacts the family monthly by phone, e-mail, or in-person to:

- ensure early intervention services are provided as planned
- determine the need to reconvene the IFSP team to discuss new outcomes or changes in services
- ensure that the family has access to needed resources that were previously identified, such as WIC, Early Head Start, and other early education or childcare programs
- discuss any new questions or interests of the family.

Question 4

Question:

When doing 6 month or annual reviews can the information be added to previous information listed on the same page or is it cleared and written anew?

AzEIP Response:

AzEIP Procedure Manual - Periodic Review

3.11.1 The service coordinator ensures the IFSP is reviewed every six (6) months or more frequently if the parent or other IFSP team member requests a review.

3.11.2.D-E The service coordinator is responsible for all the following activities:

- Documenting any revisions and/or updates to the child's demographic, health, present levels of development and child and family assessment information in the most recent initial or annual IFSP document.
- Documenting the progress toward achieving the outcomes, as well as any necessary revisions to the outcomes and/or strategies, and any new outcomes needed in the most recent initial or annual IFSP document.

AzEIP Procedure Manual - Annual CFA and IFSP

3.12.9 The service coordinator uses a new IFSP packet at each annual CFA/IFSP meeting to document

Thank you for attending!

AzEIP Quality Improvement Team

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