



WHAT TO EXPECT OUT OF BIRTH TO THREE EARLY INTERVENTION

Family Voices Topical Call March 20, 2012

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WHY DO WE HAVE EARLY INTERVENTION?

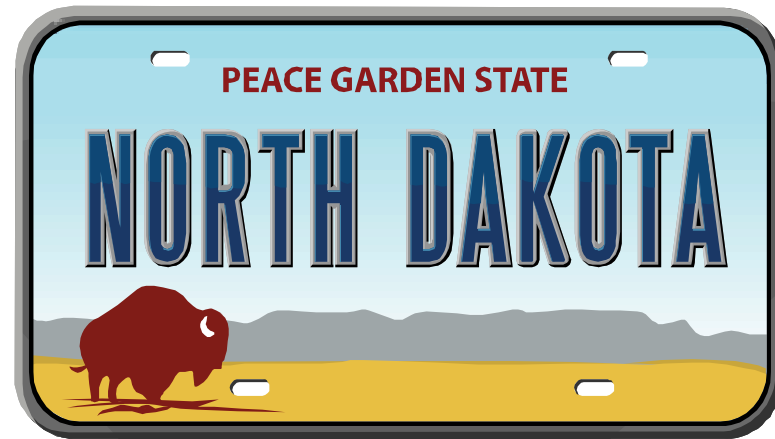


- ❖ Individuals with Disabilities Education Act
 - ❖ Part C



NORTH DAKOTA'S “LEAD AGENCY”.....

- Department of Human Services
- Funding:
 - Federal Part C
 - Medicaid
 - State General Fund



WHAT DOES IDEA SAY:

- Access to a multi-disciplinary evaluation or assessment in all areas of development.
- Services must be research-based
- Parent Prior Notice to any decision-making
- IFSP Development
- Timely initiation of services



WHAT DOES IDEA SAY (CONT):

- Thorough assessment of Family Resources, Priorities, and Concerns
- Delivered in the natural environment
- Service Coordination to assure services are in place.
- Assurance of adequately prepared staff
- Planning for Transition
- Interagency Coordination
- Procedural Safeguards



BASIC COMPONENTS OF ND'S EI SYSTEM

- Responsive to Part C of the Individuals with Disabilities Education Act
- Service Coordination
- Family Support (i.e. respite care, assistance with out-of-pocket medical expenses, parent-to-parent support, access to Medicaid, etc.)
- Individual Family Service Plan Development
- Access to professional staff (i.e. early childhood special education, physical therapy, occupational therapy, speech therapy, social work, nursing, etc.)
- Home and Community Based (a.k.a. Natural Environment)
- Primary Service Provider Model



FAMILY INVOLVEMENT
FAMILY DIRECTED
FAMILY CENTERED



NOTHING ABOUT US WITH OUT US!



HOW SHOULD I BE EXPECTED TO BE TREATED?



- Active Listening
- Respect for your ideas, opinions, and beliefs
- Access to all the information
- Clarification
- Mutual Trust and Respect
- Active participant
- Response to your family's needs



IFSP DEVELOPMENT



WHAT SHOULD BE IN AN IFSP?

- Who was and wasn't at your meeting and how they participated.
- A discussion about your child's strengths, function, and challenges
- A discussion about your family's priorities, resources, and concerns
- Functional outcomes based on your concerns including how you will know when they are met and how you will address them.
- A review of previously developed outcomes and your child's progress
- Who will provide the services
- How often services will be provided
- How the services will be paid for
- Where the services will be provided
- When the plan will be reviewed
- If your child is 2 and over, your IFSP must address transition.



WHAT'S A FUNCTIONAL OUTCOME

What you want

Jack will help his mother stack up the DVD's in their living room after playtime so that he learns what "clean up" means at their house.

What you don't want

Jack will stack 5 wooden blocks with hand-over-hand assistance 3 times a day for 5 consecutive days so that he improves his fine motor skills.



WHAT'S A FUNCTIONAL OUTCOME

What you want

Jack will ask (either with words, signs, or gestures) to play with a toy that his sister has so that she enjoys playing with him.

What you don't want

Jack will use 5 words, signs, or gestures when looking at a book about playing nice.



HOW DO WE KNOW WHAT TYPE OF SERVICE WE NEED?



Consider:

Primary Service Provider

Review of Outcomes, Criteria, and Strategies

What resources do you have available

Medically necessary

Ask before you pay for a service



HOW DO WE KNOW HOW MUCH SERVICE WE NEED?

Consider:

Whether or not there is a lot of new information

Number of outcomes you have

Different types of settings or routines

Frequently changing outcomes

Outcomes need to be addressed urgently

Child needs one-on-one support to participate or interact



SERVICE DELIVERY



BASIC PRINCIPLES OF HELPING ALL YOUNG CHILDREN LEARN AND GROW



Young children learn best when they are taught everyday life skills like sharing, playing, moving, and communication during regularly, occurring daily activities with familiar people



BASIC PRINCIPLES OF HELPING ALL YOUNG CHILDREN LEARN AND GROW

Learning for young children is most effective when it has a purpose and is meaningful to you and your child



BASIC PRINCIPLES OF HELPING ALL YOUNG CHILDREN LEARN AND GROW

***Research has proven
that with the
necessary supports
and resources, you
are more successful
helping your child
learn and grow during
every day activities.***



WHAT CAN YOU LEARN FROM BUBBLES?



SERVICES HAPPEN WHERE IT MAKES SENSE...

Going to the Park?



At Daycare?



SERVICES HAPPEN WHEN IT MAKES SENSE

Mealtime



Going Out Time or Fussy Time



WHAT YOU CAN EXPECT

- To work with an Primary Early Intervention Professional as often is written on your IFSP (the minimum is one time a month) and on a regular basis
- That your primary home visitor is an EI professional
- That another professional is listed on your plan to provide input on your and your child's outcomes – This person is sometimes called a consultant.
- Evaluations/assessments in all areas of development (including vision, hearing, and early literacy) at least annually



WHAT YOU CAN EXPECT (CONT.)

- *That you can adjust and change your IFSP at any time.*
 - *This can include changing:*
 - *how often you have access to the professionals in your life,*
 - *who you have access to, or*
 - *what outcomes you are working on*



WHAT YOU CAN EXPECT (CONT.)

- Help with changes (transitions)
- Review of your IFSP at least every 6 months
- Partnership on finding answers to your questions.



FINDING THE BALANCE....

Changing the Child

Strategies:

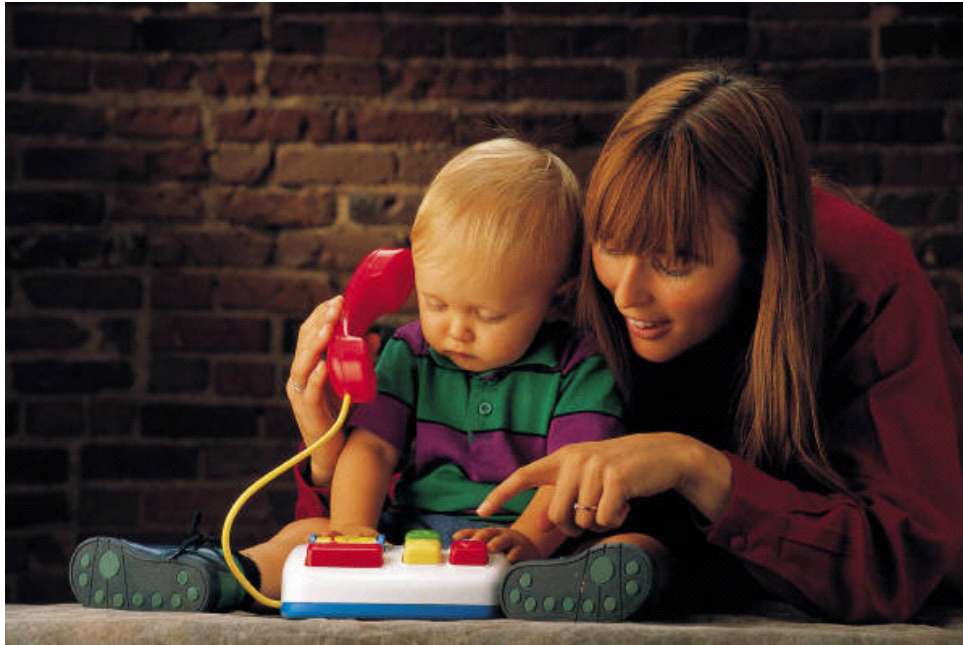
- Oral-Motor Exercises
- Play-based Approaches
- Applied Behavior Analysis
- Teaching Sign Language
- Treadmill Training

Changing the Environment

Strategies:

- Picture Schedules
- Positive Behavior Supports
- Moving toys to a lower spot
- Changes in daily schedule
- Touchscreen





WHY ME?

“I don’t want to be my child’s therapist.”

“I just want to be a dad.”

“My child does better when I’m not around.”

“I can’t get my child to do anything that her therapist can get her to do.”

“I don’t have enough time in my day.”

“My other children are always interfering.”





IN THE END...

Early Intervention
Has Helped You
To:

- Know and act on your rights under IDEA and other appropriate laws.
- Be able to effectively communicate your child's needs.
- Help your child develop and learn



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