

## **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.

### **3.8 Initial Child and Family Assessment (CFA)**

- 3.8.1 Prior to the initial IFSP meeting, the service coordinator and other team members, including at least one (1) team member who was involved in the evaluation if one was conducted, complete a multidisciplinary child and the voluntary family assessment. If the child is DDD eligible and DDD will provide on-going service coordination, the service coordinator invites the DDD service coordinator to attend the child and family assessment meeting.
- 3.8.2 If the family was not able to review the CFA Guide for Families prior to the CFA, the service coordinator provides the family another copy and walks through the guide with the family.
- 3.8.3 The multidisciplinary team:
  - A. observes the child engaged in spontaneous, child-directed play with caregivers, siblings, and other children, structured adult-directed play, and/or play with other team members
  - B. reviews and discusses developmental and medical records including the evaluation information if an evaluation was completed.
- 3.8.4 With consent from the family, the service coordinator facilitates and documents on the CFA pages of the IFSP a discussion about the family's:
  - A. priorities, resources, and concerns related to their child's present levels of development
  - B. routines, activities, and relationships with which they would like support in enhancing their capacity to meet their child's developmental needs and his/her participation in everyday life
  - C. informal and formal support systems.
- 3.8.5 The service coordinator:
  - A. synthesizes information the family chooses to share, including the strategies they have tried and the results, and what the child's successful participation in a routine or activity would look like.
  - B. explains the Child Outcomes Summary (COS) process (also known as Child

Indicators in Arizona) which:

- 1) is federally required at entry into and exit from early intervention for all children who may have an IFSP for six (6) months or longer. The COS process is required in Arizona at 6 months and annual IFSP reviews as well, although the service coordinator will only enter the ratings into ADES data system(s) at entry and exit
  - 2) ensures holistic support is provided to a child and family
  - 3) measures how the early intervention supports, and services help the child progress developmentally.
- C. captures on the IFSP Child Indicators Summary form how the child's development, across all domains, affects his/her participation and engagement in:
- 1) positive social and emotional development, including relationships
  - 2) acquisition and use of knowledge and skills
  - 3) use of appropriate behavior to meet his/her needs.
- D. Explains the three family outcomes measured through the annual family survey including a family:
- 1) knows their rights in AzEIP
  - 2) effectively communicates their child's needs
  - 3) helps their child develop and learn