

Every Family Has a Story: Using Documentation to Capture the Early Intervention Journey

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Erin Hale, Policy & Monitoring Consultant
Karen Kincaid, Regional Program Consultant



MIKE DEWINE
GOVERNOR OF OHIO





WEBINAR HOUSEKEEPING

Communicating: Type questions/comments into the Q&A box.

Recording & CPDUs: This webinar is being recorded. CPDUs are available via MyOACB.

Tech Tips:

Use computer audio

Use headset if having audio problems

Close other apps

Log out and back into Zoom

WEBINAR OBJECTIVES

- 1/** Explain why high-quality documentation matters beyond compliance
- 2/** Describe the service provider's responsibility for documenting service delivery
- 3/** Identify elements of documentation that meets requirements and tells the family's story
- 4/** Discuss the EISC's role in monitoring ongoing service delivery
- 5/** Explain how provider documentation and ongoing monitoring of service provision provide a complete picture of IFSP implementation



If you handed a child's
EI record to someone
who had never met the
family, could they
understand the
family's story from
referral to exit?



PICKING UP THE STORY

SCENARIO

A provider or EISC is suddenly unavailable, and you're asked to step in tomorrow. The family doesn't know you. You don't know the family.

You have the record – but no time to start from scratch.

What would you hope the record would tell you about this family so you can pick up the story where it left off?



WHAT MAKES A GOOD STORY

Clear beginning

Important details

Continuity

Characters with defined roles

Events that make sense in sequence

Connections between events

No unexplained gaps

Consistency

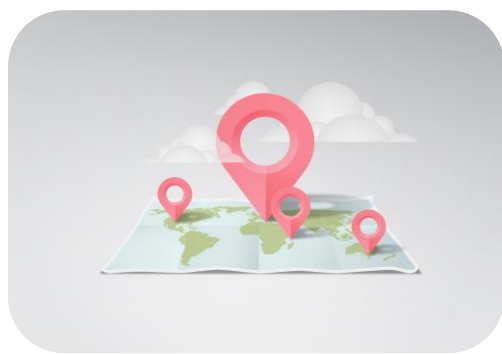
Clear ending



PUTTING THE PIECES TOGETHER



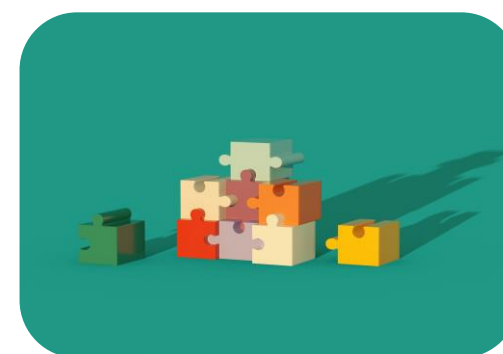
El Record = Family's
Story



IFSP = The Roadmap

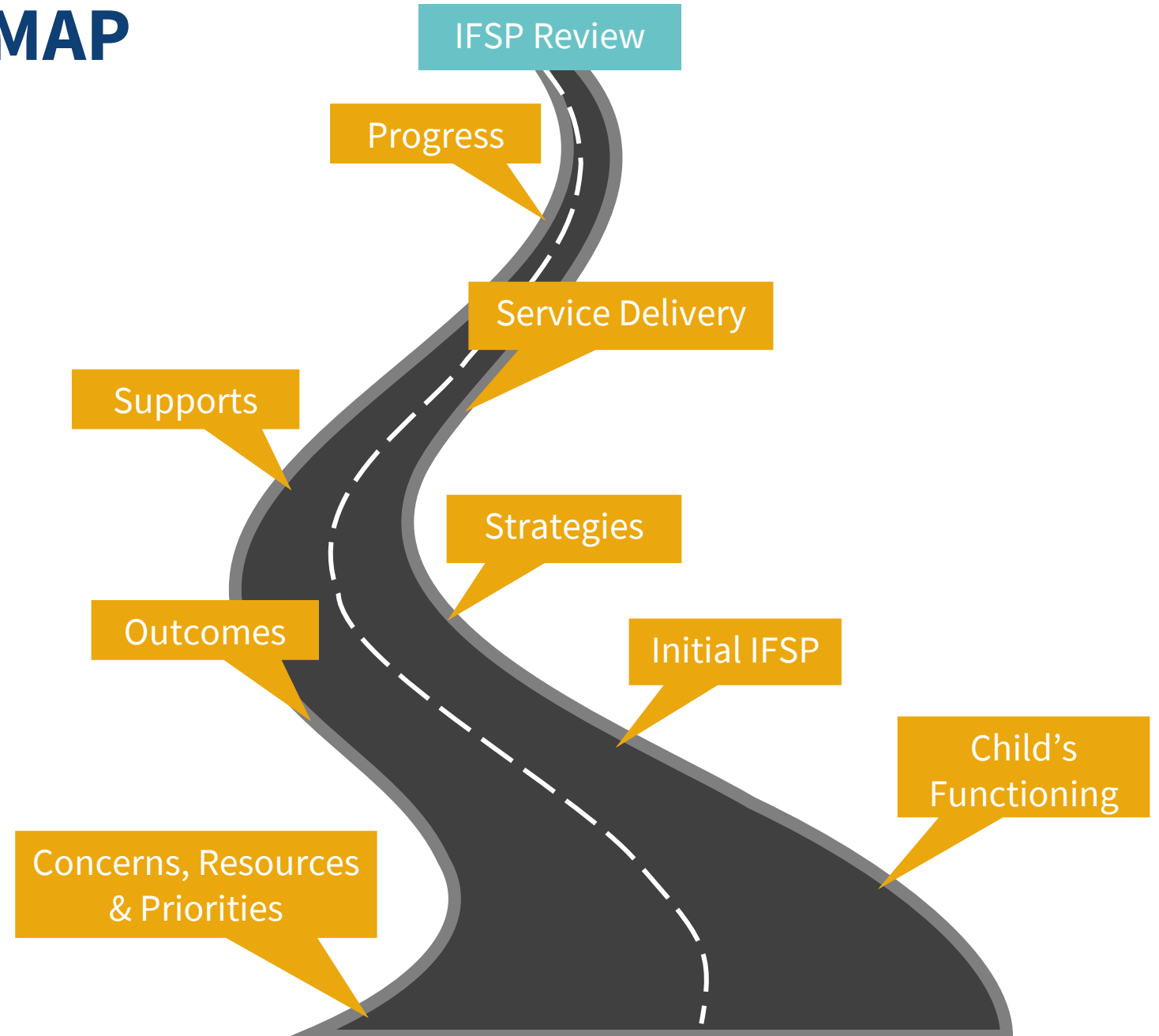


Documentation = The
Chapters



Monitoring = Connects
the Pieces

THE IFSP AS THE ROADMAP



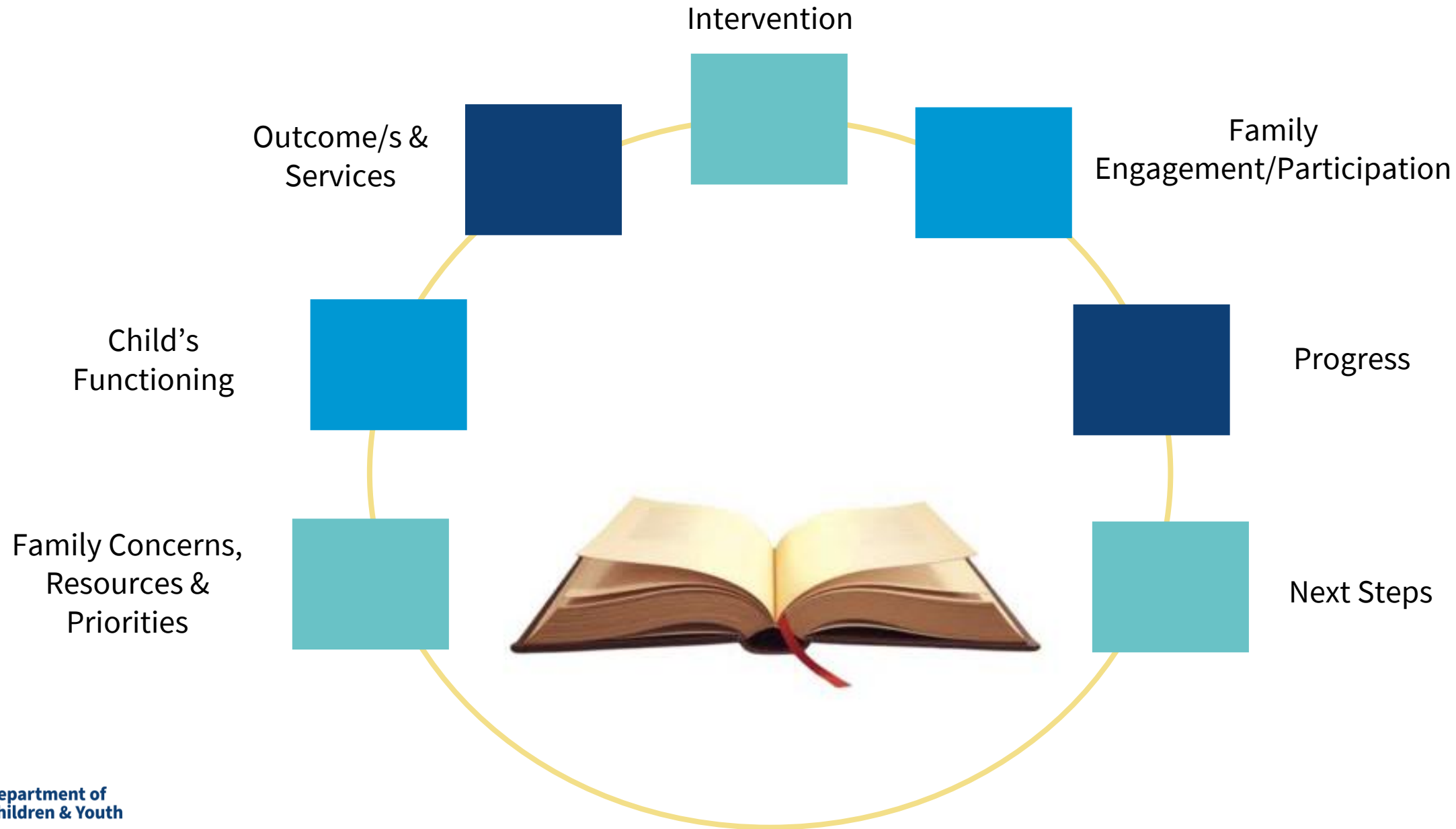


MONITORING THE IFSP

Timely Receipt of Service (TRS)
*Service delivered within 30 days of
parent consent*

Ongoing Service Delivery
*Service delivered as documented on
IFSP*

THE CHAPTERS OF THE JOURNEY



PURPOSE OF THE CHAPTERS



Demonstrates Services
Were Provided



Verifies Compliance
with Part C
Requirements



Supports Continuity of
Care



Reflects Family-
Centered Practices



Measures Progress



Supports Decision-
Making



Protects Families,
Providers, Agencies,
and Programs



Supports Funding and
Accountability

EVERY NOTE HAS A READER

Reader: Parent/Caregiver

What they need to understand: *“Does this record accurately reflect my child, my concerns and priorities, and our family’s experience?”*

Reader: Supervisors/Program Managers

What they need to understand: *“Is quality service being provided? Is the provider following the IFSP and program requirements?”*

Reader: LEA/Preschool Special Education

What they need to understand: *“What has the child been working on in EI? What progress has occurred? What information is important to support a smooth transition for this child?”*

Reader: Other EI Providers/Team Members

What they need to understand: *“What has been tried? What is working? What isn’t working? What does the family want to work on next?”*

EVERY NOTE HAS A READER

Reader: Outpatient/Non-EI Service Providers

What they need to understand: *“What are the child’s strengths and family’s priorities? How can I complement what EI is doing?”*

Reader: DCY

What they need to understand: *“Does the record demonstrate that all compliance requirements were met? Does it reflect that services were meaningful, individualized, and delivered consistent with the IFSP?”*

Reader: Medical Provider

What they need to understand: *“What is the child’s level of functioning and what services/supports are the child/family currently receiving? Is there additional testing or referrals that need to be made?”*

Reader: EISC/EI Team in Another County

What they need to understand: *“Where is this child in their EI journey, and how do we continue where the previous county left off?”*

SERVICE PROVIDER DOCUMENTATION INFORMATION THAT MATTERS

Provider Requirements outlined in OAC 5180-10-02(O)

- Case notes must be completed within 30 calendar days of activity
- Maintain record that includes the following for each child served:
 - (a) Current individualized family service plan;
 - (b) Copies of relevant forms and all early intervention program correspondence; and
 - (c) Documentation of the early intervention services provided, including the date, length, duration, frequency, method of delivery, location, and all activities related to implementing the individualized family service plan.

5180-10-02 OAC(O): <https://codes.ohio.gov/ohio-administrative-code/rule-5180-10-02>

34 CFR Part 303: <https://www.govinfo.gov/content/pkg/FR-2011-09-28/pdf/2011-22783.pdf>

SERVICE PROVIDER DOCUMENTATION INFORMATION THAT MATTERS

DATE

SESSION LENGTH

METHOD

ACTIVITIES RELATED TO
IMPLEMENTING IFSP

LOCATION

REASON/S FOR DELAYS OR
INCONSISTENCIES

FREQUENCY

SIGNATURE/DISCIPLINE/LICENSURE



CHAPTER COMPONENTS THAT TELL THE STORY



All contacts and attempted contacts



Meetings, cancellations, and no shows



Conversations with the family and/or others involved in the delivery of services



Attempts to reschedule missed/canceled appointments ASAP



Scheduling process – dates offered, dates declined, preferences, limitations



Prior Written Notice provided before service is ended outside of an IFSP

Document the overall process, not just the result

SERVICE PROVIDER DOCUMENTATION INFORMATION THAT MATTERS

- Reflects service delivery (i.e., information was provided to, or intervention occurred with, the family)
- Reflects child was present and family was active participant
- Reflects service delivery was consistent with the IFSP (*If inconsistent, documentation includes an explanation)
- Reflects service occurred no earlier than date IFSP is signed

PROVIDER NOTES SHOULD TELL THE READER...



- ★ What service was provided?
- ★ When and how service was provided (duration, frequency, date/time, method)
- ★ Who was present?
- ★ Why were services provided?
- ★ What was the family working towards?
- ★ What happened during visits?
- ★ What progress is being made?
- ★ How did the family participate?
- ★ What has changed over time?

CASE STUDY #1: WHAT DOES THIS NOTE TELL US?

“Met with Mom and Liam at the family’s home for scheduled visit. Mom provided update on Liam’s progress with communication since our last session. Provided coaching and modeled strategies. Mom was engaged and stated she would continue using strategies between now and next visit. Will follow up next week when Mom gets her work schedule to plan next visit.”

Question: How well does this case note tell the story of the service provided?



I know what happened



I have questions



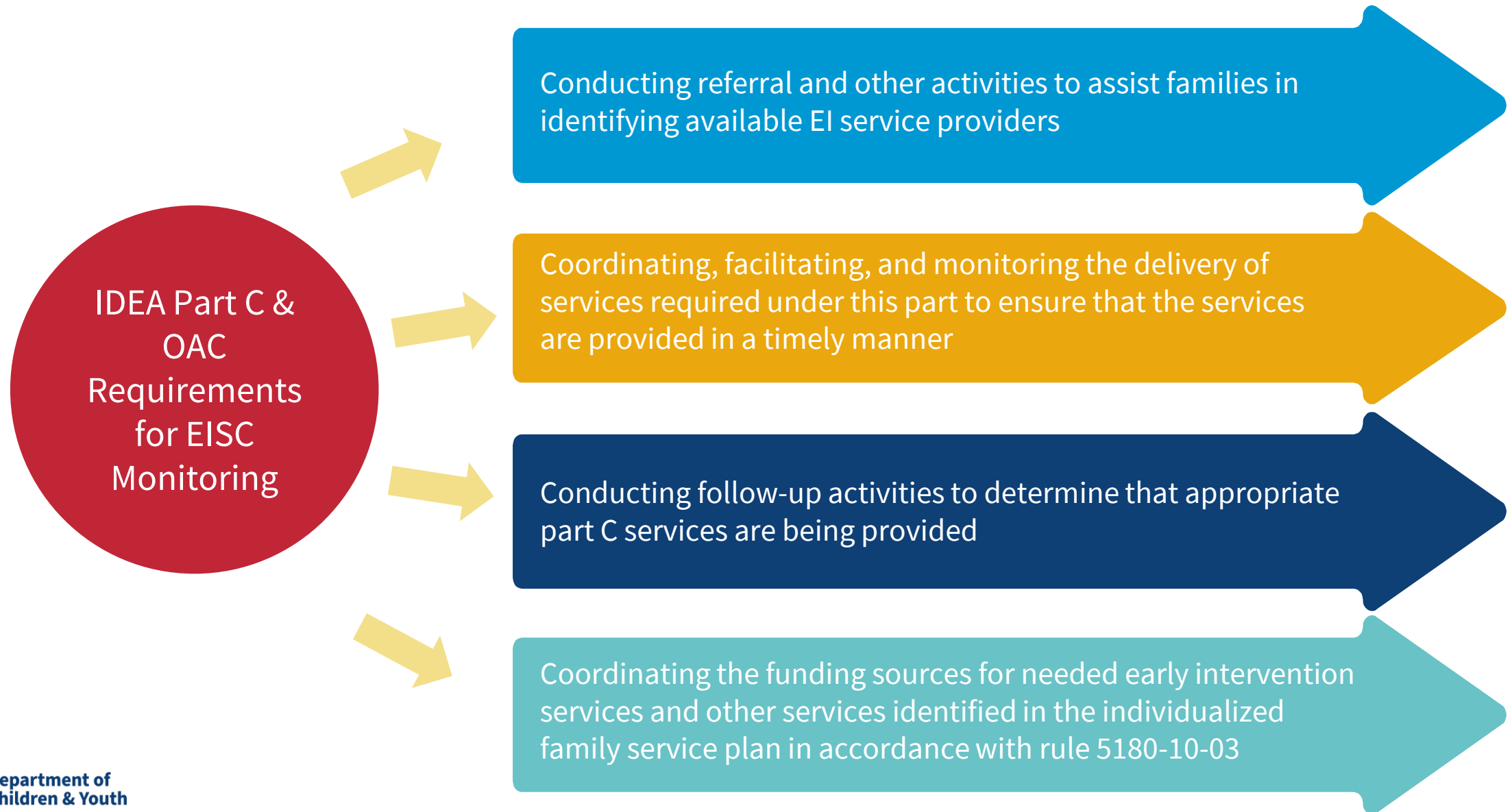
I can't follow the story

WHAT STRONGER DOCUMENTATION COULD LOOK LIKE

“During today’s visit, SLP continued to work on Outcome #2 ‘Liam will use words to choose the song he wants to sing when riding in the car with mom.’ I observed Liam using different song gestures to communicate what he wanted to sing and coached Mom to offer two choices while modeling the words “bus” and “twinkle”. Liam selected “bus” by using his arms as windshield wipers and attempted to say “bus” after Mom modeled it. Mom practiced offering choices when figuring out what song Liam wanted to sing and stated that she plans to continue using the strategy during car rides and bath time. I will follow up on Liam’s use of choices and emerging words during our visit next Thursday at 2pm.”

The length of the case note is not the important thing – what matters is the information that’s documented.

FOUNDATION FOR EISC MONITORING



THE EISC AS THE “READER”



SOURCES OF INFORMATION

- »»» Communication with the family
- »»» Communication with the service provider/s
- »»» IFSP information
- »»» Provider documentation
- »»» Team meetings
- »»» Progress updates
- »»» Other relevant team information

EISC POLL

What are some of the activities you use to monitor service delivery?



THE EISC ROLE IN MONITORING THE STORY

OAC EISC Requirement:

Conducting follow-up activities to determine that appropriate Part C services are being provided



Reviewing provider documentation to ensure services are delivered consistent w/ IFSP



Actively working to identify services needed, but not yet coordinated



Observing service visits



Coordinating referrals and consultations



Conversations w/ families and/or providers about service(s)/progress



Participating in EI team meetings



Reviewing/updating IFSP based on child's progress and/or new needs

MONITORING TO CONNECT THE DOTS

Reviewing provider documentation helps the EISC determine:

- If a service is new, was it initiated timely?
- Is the service being delivered as planned?
- Does each provider note reflect service delivery (i.e., that information was provided to, or intervention occurred with, the family)?
- Is the family participating?
- Are strategies being implemented?
- Are there new or emerging concerns?
- Are there barriers impacting service delivery?
- Does something require follow-up?

WHAT MAKES THE STORY COMPLETE?



Completeness – Does the documentation include all required information to verify service delivery?

Consistency – Does the documentation make sense?

Continuity – Can I follow what happened over time?

Implementation – Are services being delivered as outlined on the IFSP?

Family Voice – Is the family's experience visible?

CASE STUDY #2: THE IFSP SAYS ONE THING.....

Outcome 1: “Anna will feed herself breakfast using utensils while Mom feeds her baby brother”

Provider Case Notes

Visit 1:

“Worked on feeding skills. Mom reports improvement.”

Visit 2:

“Continued feeding interventions. Anna attempted to dip her spoon in yogurt.”

Visit 3:

“Discussed feeding progress with Mom. Continue current plan.”

CASE STUDY #3: THE MISSING PROVIDER....

The IFSP indicates PT will be provided for 10x in 180 days for 45 minutes. The EISC reviews the record and sees that the PT has documented three visits over the past four months. There are no documented cancellations or contact attempts. The EISC calls to check in with the family to ask how services are going and Mom reports that she thought PT was supposed to come every other week, but she hasn't heard from the provider in almost six weeks.

What should the EISC do next?

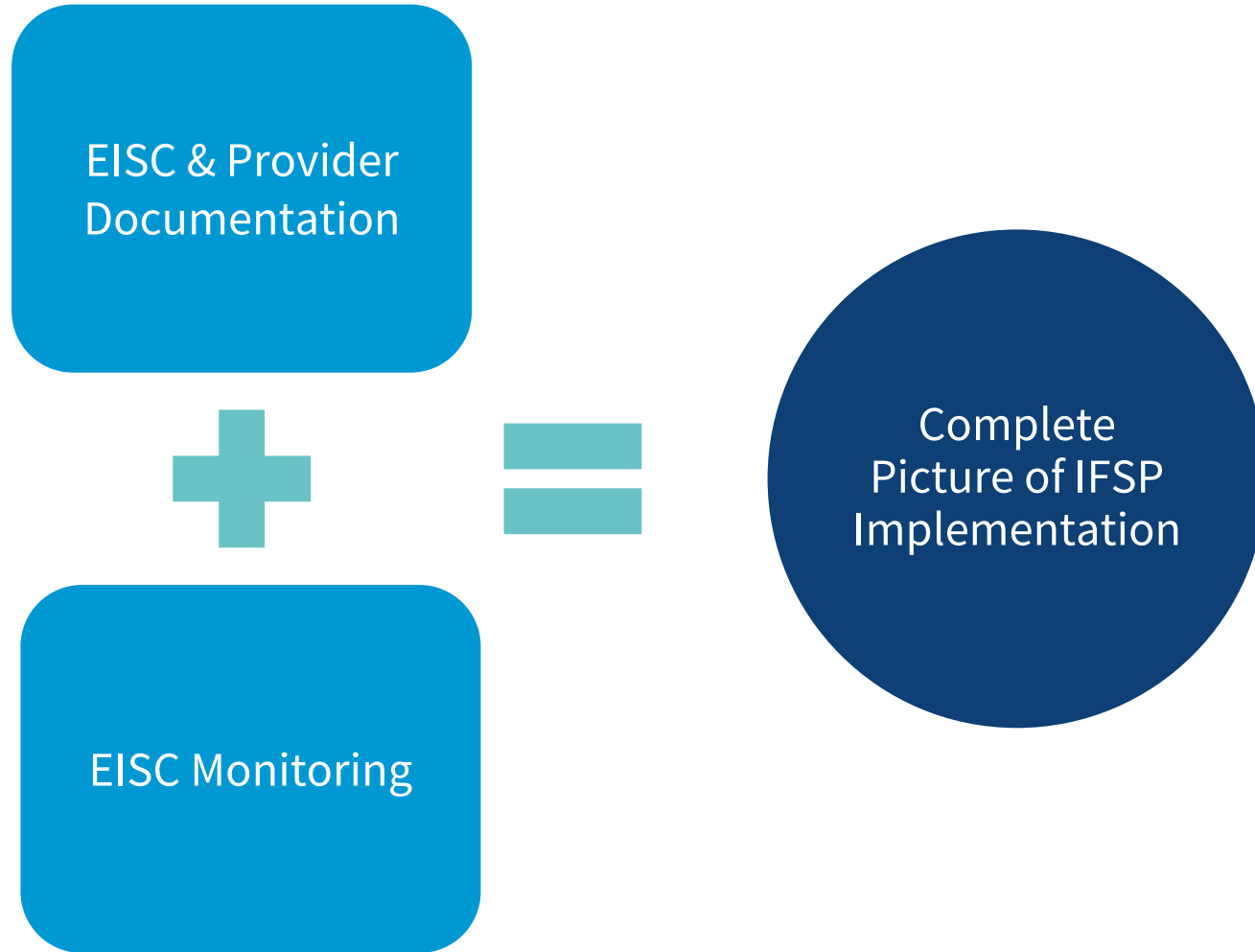
A) Wait until the next IFSP review

B) Document Mom's concern and move on.

C) Follow up with the PT and family, determine what happened, and address any barriers or gaps.

D) Assume the family is no longer interested in services and send PWN of exit (form EI-10)

THE COMPLETE PICTURE



PROVIDER DOCUMENTATION GUIDANCE



**Department of
Children & Youth**

Help Me Grow Early Intervention

OHIO EARLY INTERVENTION Provider Documentation

Prepared by

Early Intervention Data and Monitoring
Team January 2025
Ohio Department of Children and
Youth 246 N. High St
Columbus, Ohio 43215

IDEA Part C and OAC Documentation Requirements

Please note, the following are required of all EI providers; however, there may be additional documentation requirements based on specific discipline/licensure and/or employer.

Documenting service delivery as written on the IFSP in accordance with rule 5180-10-02(O)(2) (formerly 5123-10-02(O)(2)) includes the following components:

- Documentation of the EI services provided, including date, method of delivery, location, frequency, and session length, as well as all activities related to implementing the IFSP
- Documentation of the reasons for any delays in service delivery, including all correspondence and/or conversations, contact attempts, scheduling conflicts for the family, etc.
- Documentation of the reasons why a service is inconsistent with what is listed on the grid page of the IFSP (e.g., method of delivery, location, frequency, session length, etc.)
- Provider name, discipline, signature, and additional relevant details

In addition to ensuring the above requirements are included in provider notes, in accordance with 5180-10-02 (formerly 5123-10-02) OAC, early intervention service providers, other than early intervention service coordinators, must maintain the following components of the EI record for each child in the early intervention program:

1. Current individualized family service plan;
2. Copies of relevant forms and all early intervention program correspondence; and
3. Documentation of the early intervention services provided, including the date, length, duration, frequency, method of delivery, location, and all activities related to implementing the individualized family service plan.

Required Components of High-Quality Provider Notes

The following components **MUST** be in provider documentation:

- Child's name
- Child's date of birth
- ETID number
- Date of the service/activity
- Location of service/activity (e.g., family's home, library, childcare, etc.)
- Method (e.g., in-person, virtual, phone, etc.)
- Length of service/activity
- Purpose of the service/activity (e.g., assessment, service visit, IFSP review, etc.)
- Names/roles of those present/involved
- Type of service provided (e.g., Special Instruction, PT, etc.)
- Description of service provided, including

RESOURCES

- [TRS Verification Standards](#) – This document outlines the components that are part of Timely Receipt of Services (TRS) verification along with the associated verification document(s), sources of information, indicator requirements, and additional related requirements.
- [EI Service Delivery Guidance](#) – This document provides an overview of adding services to Individualized Family Service Plans (IFSPs) and outlines EI service provider and EI Service Coordinator (EISC) responsibilities related to service delivery.
- [Provider Documentation Guidance](#) – This document provides guidance to assist Early Intervention service providers in maintaining high-quality documentation, including key documentation requirements and best practices, information about noncompliance reasons (NCRs), and guidance for documenting late or missing services.
- [Ongoing Monitoring of Service Delivery webinar](#) – This webinar, presented in October 2024 to EISCs, EI service providers, and local EI program leadership, covered EISC and EI service provider responsibilities in delivering EI services and state and local program responsibilities of monitoring service provision. The webinar also included information about responses to a provider monitoring survey that was part of SFY24 mid-year program reports, a summary of state activities related to provider monitoring completed at that time and plans for service delivery monitoring.
- [EI Documentation Training for POLR Providers](#) – This training, presented in June 2021 to Payor of Last Resort (POLR) providers (now known as DCPs), included information about why documentation is important in EI, general requirements of documentation, requirements of documenting service delivery, specific information related to TRS and service delivery documentation, and noncompliance reason definitions and examples.

For additional guidance & resources, visit ohioearlyintervention.org

THANK
YOU

WHAT WILL YOU TAKE INTO YOUR NEXT CHAPTER



What is one key
takeaway from today's
webinar that you plan to
implement moving
forward?

QUESTIONS

If you have questions, please
enter them in the chat with
your name, role, and county...



PRESENTER CONTACT INFORMATION

- **Karen Kincaid**

Karen.Kincaid@childrenandyouth.ohio.gov

- **Erin Hale**

Erin.Hale@childrenandyouth.ohio.gov

- **Early Intervention Program Consultants**

by County: <https://ohioearlyintervention.org/ei-county-contacts>





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