

Delivering Services in Early Intervention

05/14/24

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MIKE DEWINE
GOVERNOR OF OHIO



WELCOME!

This webinar is intended for hearing, vision, and nutrition providers, but all are welcome to join and listen in!

Communicating: Use Q&A box to type comments and questions.

Sign-in: At end of the presentation, type your name, role, and agency into the Chat/Q&A box.

CPDUs: CPDUs are not provided for this webinar.

Recording: This webinar is being recorded.

Tech Tips:

- Close other open apps (Word, email, etc.)
- Use headset if having audio problems.
- Make sure Computer Audio is selected (arrow next to microphone button).
- Log off and back in.
- Use Dial-in option.

AGENDA

- 1/ Purpose of upcoming record review
- 2/ Overview of process & timeline
- 3/ Documents to be reviewed
- 4/ Guidance and resources





**ARE THESE NEW
REQUIREMENTS?**

PART C & OAC REQUIREMENTS

- Service Coordination includes:
 - Conducting referral and other activities to assist families in identifying available EIS providers
 - Coordinating, facilitating, and monitoring the delivery of services required under this part to ensure that the services are provided in a timely manner
 - Conducting follow-up activities to determine that appropriate part C services are being provided (303.34)
- Each early intervention service must be provided as soon as possible after the parent provides consent for that service (303.342)
 - In Ohio, this is 30 days (TRS)

PART C & OAC REQUIREMENTS

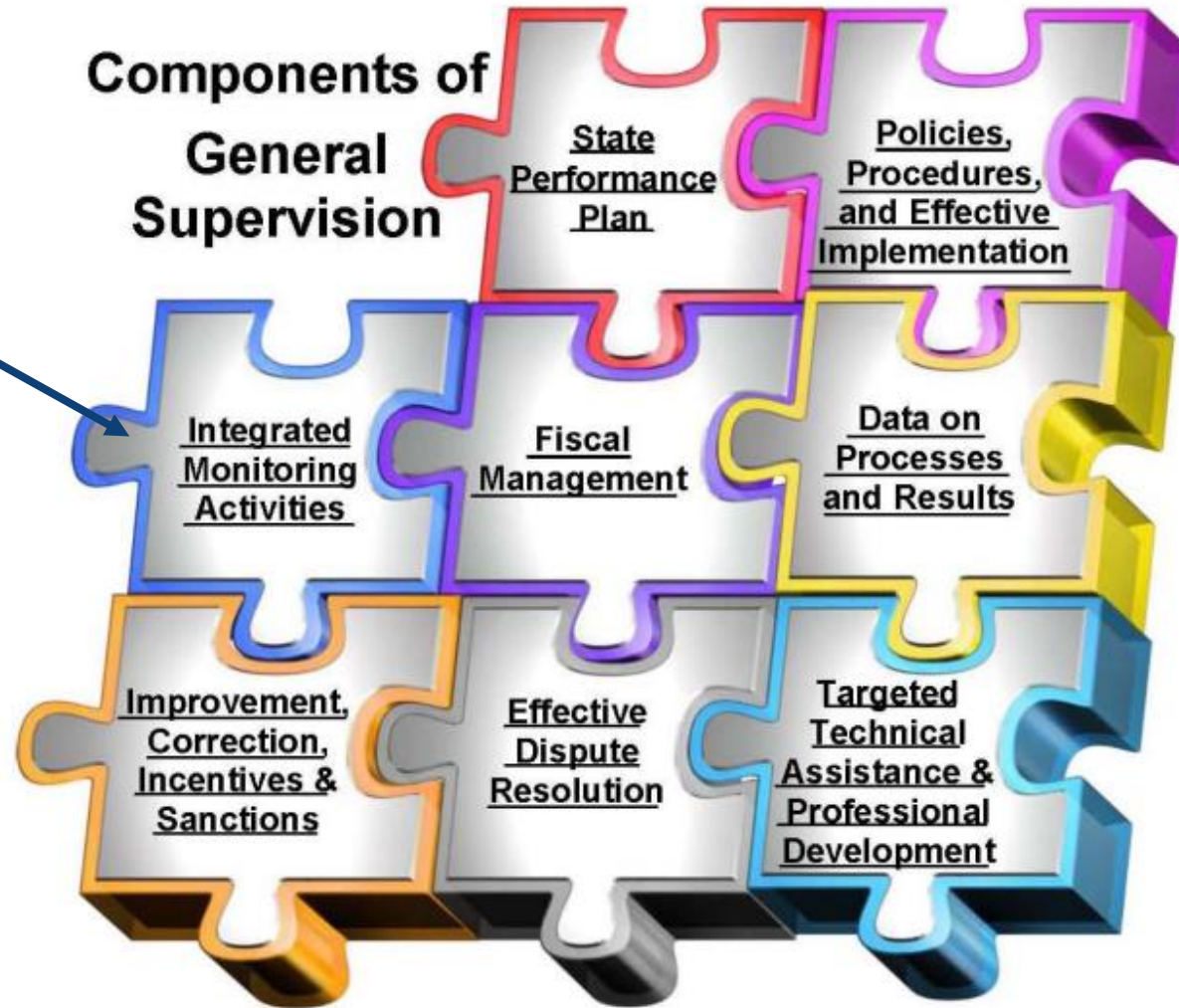
Early intervention service providers, other than early intervention service coordinators, shall maintain the following records for each child in the early intervention program:

- (a) Documentation of eligibility;
- (b) Current individualized family service plan;
- (c) Copies of relevant forms and all early intervention program correspondence; and
- (d) Documentation of the early intervention services provided, including the date, length, duration, frequency, intensity, method of delivery, location, and all activities related to individualized family service plan outcomes.

5123-10-02 OAC

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

You Are Here



U.S. Department of Education, Office of Special Education Programs

MONITORING SERVICE DELIVERY



- Hearing, vision, and nutrition services
- Services due to be delivered between July 1 and September 30, 2024
- Two categories:
 - New services (subject to TRS)
 - Ongoing services
- Random sample of records from each provider agency

TENTATIVE TIMELINE

Date	Activity
Early December 2024	Records request sent to programs
Mid December 2024	Documents due to DCY
Late January 2025	Clarification process complete
Early February 2025	Final analysis
Late February 2025	Results memos/emails

VERIFICATION COMPONENTS

Component	Verification document	Source of information	Requirement
EIDS # on child record	Every document	Upper right corner of each page, if not already on page	Must be on all pages
IFSP date	IFSP	Header Section 5	IFSP type and date Parent signature and date EI Service Coordinator signature and date
New service added	IFSP	Section 4	Outcome identified All new EI services listed on the grid (EI Services) Service type, Method, Location, How often, Session length, Provider agency, Funding source, and Projected end date complete Projected end date not past third birthday
Service start date	Service provider note	Any written service provider note	Documentation of the early intervention services provided, including: date, length, duration, frequency, intensity, method of delivery, location, and all activities related to Individualized Family Service Plan outcomes Provider name and discipline Provider within his/her licensure (provider and service type must match) Information was provided to, or intervention occurred with, the family Provider signature (physical or electronic signature) or name entered into role-based system (e.g., Gatekeeper, Brittco, etc.) that identifies and authenticates the author of the note.
	Service provider form	Any written service provider form	



WHAT ABOUT NEW RULES AND FORMS?

OUTCOME

Outcome number	1	This child outcome addresses	<input type="checkbox"/> Developing positive social relationships	<input type="checkbox"/> Acquiring and using new skills and knowledge	<input checked="" type="checkbox"/> Taking action to meet own needs	<input type="checkbox"/> Outcome addresses family participation, family well-being, or information	<input type="checkbox"/> Outcome addresses transition
<p>Given what you've shared about your family's daily life, what would you like to see happen within your family's activities as a result of EI supports and services. How will we know when it is accomplished?</p> <p>Savi will sleep through the night.</p>							

SERVICES GRID

Early Intervention Services

Early Intervention services: Using all of the information available, the IFSP team has identified the following EI services to support our outcomes.

EI service type	Method	Location	How often	Session length	Provider agency	Funding source	Projected start date	Projected end date	Outcome number(s)
SI	D	H	22/180	45 mins	CBDD	CBDD	9/14/19	2/11/20	1

Method: Direct (D); Joint (J) • In-person: (P); Technology (T) Location: Home (H); Community (C); Other (O)

IFSP SIGNATURE PAGE

I have been fully informed and understand all information related to the provision of Early Intervention services described in this IFSP. I have a copy of the Ohio Early Intervention Parent Rights brochure and understand my rights for giving consent. I understand that I have dispute resolution options if I have an Early Intervention complaint. I have received prior written notice about the proposed Early Intervention services and agree to the provision of these Early Intervention services described in this IFSP.

Bridget Jones

Bridget Jones

8/15/2019

Parent signature

Parent name

Date

Parent signature

Parent name

Date

We acknowledge that the outcomes reflect the family's priorities and concerns and the EI services support those outcomes. We agree to carry out the plan in a manner that supports the family's ability to help their child participate in and learn from their everyday activities whenever possible.

Signature	Name, role, and agency	Participation method	Date
<i>Jennifer Green</i>	Jennifer Green, Service Coordinator, Paris Health Department	P	8/15/19
<i>S. Hunnaman</i>	Steve Hunnaman, Developmental Specialist, FCBDD	P	8/15/19
<i>Kelli Flood</i>	Kelli Flood, Occupational Therapist, FCBDD	P	8/15/19
_____	_____	_____	_____

PRIOR WRITTEN NOTICE (PWN)

Form EI-11

Today's date Child's name Child's DOB
Parent name(s) EIDS number

Prior Written Notice of Proposed Change to Services

When any Ohio Early Intervention (EI) service provider recommends or proposes to begin (initiate) or change the EI services that will be provided to your family and child, we must give you prior written notice at least ten calendar days before beginning or changing that EI service.

Ohio Early Intervention is proposing to begin change one or more EI service(s) for your child and your family.

Details about proposed change

Reason for proposed change

Proposed date of change (no fewer than 10 days from today's date)

Please contact me as soon as possible if you have any questions about this action.

EI service provider name EI service provider contact information

As the parent, you have dispute resolution options available. A copy of your Ohio Early Intervention Parent Rights brochure is enclosed. If you have any questions, please contact your EI service coordinator at:

EI service coordinator name EI service coordinator contact information


Waiver of Timeline (optional)


I understand and agree to waive my right to receive written notice 10 calendar days prior to changing or beginning proposed activity.

Initials of parent(s) Date

On (date) (name/role) provided a copy of this notice and consent form to the parent(s)
 in-person via mail via email.

If this form is completed by a person other than the EI service coordinator, the EI provider must send a copy to the EI service coordinator within five calendar days of providing notice to the parent.

 Department of
Developmental Disabilities
An Equal Opportunity Employer and Provider of Services
644-7899



SERVICE PROVIDER NOTE COMPONENTS

Services were provided as written on the IFSP in accordance with rule 5123-10-02(O)(2)

- Documentation of the EI services provided, including date, length, duration, frequency, intensity, method of delivery, location, and all activities related to IFSP outcomes
- Information was provided to, or intervention occurred with, the family
- Provider name, discipline, and additional relevant details included in documentation
- Provider signature (physical or electronic signature) or name entered into role-based system (e.g., Gatekeeper, Brittco, etc.) that identifies and authenticates the author of the note.

SERVICE PROVIDER NOTE COMPONENTS

Services were provided as written on the IFSP in accordance with rule 5123-10-02(O)(2)

- 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 any changes to service delivery that differ from the grid, such as going over/under session length, providing virtual instead of in person, meeting at grandma's instead of at child's home, etc.

PROVIDER NOTE EXAMPLE

8/21/19

Outcome: Savi will sleep through the night. **Visit:** 1 of 22

10:00-10:45. Home visit with Savi, and her aunt, Bridget Jones and DS Steve Hunnaman. DS checked in with aunt to see how everything has been going since the IFSP meeting. Aunt shared that there haven't been any significant changes. DS coached the aunt on infant massage and its benefits. DS requested permission to model infant massage techniques for aunt. DS modeled how to use firm pressure from head to feet and then allowed aunt to practice. DS and aunt discussed each part of Savi's bedtime routine. Coached about adding some calming activities after bathtime, aunt wants to try using a lavender lotion during infant massage to possibly help with relaxation. Aunt showed crib and described how Savi rolls over, discussed options for positioning. DS coached on utilizing tummy time and tracking activities during play time. DS explained how continuing to advance these skills throughout the day can help Savi to begin turning her head when she rolls to her belly in her crib. Aunt stated before the next visit that she wants to try the infant massage with Savi after her bath and placing Savi on her belly during play time before nap time and bedtime. She is also going to use Savi's favorite stuffed animal to work on tracking activities. Next visit is schedule for September 3rd at 2:30pm.

- *Steve Hunnaman, DS*

PROVIDER NOTE EXAMPLE

<p>8/29/2022</p>	<p>El visit 1/3- TRS</p>	<p>5:00 pm - 5:50 pm</p>	<p>Mom, Dad, PSP, SSP, Austin at the family's home</p>	<p>Outcome 3: Austin will say 2 word sentences to inform his family and others of his wants during playtime.</p> <p>Review plan: Austin is saying hi mama, hi dada, and bubble bath. He is mostly using single words, brings parents to items or points, says ball, yay, hot, go, more, Bolt. Signs more all done please and eat.</p> <p>Other updates: Skin tag on his ear, need to schedule a hearing evaluation. Started watching Miss Rachel on YouTube and he is imitating some of the songs and actions he sees on there. Mom signed him up for All the Little Birds music class. PSP shared Kindergarten readiness program with Easter Seals. Putting his Crocs on by himself.</p> <p>Observation/Action/Practice: Austin was showing us his stuffed animals. Open mouth and pointing to different parts of the animal. Uses a handwave for the skunk, open mouth for the bear, tongue click for the duck. Modeled saying what you want him to say in that moment. Mom practiced with "up" as he was pulling her to stand. Limit questioning, just say what you would like him to say in that moment. Provide wait time with an expectant look to give Austin a chance to vocalize or imitate your model. Reward any vocalization and repeat the target word. Modeled using "I see ____" to create a verbal routine and create less pressure for Austin to answer what's this? questions.</p> <p>Feedback/Reflection: Austin was shy while I was there because I was new to him. Family shared he does not get frustrated because he is able to communicate what he needs with gestures, even with unfamiliar adults.</p> <p>New plan: who/when: Mom and Dad to model the word/words they want him to say and pause for 5-8 seconds while looking at Austin with an expectant look. Model, "I see a _____" while looking at books. Once the phrase becomes familiar, pause and wait to see if Austin will fill in with what he sees. Next visit: 9/26/2022 at 5:00 pm</p>	<p>MC 8/30/2022</p>
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DOCUMENTATION OF LATE OR MISSING SERVICE

Acceptable noncompliance reasons include:

- Family cancellation or no-show
- Inability to contact family
- Family request for specific day or time due to schedule
- Documented weather emergency

Unacceptable noncompliance reasons include:

- Staff illness, vacation, or conflict
- Insufficient staff/available times



DOCUMENTATION OF LATE OR MISSING SERVICE

It's important to document the details:

- All attempts to contact the family
- Conversations with the family
- Scheduling process – dates offered, dates declined, preferences, limitations
- Meetings, cancellations, and no shows
- Attempts to reschedule missed appointments ASAP
- Prior Written Notice before a service is ended outside of an IFSP
- The overall process, not just the result

CASE NOTE EXAMPLE

EISC received text message from mom, XXX XXXX requesting to cancel the evaluation appointment for the following day (8/16/2022) due to her older child having a fever. She requested to leave time to allow the illness to get through the rest of the family. EISC offered next available time slots of 8/29/2022 @ 11:30am and 8/31/2022 @ 1pm, mom declined both slots and requested the next early morning time slot, EISC offered first available time slot of 9/7/2022 @ 9am, mom accepted.

ADDITIONAL CONSIDERATIONS

- Legible
- Communication with EISC
 - Timeline
 - Loss of contact
 - Potential changes/review
 - Provide documents within 10 days of request
- Corrections



DOCUMENTATION MATTERS

- Does it tell the whole story?
- Documentation should clearly describe how service provision supports the outcome(s)



RESOURCES

- Early Intervention Service Delivery - <https://ohioearlyintervention.org/guidance-documents-and-memos>
- Verification Compliance Standards - <https://ohioearlyintervention.org/monitoring>
- Federal Part C Regulations - <https://www.govinfo.gov/content/pkg/FR-2011-09-28/pdf/2011-22783.pdf>
- Rule 5123-10-02 OAC - <https://dodd.ohio.gov/forms-and-rules/rules-in-effect/5123-10-02>

CONTACT INFORMATION

- Melissa Courts – Melissa.Courts@childrenandyouth.ohio.gov
- Karen Kincaid – Karen.Kincaid@childrenandyouth.ohio.gov
- Early Intervention Program Consultants by county - <https://ohioearlyintervention.org/ei-county-contacts>

The background of the slide is a teal color with a repeating pattern of colorful speech bubbles. Each bubble is a different color (red, yellow, purple, grey) and contains a dark blue question mark. The bubbles are scattered across the entire page, with a dark blue horizontal band in the center containing the word "Questions?".

Questions?



MIKE DEWINE

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