

Clinton County Early Intervention Services



CLINTON COUNTY BOARD OF DEVELOPMENTAL DISABILITIES

Dear Families,

Welcome to Early Intervention Services! We look forward to getting to know you and your child. Our goal in Early Intervention is to support your participation and enjoyment in every day routines and activities with your child.

This handbook contains information that should answer some of the questions you may have about Early Intervention Services. If you have additional questions, please contact your child's Primary Service Provider at 937-382-7519. You can also contact your child's Service Coordinator at 937-382-5899. In addition, I may be reached at 937-382-7519 ext. 1311 or through an email at pstephens@nikecenter.org to address any questions you may have or assist you. Also please check us out on our website at www.co.clinton.oh.us/boardofdd.

On behalf of the Early Intervention team we hope that your time with us is supportive, informative, and enjoyable. Thank you for allowing us to take part in your child's life during this period of time.

Sincerely,

Pam Stephens
Educational Service Administrator

Service Coordinator: _____

Primary Service Provider: _____

CLINTON COUNTY EARLY INTERVENTION

Early Intervention is a program for children from birth through two years of age and their families. It helps the parents of young children who are showing delays to understand why the child is behind and what can be done to stimulate his or her development within their everyday routines. Parents are given the opportunity to design a program with the services reflective of their cultural beliefs, values and family structures. They may enter and exit the program as they wish. In many cases, early intervention can lessen delays. Some children attain developmental age level and are no longer in need of services.

Without early intervention, children may continue to fall behind. Research indicates that children learn and grow most quickly from birth to five years. Special help during this time for children who are delayed can make the difference between special or regular classroom education when the child is school age.

The Clinton County Board of Developmental Disabilities is a contributor to the Early Intervention system. The board implements an approach to teaming at no cost to Clinton County residents. Offices are located at 4425 State Route 730 in Wilmington, Ohio. These services are available to infants and children birth through two years of age who meet the eligibility requirements. The program serves the child with supportive services in the home or community setting from a Primary Service Provider (Developmental Specialist, Physical Therapist, Occupational Therapist or Speech Pathologist) depending upon the needs of the child and family. At any time during the services the PSP may receive support from another team member to address the overall needs of the family with a child who has delays or a disability. Other components of the program include: child find, program evaluation, family support, and transition.

Other services and resources available are: Nursing, Behavior Specialist, P.L.A.Y. (Play and Language for Autistic Youngsters) Project, and community Play Groups.

Welcome to Early Intervention!



FAMILY INVOLVEMENT

Evidence shows that infants and toddlers learn best through every day experiences and interactions with familiar people in familiar contexts. All families, with the necessary supports and resources, can enhance their children's learning and development. Therefore, the primary role of the service provider in Early Intervention is to coach and support the family and/or caregivers who are most important in the child's life. The Primary Service Provider will use activities that are already occurring at home in everyday routines to help enhance the child's development.

Play Groups and Family Fun Days are available for children and their parents/caregivers to provide a social network for families. Event schedules are available on the website at www.co.clinton.oh.us/boardofdd.

An Early Childhood Collaborative Council meets monthly to discuss an overview of Help Me Grow and Early Intervention services, activities, and resources in our community. Parents as well as local agencies and school district representatives are welcome to attend. The meetings are held monthly at Jen's Uptown Deli in Wilmington, Ohio. For more information contact the HMG office at (937) 382-5899 or visit our website at www.co.clinton.oh.us/boardofdd.

PARENTS RIGHTS

Parents of children in Early Intervention (EI) have certain rights under the Individuals with Disabilities Education Act (IDEA). A copy of these rights are provided and explained to parents by the Service Coordinator and Early Intervention Primary Service Provider at entry of services and at least annually. In addition, parents of children receiving Early Intervention Services shall be given a copy of the CCBDD Bill of Rights.

If parents have concerns, they may first discuss with their child's Service Coordinator. If their concerns continue, they can refer to the Early Intervention Parent Rights brochure provided to them at least annually and also can be located on the Clinton County Board of DD's website.

www.co.clinton.oh.us/boardofdd

Other Important Information

1. The Early Intervention (EI) team refers to the communicable disease chart by the Ohio Department of Health for procedures concerning health issues (chart located in the Town and Country Educational Support Center at the Clinton County Board of Developmental Disabilities CCBDD).
2. In the event of inclement weather, home visits may be cancelled and rescheduled depending on the condition of the roads.
3. If a child or family member is ill (a fever greater of 100 degrees Fahrenheit) please contact your child's Primary Service Provider (PSP) to reschedule.
4. If a family is unavailable for two consecutive scheduled visits, they will receive a letter to contact their child's PSP in effort to reschedule the home visit. If the family does not respond, a letter indicating the possibility of an exit from the program will be sent to the residence. The PSP will also communicate with the child's Service Coordinator.
5. The PSP will work closely with the family to ensure that all necessary EI paperwork is completed and on file at the CCBDD office.
6. The CCBDD agency accepts the responsibility to review and report abuse and neglect, and other designated Major Unusual Incidents and Unusual Incidents. (Policy 4.02 of the board's policy manual).

THE EARLY INTERVENTION TEAM

Early Intervention services are provided using a team approach. The Primary Service Provider (PSP) approach to teaming is a family-centered process for supporting families of young children with disabilities in which one member of an identified disciplinary team is selected as the PSP who receives coaching from other team members, and uses coaching as the key intervention strategy to build the capacity of parents and other care providers to use every day learning opportunities to promote child development. (Rush and Shelden, 2012)

Primary Service Provider - Each family is assigned a Primary Service Provider (PSP). The Primary Service Provider will have the most frequent contact with the family and will serve as a liaison with the rest of the team. The PSP will focus on goals (outcomes) that the parents/caregivers have identified as priorities and that are written in the IFSP. The PSP will coach, mentor and support families with challenges during family routines. The PSP will also assist the parent in developing meaningful strategies that will support their child to meet his or her potential. The PSP could be a Developmental Specialist, Occupational Therapist, Speech Pathologist or Physical Therapist. The EI team meets weekly and selects the PSP based on child /family strengths and needs, recommendations from the assessment or evaluation team and availability of various team members.

Secondary Service Provider - The Secondary Service Provider is a member of the EI team who supports the PSP when questions exist that cannot be answered without observing the child directly or the parent requests direct support from another team member.

Developmental Specialist –A Developmental Specialist is a professional trained to develop and implement strategies and interventions which may include but are not limited to the special instruction identified in the Individual with Disability Education Act 34C.F.R. Part 303 (September 2011) as follows:

- a) Design of learning environments and activities that promote a child’s acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction,
- b) Curriculum planning including the planned instruction of personnel materials, and time and space that leads to achieving outcomes identified in an Individual Family Service Plan,

- c) Providing families with information, skills, and support related to enhancing the skill development of a child, and
- d) Working with a child to enhance the child's development.

Speech and Language Pathologist – This person on the team has expertise in the area of language, speech, oral motor, sensory, and feeding development. The SLP provides evidence based supports, therapeutic recommendation/models and team consultation that families can utilize to help their child progress in the area of communication and oral motor development.

Occupational Therapist – This person on the team has expertise in the areas of fine motor skills, feeding, sensory input, and self-help skills. The OT provides evidence based supports, therapeutic recommendation/models and team consultation that families can utilize to help their child progress in the area of fine motor, sensory processing, and activities of daily living (toileting, dressing, feeding). Examples of fine motor skills include stacking small blocks, stringing beads, and tracking an object.

Physical Therapist – This person on the team has expertise in how the child's physical body develops in order for body movement. The PT provides evidence based supports, therapeutic recommendation/models and team consultation that families can utilize to help their child progress in the area of gross motor development. Examples of gross motor skills include head control, crawling, walking, jumping, and throwing a ball.

Service Coordinator – The Service Coordinator (SC) acts as a single point of contact on the child's team and guides the family through the Early Intervention process beginning with determining initial eligibility and need for services within 45 days from the time the child is referred. The SC coordinates the writing of the IFSP, specialized services on the IFSP, and monitors the delivery of services. The SC is responsible for the annual re-determination of eligibility and need, and transition planning.

Registered Nurse – The Registered Nurse (RN) attends the meetings on a regular basis and acts as a resource for the team regarding medical issues and topics. The RN also assists with evaluations.

Early Track Administrator and Central Coordination Referral Specialist (ET and CCRS): The Central Coordination and Referral Specialist is the first person to introduce and explain the Early Intervention service delivery model to potential EI families. The ET administrator and CCRS also generates the weekly team meeting agenda and participates in the meetings as she is able to offer her knowledge of resources available to families in the community.

Educational Service Administrator – The Educational Service Administrator organizes the weekly team meetings and acts as a facilitator for the group. Questions and/or concerns can be addressed through the ESA.

Early Intervention Team Meetings occur every Tuesday from 11:45am-1:00 pm at the CCBDD office in the conference room. The meeting is attended by the EI Service Coordinators, Developmental Specialists, Occupational Therapist, Physical Therapist, Speech and Language Pathologist, and Registered Nurse. The team meets to discuss families and children that are being served. The agenda for the meeting includes:

***New referrals** – Once a child is determined eligible and in need of services the child’s name is added to the team’s agenda. The Service Coordinator provides the child’s history including the evaluation or assessment information. After the strengths and needs are discussed, the team decides who would be the best fit for the family as the Primary Service Provider.

***Coaching Opportunities** – When a Primary Service Provider (PSP) needs to consult with team members, the child/family is discussed during this portion of the meeting. Strategies are shared in an effort to continue quality services for the family and child.

***Transitions** – As children are approaching age three, they are discussed by the team regarding school district of residence, possible dates for the transition conference meeting, and options for children who may be transitioning to another location other than special education preschool.

***Quarterly Reviews** – Every child/family is reviewed at least once every 3 months. The Service Coordinator and Primary Service Provider share pertinent background information including the functional outcomes as listed on the IFSP, the services that the child is receiving, the child’s progress, and joint action plans.

***Successes** - The team shares any current success stories. This supports the team to their commitment of services.

Parents are welcome to attend any meetings during which their child is being discussed. If a parent wishes to attend, they should contact their child’s Service Coordinator or Primary Service Provider. The team will only discuss the child whose parent is in attendance while they are present due to confidentiality.

TERMS COMMONLY USED

Coaching: A member of the EI team (Developmental Specialist, Physical Therapist, Occupational Therapist, Speech Pathologist, Nurse, or Service Coordinator) helps to support the Primary Service Provider with strategies, recognizing that what parents are already doing works to support the child's learning and development as well as building upon existing or new ideas.

Due Process: The safeguards to which a person is entitled in order to protect his or her rights.

Early Intervention Services (EI): Service Coordination for Early Intervention services through a Service Coordinator that is assigned to each family and oversees the coordination of the EI services. In addition, developmental services are selected in collaboration with parents of an infant or toddler birth through age two, and designed to meet the development needs of the infant or toddler and the needs of the family to assist appropriately in the infant's or toddler's development as identified by the individual family service planning team.

Evaluation: Procedures used to determine whether your child has a disability and the special education and related services that your child needs.

Help Me Grow: Central Coordination and Home Visiting services

Individualized Education Program (IEP): A written statement of a child's current level of development and an individualized plan of instruction. The I.E.P. is required by the "Individuals with Disabilities Education Act (IDEA)" for all children in special education, ages three and up.

Individualized Family Service Plan (IFSP): A written plan describing the child's current level of development: the family's strengths and needs related to the enhancement of the child's development; goals for the child and the other family members (as applicable); and the specific early intervention services needed to meet the goals.

Local Education Agency (LEA): Local school districts.

Least Restrictive Environment (LRE): To the maximum extent appropriate, children with disabilities are educated with children without disabilities.

Natural Environment: Setting that is natural or typical for a same aged infant or toddler without a disability.

Transition: The change within or exit from HMG services including transfer or discharge for a hospital or other facility, exit from HMG due to reaching age three, or exit from HMG due to other reasons.

Transition Planning Conference: A meeting held for a child in Early Intervention prior to the child's third birthday (after the child is 2 years 3 months of age and no later than 3 years of age) to discuss future placements, steps and procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in the next setting after the child transitions out of Early Intervention.

ADDITIONAL SERVICES

BEHAVIOR SPECIALIST RESOURCE: A behavior specialist available to the EI team upon request to support healthy social emotional development in children.

FAMILY SUPPORT SERVICES: Family Support Services is a program that provides support, services and assistance to eligible families for the purpose of:

- enabling a family to care for their family member with developmental disabilities at home by assisting with specific expenses.
- enhancing the quality of life for the family, including the individual with developmental disabilities.

BUREAU FOR CHILDREN WITH MEDICAL HANDICAPS (BCMh): Financial assistance based on family income for children with medical handicaps. Information is available by calling 937-382-7221.

CHARLIE FISHER FUND: Financial assistance is available for families with a child that has a medical handicap or disability. Information is available by calling 937-382-7221.

CINCINNATI ASSOCIATION FOR THE BLIND (CABVI): provides many services to children who are blind or visually impaired and their families. Some of the services may include: home based support, consultation

and collaboration to service providers, vision assessments, emotional support, and information and resources.

EARLY CHILDHOOD COLLABORATIVE COUNCIL (ECCC): A group of agency representatives who serve children birth-five with developmental delays. Parents of children in this age group are also participants.

NURSING RESOURCE: A registered Nurse who serves as a resource for the EI team regarding medical issues and topics. The RN also assists with Early Intervention evaluations.

P.L.A.Y. (PLAY AND LANGUAGE FOR AUTISTIC YOUNGSTERS) PROJECT: An evidenced based autism intervention developed by Rick Solomon MD, medical director of the Ann Arbor Center for Developmental and Behavioral Pediatrics. This project is devoted to helping parents develop a better connection with their child through play while helping the child to improve their language, development, behavior, and social skills.

REGIONAL INFANT HEARING PROGRAM (RIHP): Provides hearing screening and evaluations, diagnosis of a hearing loss and specialized early intervention to families with babies and toddlers identified with a permanent hearing loss.

SUPPLEMENTAL SECURITY INCOME (SSI): Federal benefits for children who have a severe disability or chronic illness. Call 1-800-772-1213 for more information.

RESOURCE LIBRARY: Contact your EI Primary Service Provider or HMG Service Coordinator regarding reading materials and equipment that can be loaned to your family.

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