

CHAPTER 3: EARLY INTERVENTION SERVICES

REVISION DATES: 07/01/2021, 12/14/2018

EFFECTIVE DATES: 04/01/2022, 07/01/2019

INTENDED USER(S): All ADES/AzEIP personnel, AzEIP Service Providing Agencies including all employees, contractors, subcontractors, and volunteers.

REFERENCES/AUTHORITY: 20 U.S.C. §§ 1431, et seq.; 34 C.F.R. §§ 303.303-346, 420, and 421, 34 C.F.R. §§ 303.340; 342(a), 343(a) and § 303.344, § 303.342(b) and § 303.342(c), Rush, D. D., & Shelden, M. L. (2011). The early childhood coaching handbook. Baltimore, MD: Paul H. Brookes Publishing Co.

3.10 Implementation of the IFSP

- 3.10.1 After the initial IFSP is completed, the service coordinator ensures the child and family receive the early intervention services identified on the IFSP by the planned start date (PSD).
- 3.10.2 The service coordinator documents the actual start date (ASD) of each early intervention service in the child's record, including any delays and the reasons for delays of service(s) starting timely.
- 3.10.3 The service coordinator assists the family with identifying and/or accessing community activities and resources of interest to the family that are noted in the "Natural Resources" section of the IFSP Child and Family Assessment page or "Other Services" section of the IFSP Payment Arrangements page, such as Early Head Start, health insurance, Supplemental Security Income, parent information and outreach and/or advocacy organizations for support and information.
- 3.10.4 The service coordinator contacts the family monthly by phone, e-mail, or in-person to:
 - A. ensure early intervention services are provided as planned
 - B. determine the need to reconvene the IFSP team to discuss new outcomes or changes in services
 - C. 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
 - D. discuss any new questions or interests of the family.
- 3.10.5 The service coordinator, core team members including the developmental special instructionist (DSI), occupational therapist (OT), physical therapist (PT), speech and language pathologist (SLP), psychologist (Psych), social worker (SW), teacher of the visually impaired (TVI), teacher of the deaf and hard of hearing (TOD) and other Part C early intervention service providers utilize a coaching interaction style, which:
 - A. builds the capacity of parents and other care providers to promote child

learning and development in family, community, and early childhood settings;
and

- B. occurs between team members to expand a practitioner's ability to reflect upon and learn from their practices.

3.10.6 Each IFSP team member implements the following five elements of coaching at every available opportunity with the family and other team members:

A. Joint Planning:

- 1) occurs as part of all coaching conversations
- 2) generally, occurs at the beginning and end of each visit with a parent
- 3) includes planning for the next visit
- 4) includes determining the next scheduled visit based on the child and family's needs

B. Observation:

- 1) occurs when a team member watches the parent during a typical routine; or
- 2) a team member watches the parent practice recently discussed ideas/strategies; or
- 3) a team member models an activity in an intentional, direct, and specific manner for the parent.

C. Practice:

- 1) occurs when the parent implements an action during a coaching visit while being observed by a team member
- 2) in between coaching visits as the parent implements the action into their daily routines.

D. Reflection:

- 1) occurs during a visit
- 2) follows an observation or action
- 3) involves using reflective questions to help the parent analyze strategies and develop skills.

E. Feedback:

- 1) is provided by an IFSP team member following the parent/caregiver's reflection on observations, actions, or the practice of new skills or strategies.

3.10.7 Through ongoing coaching activities, the family and TL may identify the need to involve another core team member(s) to address new questions and offer new strategies and perspectives.

3.10.8 The involvement of another core team member(s), including the service coordinator, is coordinated by the TL to support the TL and family in their continued progress toward the IFSP outcomes and may occur through:

- A. regularly scheduled team meetings to which the family is invited by the service coordinator or TL to participate in the discussion related to their child
 - B. joint visits in which the core team members attend a visit with the child, family, and TL
 - C. a separate visit with the family in which the TL is not present.
 - 1) In the rare occasion a separate visit occurs, the other core team member informs the TL of the information shared with the family as soon as possible after the visit so the TL has the information before his/her next contact with the family.
- 3.10.9 The TL synthesizes information about all areas of the child's development and integrates strategies from all team members to address the outcomes and ensure that early intervention is meaningful and functional for the family.
- 3.10.10 If during the implementation of the IFSP, the IFSP team determines that the child may be eligible for the Arizona Long-Term Care System (ALTCS), the service coordinator will assist the family in applying.
- 3.10.11 When a child is enrolled in ALTCS, the TL should attend the ALTCS 90-day review meetings with the service coordinator when possible and if it is determined that a revision to the IFSP is needed, the service coordinator will follow the Periodic Review procedures.