

(cont.)

These statements are about the results of early intervention services for your family.

Early intervention services have helped me and/or my family:

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
25. be able to explain my child's unique qualities, strengths, and needs to professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. understand the roles of the people who work with my child and family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. know how to keep my child healthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. know about my child's and family's rights concerning early intervention services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. think critically and ask questions about service options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. feel less isolated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. connect with other families of children with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. learn ways to encourage appropriate play with other children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. feel I am able to deal well with professionals and agencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. learn strategies to communicate with my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. involve my child's doctor in early intervention services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. be able to have my child share in as many family activities as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PROOF

Early Intervention Family Resource Guide

The Early Intervention Family Resource Guide has been developed by the University of Rochester with support from the New York State Department of Health, to help families, who have children receiving Early Intervention (EI) services, and providers of EI services. The goal is to provide information and resources for families to better engage with their EI Providers and to better connect to their community and to other families.

The EI Family Resource Guide includes best practices within New York State and US.

Families can use the EI Family Resource Guide to make choices that strengthen the child, parent, and family relationship and skills. EI providers can use the guide for ideas to incorporate in their daily work with families and to share with families.

The EI Family Resource Guide was created as part of a larger project to Improve Family Centeredness Together (IFaCT) in New York State. IFaCT has brought together experts at three University Centers for Excellence in Developmental Disabilities, local EI Officials, EI Providers and families to improve outcomes for families in the NYS Early Intervention Program. This project is important because we heard from families that they wanted more support for their whole family, involvement **in their child's service**, and connection with their community while they received EI services.

The New York State Department of Health has two important websites to help families and providers:

- https://www.health.ny.gov/community/infants_children/early_intervention/
- <https://www.eifamilies.com/>

The EI Family Resource Guide below highlights many more good websites and resources. We hope this information is helpful.

For any questions about the NYS Early Intervention Program or the EI Family Resource Guide, please email bei@health.ny.gov or call (518) 473-7016 for the New York State **Department of Health's Bureau of Early Intervention**.

Parents/Caregivers

Families are busy. There are so many priorities at home, work, school, and in life. For families receiving services through the Early Intervention (EI) Program, there are additional concerns about their child's development and a need to schedule evaluations and services through the EI Program. Families may feel overwhelmed or unsure about how to best support their child and may need help supporting their family needs.

The EI Program is here to help children and families get support for their child's development and to support the family in their community, which could mean getting EI services at a library, grocery store, church, park or other settings, or getting information about community programs that may be good for the family to try. The EI Program can also help connect families to other families, which may happen through family support services or sharing information about other programs in the community that provide parents time to connect with each other and for their children to play and make friends.

What are Family Outcomes in the Early Intervention Program?

The New York State Department of Health as part of the larger system of Early Intervention Programs under the federal Individuals with Disabilities Act (IDEA) must ensure high quality outcomes for families who participate in the program.

Each year, the NYS Early Intervention Program must collect and report on family outcomes. Information about family outcomes is collected by a survey mailed to a sample of families as their child transitions out of the EI Program. The survey asks 36 questions about family outcomes. The survey was developed by a national group, which included parents, EI Providers, researchers, and other stakeholders.

The full survey can be accessed at:

https://www.health.ny.gov/community/infants_children/early_intervention/outcomes_survey/family/

Below are examples of expected family outcomes, or ways that parents report the EI Program helped them and their family.

Some family outcomes relate to directly helping their child with developmental delays, and parents report whether the EI Program helped them and their family:

1. **Understand my child's special needs**
2. **Know about my child's and family's rights concerning EI services**
3. Communicate better with the people who work with my child and family
4. Advocate for my child
5. Be an **equal partner in planning my child's services**
6. **Learn how to work on my child's special needs during daily activities like getting dressed**

Some outcomes relate to the EI Program helping families more broadly and parents report whether the EI Program helped them and their family:

1. Feel less isolated
2. **Find resources in the community to meet my child's needs**
3. Feel welcome in the community
4. **Involve my child's doctor in EI services**
5. Support the needs of other children in the family
6. Take part in typical activities for children and families in my community
7. Connect with parent of children with similar needs

It is important to make sure parents get support themselves, so they can support their child. At the heart of the EI Program is the Individualized Family Service Plan (IFSP), so families should be at the center of developing and carrying out the Plan.

What are family-centered services?

The Division of Early Childhood (DEC) of the Council for Exceptional Children has developed extensive recommended practices for EI Providers. For parents, it is important to make sure these practices are part of **every parent's** EI experience. Below are highlights of the DEC recommended practices for family-centered services.

1. Trust and respect should be built between providers and parents, through **sensitivity for families' culture, language, and income and resources**
2. Information should be understandable to families and time should be allowed for parents to make informed choices and decisions
3. Parents should discuss changing life circumstances, concerns and priorities to make sure the plan stays up to date
4. **Providers should build on families' strengths**
5. Families should be given access to formal or informal resources and supports to achieve family-identified outcomes or goals

For the full list of DEC recommended practices, go to:

<https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo>

Additional Elements of Family-Centered Services:

1. Recognizes that the family is the constant in the child's life.
2. Facilitates true parent/professional collaboration, and not just coordination of services.
3. Honors the racial, ethnic, religious, cultural and socioeconomic diversity of families.
4. Recognizes family strengths and differing ways of coping.
5. Shares unbiased information with parents on a continual basis for the purpose of supporting their need and ability to make decisions with adequate information.

6. Understands the developmental needs of children and families and incorporates these into the service systems offered.
7. Provides continuous services to families until such time that the child/family is no longer eligible for services or families indicate they no longer want or need the support provided.
8. Offers high-quality professional services in the form of assessment, treatment and recommendations.
9. Provides comprehensive, interagency services that include emotional and financial support for the family as well as educational, therapeutic and medical support for the child.
10. Encourages family-to-family support and networking.
11. Respects the family's right to refuse or postpone services offered/recommended.
12. Designs services that are responsive to family-identified priorities and needs.
13. Designs accessible services that are flexibly scheduled in [natural environments](#) for optimal family participation and benefit to the child.

From: <http://www.ifspweb.org/module2/key-elements.php>

How to **assess family's concerns for their child and for their family?**

- *Child's Strengths/Concerning Behaviors*

An evaluation team, which includes a child's parents and other family members, gathers the information using conversations with people who know the child best. This information provides the foundation for being informed **about a child's** developmental status and for making decisions:

- **Describe your child's skills and interests**
- Describe unusual or concerning behaviors
- Assist with observing everyday activities

http://ectacenter.org/~pdfs/decrp/PG_Asm_FamilyMemberRolesInInformedClinicalReasoning_family_print_2017.pdf

Resource guides for building and seeing your child's strengths:

- Shifting the focus to what your child CAN DO
http://ectacenter.org/~pdfs/decrp/PG_Asm_BuildingonMyChildsStrengths_family_print_2017.pdf
- **Learning how to identify your child's abilities and interests**
http://ectacenter.org/~pdfs/decrp/PG_Asm_SeeingMyChildsStrengths_family_print_2017.pdf

- *Family Assessment*

Link for voluntary family assessment that should be part of the Multidisciplinary Evaluation (MDE). Parents and providers should take the time to complete the family assessment **as part of the evaluation process to understand the family's** strengths and needs. This family assessment information should be discussed at the initial Individualized Family Service Plan (IFSP) meeting. A link to the example family assessment is below:

- ***Family's Goals and Values; Concerns & Priorities***

Parents are members of the assessment team and play an important role in identifying the assessment process by providing insights throughout the **assessment about a child's strengths, abilities, interests,** and challenges:

- Ask about the assessment process beforehand
- Suggest a time that works well for your child
- Share information about activities your family does
- Share videos and photos that add information
- Provide reports from other providers your child sees

http://ectacenter.org/~pdfs/decrp/PG_Asm_PartneringwithYourChildsAssessmentTeam_family_print_2017.pdf

How can family-centered services be included in the Individualized Family Support Plan (IFSP)?

Once a child is found eligible for the EI Program, an Individualized Family Service Plan (IFSP) team meeting is held with the parent, the Early Intervention Official or designee, the service coordinator and EI evaluators or providers. An important part of an IFSP meeting is to address changes your family wants to see for your child and family. Examples of child outcomes include:

- My daughter will play with toys on her own while I cook dinner.
- My son will be able to sit with us during church.
- My son will eat with us during family meals eating the foods we eat.
- My daughter will tell what she wants using signs when playing with us.

<https://www.kingcounty.gov/depts/community-human-services/developmental-disabilities/services/babies-toddlers/services.aspx>

Family outcomes should also be discussed and included on the IFSP. Below are some concerns families may want to discuss so they can get help from EI providers:

- My son is invited to birthday parties or other events with young children and I am not sure how to help him at these events

- My family wants to take trips to the library, grocery store, church, or other community center and we struggle to get there and to participate
- My daughter is involved with a weekly play group outside of EI and needs help transitioning to new activities
- My twins are in day care
- We have a large family and have dinner with my extended family every week, and my son is having difficulty in these situations

EI providers often provide services in families' homes but they can also help families in their community, either by going with the family or working during the in-home session to give ideas and skills to help, and then following up to see how the family is doing outside the home.

What is an IFSP? This resource describes the parts and process of an IFSP from referral to transition: <http://www.pacer.org/ec/ifsp.asp>

- *Preparing for the IFSP*

Interactive outline of questions and ideas to prepare and additional details about natural environments: <https://www.kingcounty.gov/depts/community-human-services/developmental-disabilities/services/babies-toddlers/ifsp.aspx>

A clear list of goals family can express:

<https://earlychildhoodcares.uoregon.edu/forparents/preparing-for-ifsp/resources-for-family-goals/>

- *Getting Started with Goals*

Sometimes **it's hard to find a starting point when writing the IFSP outcomes. Sit down with your family members and the IFSP team for a brainstorming session.** It can be helpful to ask yourself questions and to use the answers to write the outcome statements. Here are a few sample questions to ask and discuss with the IFSP team: <https://www.speechbuddy.com/blog/legal-issues/writing-actionable-ifsp-outcomes/>

- What does a good/bad day with your child look like?
- What does your child do well? (i.e. points to objects upon request)
- What daily activities does your child struggle with
- What would make your job as a parent easier
- What frustrates your child?
- What are your child's **favorite** activities, books, game, and songs?
- What does your child and his family like to do together?
- What would you like your child to be able to do 6 months from now?

- *Guidelines for Writing IFSP Goals and Family-Centered Outcomes*

- <http://www.infantva.org/documents/pr-WritingGoals.pdf>

- <http://www.ifspweb.org/module3/sample-ifsp.php>
- http://kskits.dept.ku.edu/ta/Packets/WritingFamily_GuidedPDF/Writing_2009.pdf
- http://jeffline.tju.edu/cfsrp/tlc/forms/Examples_of_Functional_Child_Outcomes-McWilliam.pdf

Early Intervention Services

There are so many ways parents and caregivers can play an active role in their **child's** early intervention. Here are some different recommendations to consider.

- *Learning in Natural Environments*

EI services are supposed to happen in natural environments. When planning EI service, it is important to discuss the following:

- Settings – home, library, parks, grocery stores, places of work
- Materials – toys, rocks, books, swings, grass, spoons, wagons
- People – parents, siblings, relatives, friends, neighbors, teacher
- Activities – eating, bathing, camping, reading, celebrating holidays

For more information about natural environments:

<http://www.pacer.org/parent/php/PHP-c178.pdf>

- *Learning Strategies to Use with their Child*

Family Guided Routines Based Intervention (FGRBI) focuses on developing and validating an early intervention approach that incorporates the Part C of IDEA mandates and the recommended evidence-based practices for supports and services for young children with special needs and their families. Caregiver Coaching research documents strategies that facilitate the implementation of FGRBI by caregivers with their children in everyday routines and activities. Together, FGRBI and Caregiver Coaching offer strategies for early intervention professionals across disciplines to support development of child and family outcomes. <http://fgrbi.fsu.edu/>

Videos of home visits, coaching, and family guided routines:

<http://fgrbi.fsu.edu/video.html>

- *Parents as partners in therapy*

Parents are more than observers of their **child's** therapy; they are an essential **part of their child's intervention.**

- Children learn to communicate during everyday activities and conversations with the important people in their lives – mainly their parents
- Parents have many more opportunities to interact with their child in meaningful everyday situations than a therapist does

The Hanen Center provides information about **how parents influence their child's** language development

- interact more with their child
- **respond to their child's attempts to communicate**
- **use “child-directed speech” (talk about what the child is focused on or interested in, using simplified, melodic speech)**
- **emphasize important words in a sentence (e.g. “you’re eating a BANANA!”)**
- **expand on what the child has said (e.g. Child says, “Key”. Parent says, “Yes that’s the key for the car.”)**

<http://www.hanen.org/Helpful-Info/Articles/Parents-as--Speech-Therapists--What-a-New-Study-S.aspx>

Here is a great video that describes how families can work closely with EI providers to learn how to help their child. The video was produced by the NYC Department of Health and Mental Hygiene.:

<https://www.youtube.com/watch?v=pHc1nLfKmBo&feature=youtu.be>

This video shows how family members and providers work together. The EI provider on the video shares why this is so important:

“...the most important part happens when I’m not there because children learn at different times of the day...so when I leave, parents will try the different strategies.”

- *Family Support Services*

Family support services are any services or supports provided by an early intervention provider to help families as they learn about their child's delays, learn how to care for their child with a disability or how to handle having a child with a disability. Family support services may include: Counseling; Social Work; Family training; Support Groups; Respite

For more information about Family Support Services in the NYS Early Intervention Program go to <https://www.eifamilies.com/information-family-support>

Key Elements of Family Centered Services:

<http://www.ifspweb.org/module2/key-elements.php>

Caregivers EI Rights

- *NYS Parent's Guide to EI Program* provides information about each step in the EI process and details about **caregiver rights'** (specifically pages 1 to 8 of the file): <https://www.health.ny.gov/publications/0532.pdf>
- *Description of Rights & Transition from EI to CPSE process timeline:* http://www.advocatesforchildren.org/sites/default/files/library/early_intervention_brochure.pdf?pt=1
 - Related information about transition from EI to CPSE: <http://www1.nyc.gov/assets/doh/downloads/pdf/earlyint/families-transition-process.pdf>
- *Video-Based Description of EI/IFSP Process*

Providing Hope, Realizing Dreams will acquaint you with all aspects of the Birth to Three System from the first point of contact through the evaluation, program **planning, and service delivery phases. You'll be introduced to three families who** share their experiences and describe what Birth to Three supports and services have meant to their families. While the video is specific to the Connecticut system, it generalizes very well to how early intervention works in other states.

<https://www.youtube.com/watch?v=Zwuyu5wS5c0>

- *Eight Things Every Family Should Know about EI* <http://www1.nyc.gov/assets/doh/downloads/pdf/earlyint/ei-thingstoknow.pdf>
- *Early intervention parental rights*

From the My Child Without Limits website, short and sweet and to the point. This resource also comes with an embedded text to voice read-along feature.

- *English:* <http://www.mychildwithoutlimits.org/plan/early-intervention/parental-rights/>
- *Spanish:* <http://www.mychildwithoutlimits.org/plan/early-intervention/parental-rights/?lang=es>

Providing a Foundation by Establishing Routines

Children benefit from the consistency offered by routines. Routines are especially important for young children as it allows them to navigate learning new things from the safe and comforting boundaries that are created by routines.

- *Different Routine Domains* <http://www.pbs.org/wholechild/providers/little.html>

<http://roadmap.p2pga.org/index.php/early-childhood-a-daily-routines>

- *Benefits of Routines* – improve cooperation, increase quality family time
<http://www.ahaparenting.com/parenting-tools/family-life/structure-routines>
- *Examples of Routines*
http://raisingchildren.net.au/articles/family_routines_how_and_why_they_work.html/context/312
<https://www.cdc.gov/parents/essentials/structure/buildingblocks-family.html>
- *Key Ingredients of Structure* – This resource outlines the importance of consistency, predictability, follow-through with specific examples of each
http://raisingchildren.net.au/articles/family_routines_how_and_why_they_work.html/context/312
- *Different Ways of Establishing* – Parent- or baby-led or a combination
https://www.babycenter.com/0_the-basics-of-baby-schedules-why-when-and-how-to-start-a-routine_3658352.bc

How to Get Started with Routines

Young children do not order their lives by hours and minutes, but rather by the events that happen during their time. When events happen in the same order every day, children have a better understanding of their world, and therefore feel more secure. A regular schedule gives children a way to order and organize their lives.

Day2Day Parenting wants to give all caregivers the tools, resources, and advice to have **a happy, calm, and successful home. Whether you're a first-time parent, the parent of a child with special needs, a parent looking for milestone-specific advice or someone in between, we're here to support you so that you can help your child thrive. These resources provide tools to help you succeed no matter your stage of parenting. We are here to help empower you through this exciting time in you and your child's life.**

- 30 Day Activity calendar - <http://day2dayparenting.com/30-day-activity-calendars/> - **You'll get 30 days of play and activity ideas that help encourage important developmental skills.** Each calendar is designed for age groups from newborns up to 3 year olds.
- Parent Routines - <http://day2dayparenting.com/parent-routines/> - This link describes routines that can support your child that fit within your life. There is also information about anticipatory guidance for nursing, screening time, etc.
- Child Routines - <http://day2dayparenting.com/child-routines/> - This website offers some really clear and concise ideas for routines to establish every day.

Here are some general ideas about where to start routines:

<https://www.education.com/magazine/article/importance-routines-preschool-children/>

- *Eating and Nutrition* consume a large part of the daily routine for young kids. Here are resources to relate to families working with their children to eat.
 - Mealtimes as pleasant, easy, appealing – lots of clear, implementable ideas. <http://articles.extension.org/pages/25781/make-mealtimes-in-child-care-pleasant-easy-and-appealing>
 - Tips for Dining out with a Child with Special Needs – These 10 tips are ones families can readily implement and follow through on to enhance the process of dining out in a more enjoyable, calm manner: http://roadmap.p2pga.org/images/stories/early_childhood/10_Tips_for_Dining_Out_With_a_Child_With_Special_Needs.pdf
 - Tips for Mealtime & Snack time http://roadmap.p2pga.org/images/stories/early_childhood/Tips_for_Mealtime_and_Snacktime_with_Toddlers.pdf
 - Tips to Helping your Child Eat Neatly http://roadmap.p2pga.org/images/stories/early_childhood/Top_10_Ways_to_Help_Your_Child_Eat_Neat.pdf
 - Importance of eating habits - <https://novakdjokovicfoundation.org/the-importance-of-healthy-early-eating-habits/>
 - Framework for eating/nutrition concerns in EI/IFSP process - <http://www.wwearychildhood.org/resources/D5Handout1.pdf>

- *Playing* is a foundational skill for language and social development. Here is a list of resources for how to use play to support your child's early development.
 - Video that shows how play and exploration support thinking skills: <https://www.zerotothree.org/resources/200-driven-to-discover-how-thinking-skills-develop-through-everyday-play-and-exploration>
 - *Month-by-Month Guide* for playing with your child across different **weather and seasons whether they're a baby or toddler:** <https://www.zerotothree.org/resources/1090-a-year-of-play>
 - *10 Things Every Parent Should Know about Play* – play reduces stress, improves health for both you and your child, and offers learning moments <https://www.naeyc.org/our-work/families/10-things-every-parent-play>
 - *Learning to Join with your Child in Play* - Joining with your child can be as simple as sitting beside your child and copying what he is doing.

http://ectacenter.org/~pdfs/decrp/PG_Int_PlayingTogether_family_print_2017.pdf

- *Good Toys for help Children Learn – a list of toys to help your child’s learning at each age* <https://www.naeyc.org/resources/topics/play/toys>
- *Different Types of Play – social, constructive, fantasy, games with rules* <https://childdevelopmentinfo.com/child-development/play-work-of-children/pl1/#.WqCOzZPwZTY>
- *Different Ideas for How to Play with your Child -* http://raisingchildren.net.au/articles/baby_imagination_creative_play_activities.html
- *Bathing/Sleeping*
 - Tips for Bedtime: http://roadmap.p2pga.org/images/stories/early_childhood/Tips_for_Bedtime.pdf
 - Bath time can be one of the most stressful times of the day for parents and children. Parents often struggle with making sure their children are safe and clean in a reasonable amount of time, and children often resist bath time altogether. Yet bathing oneself safely is an important developmental skill for children to learn as they become more independent. The following tips are from pediatric occupational therapists who have experience helping parents and caregivers establish bath time routines that are safe, fun, and productive. <https://www.aota.org/~media/Corporate/Files/AboutOT/consumers/Youth/BathTimeTipSheet.PDF> (available in English & Spanish)
- *Talking/Reading* -Research has found that providing children from birth to five with consistent, language-rich experiences – such as talking, reading, and singing – can have important benefits on their brain development and future school success. **These resources can help enrich a child’s early language experiences.** They provide research-based tips for talking, reading, and singing with young children every day beginning from birth. There are a range of topics in both English and Spanish versions.
 - *It’s Never Too Early* – visual guide for talking, reading, singing across development - <https://www2.ed.gov/documents/early-learning/talk-read-sing/never-too-early-en.pdf>
 - *Guidance for Communicating without Words* http://ectacenter.org/~pdfs/decrp/PG_Int_GesturesandSignsforCommunicating_family_print_2017.pdf

- *Tips for Families* – Play peek-a-boo, talk about what you see
<https://www2.ed.gov/documents/early-learning/talk-read-sing/families-en.pdf>
- *Tips in the Community* – 8 things you can do every day to help your child **learn your family’s language and become successful in school**
<https://www2.ed.gov/documents/early-learning/talk-read-sing/language-en.pdf>
- *10 Activities to Improve their Language* – engage their senses, use pictures to label objects, get outside and explore together
<https://www.parents.com/toddlers-preschoolers/development/intellectual/toddler-development-activities/>

Knowing and Tracking Your Child’s Development

- *CDC – Resources for families*
 - Developmental Milestone
<https://www.cdc.gov/ncbddd/atearly/milestones/index.html>
 - [Checklists](#) – what happens at each stage, what to discuss with your child’s doctor at well child visits
 - [Milestone Tracker](#) - Track your child’s milestones from age 2 months to 5 years with CDC’s easy-to-use illustrated checklists; get tips from CDC for encouraging your child’s development; and find out what to do if you are ever concerned about how your child is developing.
 - [Video Library](#) Click on an age above to see photo and video examples of important developmental milestones. Use this library as an aid in completing the [milestone checklist](#) for your child’s age.
- *American Academy of Pediatrics’ Bright Futures* – Developmental Tools for Families and Provider
 - The four developmental tools offer a framework for providers and families to begin a conversation together about how best to support healthy social and emotional development in children and teens. The tools gently encourage families who have any questions or concerns about their child's development to "check it out" – and offer a number of tips for when, where, and how to seek help through local, State, or national resources.
<https://www.brightfutures.org/tools/index.html>
 - What to Expect and When to Seek Help (English and Spanish versions)
 - Infancy to 1 years -
<https://www.brightfutures.org/tools/BFtoolsIN.pdf>

- Ages 1 to 4 years - <https://www.brightfutures.org/tools/BFtoolsEC.pdf>

What to do if you are concerned:

If your child is not achieving these milestones or you are concerned about your **child's** development, talk with your doctor or call your local Early Intervention Program. The EI Program in your county can be found by going to:
www.health.ny.gov/community/infants_children/early_intervention/

Parents can also call:

- Growing Up Healthy 24-Hour Hotline 1-800-522-5006
- New York City 311 or 212-639-9675
- New York Parent and Kin Connection Helpline 1-800-345-KIDS (1-800-345-5437)

Providers

General Guidance on Family-Centered Practices

- *Division for Early Childhood Recommended Practices* to provide guidance to practitioners and families about the most effective ways to improve learning outcomes and promote development of young children who have or are at risk for developmental delays or disabilities. Topics addressed include leadership, assessment, environment, family, instruction, interaction, teaming and collaboration, and transition.

<https://divisionearlychildhood.egnyte.com/dl/NRAghI7roM>

- The goal of the *Early Intervention Learning Network (EILN)* is to provide high-quality, face-to-face trainings for EIP providers on approved early intervention topics relevant to working with infants and toddlers with disabilities and their families. To assist providers in learning about family-centered best practices, five modules to support professional development.

<https://www1.nyc.gov/site/doh/providers/resources/early-intervention-professional-development-and-trainings.page>

- *Practitioner Family-Centered Practices for Working with Families*. Family-centered practices are a particular way of working with and developing collaborative relationships with families. These practices include two key elements: Relationship-building and participatory family involvement.

http://ectacenter.org/~pdfs/decrp/PG_Fam_PractitionerFamily-CenteredPractices_prac_print_2017.pdf

- *Family-Centered Practices Checklist* - http://ectacenter.org/~pdfs/decrp/FAM-1_Fam-Ctrd_Practices_2017.pdf
- *Strategies to Implement Family-Centered Practices in Early Intervention*
 - Examples of Working with and Not Working with Families
 - Clear-cut description of how to engage and partner with parents
 - Case examples of providers and parents working together

<https://blogs.illinois.edu/files/6039/140057/83188.pdf>

- *Implementing Family Centered-Practices Training Modules* to assist providers in learning about family-centered best practices, the NYC EIP has developed five on-line modules to support staff professional development.
 - Module 1 – Missing of EI and Family-Centered Best Practices
 - Module 2 – Importance of Family Information & Functional Outcomes
 - Module 3 – Authentic Assessments in Embedded Coaching

- Module 4 – Planning Embedded Strategies
- Module 5 – Working with Parents and Caregivers

<https://www1.nyc.gov/site/doh/providers/resources/early-intervention-professional-development-and-trainings.page>

Setting Goals with Families

- *Strategies and Rationale* with different examples for working with families from referral to transition process during Early Intervention.

<https://www.iidc.indiana.edu/styles/iidc/defiles/ecc/natrlenvironbklt.pdf>

- *Engaging Families as Assessment Partners*. Gathering information from families **is critical for identifying a child’s strengths and needs and for making informed** decisions about the goals and objectives on intervention plans

http://ectacenter.org/decrp/PG_Asm_EngagingFamiliesasAssessmentPartners_prac_print_2017.pdf

- *Helping Families be Full Team Members* - This practice guide includes different things practitioners can do to involve family members meaningfully and actively in assessment, planning, and intervention practices.

http://ectacenter.org/~pdfs/decrp/PG_TC_HelpingFamiliesBeFullTeamMembers_prac_print_2017.pdf

- *Writing SMART Objectives*
SMART Goals and Objects...
 Specific
 Measurable
 Attainable
 Routines-based
 Tied to a Functional Priority

Routines-based
 Outcome-related
 Understandable
 Transdisciplinary
 Implemented by Teacher/Family
 Nonjudgmental
 Evidence-based

<http://www.d.umn.edu/~gniereng/documents/WritingSmartObjectives.pdf>

- *Goal-Setting Guide* explores how strong partnerships can positively influence the goals families set and how to set goals with family-input and buy-in

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/engaging-and-goal-setting-with-families.pdf>

Writing Family and Child Outcomes

- An approach for developing family and child outcomes connected to routines, which include examples of poorly and quality child and family outcomes:

<https://www.cpeip.fsu.edu/earlysteps/testtoolkit/test/outcomes-connected-to-activities-routines.html>

- *Tips for Developing Participation Based IFSP Outcome Statements*
The following tools are particularly effective in gathering information about family and care provider priorities as they relate to child participation in everyday activity settings and needed or desired resources and supports:

http://fipp.org/static/media/uploads/briefcase/briefcase_vol2_no1.pdf

- [McWilliam Goal Functionality Scale II](#) (2009) - assists professionals in evaluating a child's intervention goals.

http://ectacenter.org/~pdfs/topics/families/GoalFunctionalityScaleII_2_.pdf

- *Tools for gathering information about family priorities as they relate to child participation in everyday activity settings and desired resources and supports:*

- Asset-Based Context (ABC) Matrix (Wilson & Mott, 2006). The ABC Matrix is a contextually based assessment tool for implementing an approach to early childhood intervention practices that emphasizes the **importance of children's learning in natural environments. It is designed to be used by practitioners and parents for identifying children's interests and assets and promoting children's learning opportunities and participation in everyday life experiences and activities.**

<https://des.az.gov/sites/default/files/media/Asset-Based-Context-Matrix-Assessment-for-Developing-Contextually-Based-Child-Outcomes.pdf>

- Interest-Based Everyday Activity Checklists (Swanson, Raab, Roper, & Dunst, 2006), consist of three different checklists; one for children birth to 15 months of age, one for children 15 to 36 months of age, and one for children 36 to 60 months of age. These assessment/intervention tools are designed as checklists, which are used to identify interest-based child learning opportunities occurring as part of everyday family and community life and to increase child participation in the activities. Available at

<https://des.az.gov/sites/default/files/media/Promoting-Young-Childrens-Participation-in-Interest-Based-Everyday-Learning-Activities.pdf>

- *Detailed flow chart* for integrating Child and Family Outcomes into the IFSP -
<http://ectacenter.org/~pdfs/eco/IFSP-OutcomesFlowChart.pdf>

- *IFSP Outcome Cards* (see Appendix B) - <https://files.eric.ed.gov/fulltext/ED566942.pdf>
 - **Necessary and functional for the child's and family's life.**
 - Reflects real-life contextualized settings.
 - Integrates developmental domains and is discipline-free.
 - Jargon-free, clear and simple.
- A Self-paced tutorial on developing an IFSP: <http://www.ifspweb.org/index.php>

Helping Caregivers to Learn Therapeutic Skills

- *Strategies to Improve Instructional Practice in Early Childhood Settings*
http://ceelo.org/wp-content/uploads/2018/04/2ceelo_fast_fact_LA-Instruction-LCT_041218_final.pdf

Coaching in child care settings is a common approach to increasing the quality of care and providing professional development to early childhood educators. The Head Start Performance Standards require coaching and define certain aspects of what coaching should entail. A growing body of research suggests that on-site coaching can contribute to improvements in teaching quality and gains in **children's learning, especially when it is focused on teaching practices that** support growth in key domains of school readiness such as language, early math, and social-emotional development.

- *Traditional vs. Embedded Coaching*

Interventions occur during home and community routines and other times of the child's day that are identified by family members as activities within which they would like support. Embedded interventions occur when, where, and how the routine activities usually occur, as well as with the people who usually take part in the routines. Interventionists partner with families to identify developmental strategies that the family can try with their child between visits.

<http://www1.nyc.gov/site/doh/providers/resources/early-intervention-provider-embedded-interventions.page>

Concise recommendations for moving toward embedded coaching in EI.

- *Family Guided Routines Based Intervention*

The purpose of caregiver coaching is for the early intervention provider to effectively collaborate with the caregivers in order to better support caregiver-child interactions. This website includes specific, implementable examples of different strategies that interventionists can use to coach caregivers.

<http://fgrbi.fsu.edu/approach/approach5.html>

Routines Based Interventions

- How families and teachers can promote the development of young children:
 - Information on the importance of routines
 - Effects of embedding interventions
 - How to implement routines-based interventions

https://southernearlychildhood.org/upload/pdf/Using_Routines_Based_Interventions_in_Early_Childhood_Special_Education_Danielle_Jennings_Mary_Frances_Hanline_Juliann_Woods.pdf

- *Routines-Based Interview* (RBI; McWilliam & Clingenpeel, 2003) is a conversational process that replaces a discussion of passes and failures on test protocols as the basis for deciding on intervention priorities to instead come up with a plan for helping the parents and care providers focus on their priorities for the children in their care. The interview process involves six steps that begin with talking about the day-to-day life of the child and family.
 - Research article - <http://cehs01.unl.edu/ECSE/960/McWilliamCaseySims.pdf>
 - RBI Outline (2009) - http://docs.wixstatic.com/ugd/511a51_34dd2a5681554dcc962a0732e1770669.pdf
- *A Routines Based Approach*. This is a series of short videos produced by VA Early Intervention Professional Development program. The videos feature three current early intervention service providers sharing their insights into providing supports and services using a routines-based approach.
 - [Part 1: Traditional vs. Routine](#)
Part 1 features an interventionist sharing her personal journey from a clinical approach to one focusing on family routines and activities as the context for effective early intervention.
 - [Part 2: What Intervention Can and Should Look Like](#)
Part 2 features three early interventionists discussing and demonstrating what intervention looks like when it is provided by collaborating with families during their natural routines and activities.
 - [Part 3: Changing the Mindset](#)
Part 3 features three early interventionists sharing their insights about

how they evolved their practices towards a more effective, routines-based intervention approach.

New York State Programmatic Initiatives

- *Quality Stars NY* - <http://qualitystarsny.org/discover-serve.php>

QUALITYstarsNY serves approximately 687 center-based programs, family-home providers, and public schools in targeted communities who applied and were selected to participate (total current as of February 2018).

These programs have access to a wide range of resources, support and services to help them systematically and intentionally improve upon the quality of services they provide to young children and their families.

- *New York State Early Learning Guidelines* - These guidelines are designed to be used as a reference and resource to support the professional development of those responsible for the care and education of young children.

In these pages you will hear what these colleagues say about:

- How the Guidelines and your knowledge about how children develop and learn can shape the decisions you make every day
- Ways in which the Guidelines can help support children and families
- Ways in which the Guidelines can support you as a professional
- Challenges to using the Guidelines
- Doable, practical strategies and tips to getting started using the Guidelines in your everyday practice

<http://ccf.ny.gov/files/7813/8177/1285/ELG.pdf>

Programmatic Initiatives (Federal & State-Level)

- Zero to Three - <https://www.zerotothree.org/our-work>

Works to ensure that babies and toddlers benefit from the family and community connections critical to their well-being and development.

- Connecticut -

The purpose of the Early Childhood Personnel TA Center is to support States in developing, implementing and evaluating integrated and comprehensive ECI systems of personnel development so that all infants, toddlers, and preschool children with disabilities and their families receive effective early childhood intervention <https://ecpcta.org/who-we-are/>

Birth to Three supports families when they have concerns about their children's development. <https://www.birth23.org/>

- Florida -

TaCTICS (Therapists as Collaborative Team members for Infant/Toddler Community Services) was an outreach training project funded by a U.S. Department of Education Grant. This web site is being maintained to share tools useful in skillfully navigating the path toward provision of Part C Services using the child/family's daily routines, activities, and events as a context for assessment and intervention. <http://tactics.fsu.edu/index.html>

- Iowa -

Early ACCESS is a partnership between families with young children, birth to age three, and providers from the Departments of [Education](#), [Public Health](#), [Human Services](#), [the Child Health Specialty Clinics](#). The purpose of this program is for families and staff to work together in identifying, coordinating and providing needed services and resources that will help the family assist their infant or toddler to develop and learn.

<https://www.educateiowa.gov/pk-12/early-childhood/early-access>

- North Carolina -

Building and sustaining high-quality early intervention and preschool special education systems is a complex and ongoing process for state agencies. To support states, the Early Childhood Technical Assistance Center (ECTA Center), funded by The Office of Special Education Programs (OSEP), has developed a framework that addresses the question, "What does a state need to put into place in order to encourage/support/require local implementation of [evidence-based practices](#) that result in positive outcomes for young children with disabilities and their families?"

<http://ectacenter.org/contact/contacts.asp?state=nc&code=map>



Improving Family Centeredness Together In the NYS Early Intervention Program

BEI.SSIP@health.ny.gov

Introduction

We need your help! New York State Department of Health wants to make the Early Intervention Program better. We are looking for parents and family members who have a child who is receiving early intervention services now or recently received services in the past year. This is a special chance to help make the program better by making sure families are getting connected to the community and to other families.

Family members will join a team of 3-6 people, including early intervention providers, service coordinators, and county Early Intervention officials. State and national experts will help each team. There will be one, in-person session of teams from many counties in your area of the state followed by monthly interactive online sessions. We want family members to share experience and ideas about how to connect families to the community and to other parents.

If you are interested in this opportunity, please fill out the form below and return the form by December 14, 2017.

Contact Information

Last Name: _____ First Name: _____

Address: _____

Phone (Home): _____ Phone (Cell): _____

Email: _____

County: _____

Dates (start and end) your child(ren) was enrolled in Early Intervention Services: _____

Experiences with Early Intervention Services

➤ **What services has your child received during their involvement in Early Intervention? (Please circle all that apply)**

- | | | | |
|---|------------------------|-------------------------|------------------|
| Physical Therapy | Occupational Therapy | Speech Language Therapy | Audiology |
| Special Instruction | Psychological Services | Service Coordination | Nursing Services |
| Nutrition Services | Social Work Services | Vision Services | |
| Assistive Technology Devices & Services | | Group Developmental | Other: _____ |

➤ **How would you rate your satisfaction with services received through the NYS Early Intervention Program? (Please select one)**

- 5-Very Satisfied 4-Satisfied 3-Neither Satisfied or Dissatisfied 2-Dissatisfied 1-Very Dissatisfied

Other related experiences

- Are you involved in any advocacy and/or community activities (e.g., advisory group membership, participation on local boards, etc.) related to young children with developmental disorders?
Yes No

If Yes, please describe:

[Empty text box for describing experiences]

Please tell us why you are interested in being part of this team.

- What interests you about this project? Please let us know so we can help plan.

[Empty text box for describing interests]

Availability

We want team members to:

- Attend one, in person session.
- Be part of monthly interaction online sessions to share experience and ideas.

Are you able to commit to this time requirement? Yes No

Do you have internet access? Yes No

Do you have access to a computer? Yes No

Do you require accommodations related to transportation? Yes No

Do you require accommodations related to spoken language? Yes No

Do you require any other accommodations? Yes No

If Yes, please specify:

[Empty text box for specifying accommodations]

Travel Expenses

Parent/Family Team Members will receive travel reimbursement for expenses directly related to the in-person team meetings.

*To submit the application:

Complete all information fields, save form and email as an attachment to: BEI.SSIP@health.ny.gov.

Or send by Mail to:

New York State Department of Health
Bureau of Early Intervention
Corning Tower, Room 287
Albany, New York 12237-0660

For questions or additional information:

Contact your County Early Intervention Program, or Marie Ostoyich, Public Health Program Nurse at the Bureau of Early Intervention, by email at BEI.SSIP@health.ny.gov or by phone at (518) 473-7016.

For more information on the Early Intervention Program:

http://www.health.ny.gov/community/infants_children/early_intervention



New York State Department of Health
Bureau of Early Intervention

**Improving Family Centeredness Together
Early Intervention Program
Improving the family's experience
BEI.SSIP@health.ny.gov**

Introduction

We need your help. New York State Department of Health wants to make the Early Intervention Program better. We have heard from providers that there is a need for better networking and teaming, and more opportunities for professional development. We have heard from families that there is a need to ensure family-centered services and better connections with the community and other parents.

The Department is recruiting providers, municipal Early Intervention Officials/designees, and parents or family members to be part of a team of three to six people, who will take part in a Learning Collaborative supported by national and state experts. The Learning Collaborative will last about 12 months, and will consist of one, in-person kick-off session, followed by monthly interactive online sessions with teams from other counties. Participants will have the opportunity to hear from experts and colleagues, as well as to talk with peers about serving families with young children with developmental delays.

If you are interested in this opportunity, please complete the sections below and return the application by **December 14, 2017** by email or mail. Please see page 2 for additional directions on submitting the application.

Contact Information

Last Name: _____ First Name: _____

Address: _____

Phone (Home): _____ Phone (Cell): _____

Email: _____

County: _____

Experiences with Early Intervention Services

- What type of Early Intervention services do you provide? _____
- How long have you been providing early intervention services? _____

Please describe other relevant experiences

- Are you involved in any advocacy and/or community activities (e.g., advisory group membership, participation on local boards, etc.) related to young children with developmental disorders? Yes No

If Yes, please describe:

Availability

- Team members will be requested to attend one (1), in person session and participate in monthly interactive online sessions. Team members will need e-mail and telephone conference access as part of this Learning Collaborative.
- Are you able to commit to this time and technology access requirement? Yes No
- Will you require accommodations? Yes No

If Yes, please specify:

Travel Expenses

Unfortunately, there is no funding to pay for participation. However, your input can help other providers, children, and families get the best Early Intervention services possible.

Curriculum Vitae/Resume

If available, please attach your CV/Resume with you application.

***To submit the application:**

Complete all the information fields, save the form, and email as an attachment to:
BEI.SSIP@health.ny.gov

Or send by Mail to:

New York State Department of Health
 Bureau of Early Intervention
 Corning Tower, Room 287
 Albany, New York 12237-0660

For questions or additional information:

Contact your County Early Intervention Program, or Marie Ostoyich, Public Health Program Nurse at the Bureau of Early Intervention, by email at BEI.SSIP@health.ny.gov or by phone at (518) 473-7016.

For more information on the Early Intervention Program:
http://www.health.ny.gov/community/infants_children/early_intervention

参与是否有任何付款？

有一些资金可用作一次现场会议的差旅费和儿童照护费用。后续参与没有其他资金可供支付。只是，您的鼎力相助可以帮助您和其他家庭获得尽可能最好的早期干预服务。

如需了解更多信息或参与：

请联系您的郡早期干预项目、或 Bureau of Early Intervention (早期干预局) New York State Department of Health 公众健康项目护士 Marie Ostoyich，电话号码：(518) 473-7016, 或电子邮件地址：BEI.SSIP@health.ny.gov

关于早期干预项目的更多信息见：

https://www.health.ny.gov/community/infants_children/early_intervention/

*在我们报告从项目中获取的信息时，不会纳入父母、照护者及其孩子的个人姓名。

**您的孩子是
否已经加入
或获得早期
干预服务？**

**父亲（或母亲）/
家庭成员招募**

项目宗旨是什么？

New York State Department of Health 正与各郡共同努力，力求改善广大家庭和孩子们的早期干预项目 (EIP) 体验。

项目内容是什么？

这是州系统改善计划 (State Systemic Improvement Plan, SSIP) 早期干预家庭结果项目 (Early Intervention Family Outcomes Project)。该项目致力于改善家庭的早期干预项目体验。

团队成员：

团队将由 **3** 到 **6** 人组成，包括早期干预项目提供方、服务协调员、郡早期干预官员和父母/家庭成员。

加入团队：

我们需要您的帮忙。我们正在寻找其孩子目前加入或去年已获得早期干预服务的父母/家庭成员。邀请父母/家庭成员参加一项为期 12 个月的特别活动，旨在提高 EIP 服务和郡里以家庭为中心的 EIP 实践的质量。我们将与当地家庭成员团队、早期干预项目提供方和郡早期干预官员一起为广大家庭提供更好的支持。州和国家专家将协助各个团队。

项目三个阶段：

- **阶段 1: 计划**
与团队开展前期工作，确定目标和策略
- **阶段 2: 协作**
与团队和专家举行的现场学习会议和每月网络研讨会
- **阶段 3: 行动阶段**
着手改善工作

会有什么安排？

- 参加一天现场会议
- 参加每月互动网络会议
- 分享体验和想法

加入团队有什么好处？

- 成为团队成员
- 提高面向其他孩子和广大家庭的服务的质量
- 与早期干预专家共事
- 帮助做出积极的改变
- 结识其他已获得早期干预服务的孩子的父母
- 提供对家庭的认识和父母的心声
- 改进宣传和领导技能

*结果将在 **Department of Health** 网站上共享

¿Se ofrece algún pago por la participación?

Existen fondos disponibles para viáticos y cuidado infantil para la reunión única en persona. No existen otros fondos para pagar la continuidad de la participación. No obstante, su aporte puede ayudarlos a usted y a otras familias a obtener los mejores Servicios de Intervención Temprana posibles.

Si desea obtener más información o participar:

Comuníquese con el Early Intervention Program de su condado o con Marie Ostoyich, enfermera del Public Health Program (Programa de Salud Pública) de la Bureau of Early Intervention (Oficina de Intervención Temprana) del New York State Department of Health llamando al (518) 473-7016 o enviando un correo electrónico a BEI.SSIP@health.ny.gov

Para obtener más información sobre el Early Intervention Program, ingrese a https://www.health.ny.gov/community/infants_children/early_intervention/.

*Los nombres individuales de los padres, los cuidadores y los niños no se incluirán cuando divulguemos la información obtenida del proyecto.

¿Es usted padre de un niño inscrito en Servicios de Intervención Temprana o que recibió dichos servicios?

Reclutamiento de padres y familiares



Department of Health

Early Intervention Program

¿De qué se trata esto?

El New York State Department of Health (Departamento de Salud del Estado de Nueva York) trabaja con cada condado para mejorar la experiencia de las familias y los niños con el Early Intervention Program (Programa de Intervención Temprana, EIP).

¿De qué se trata el proyecto?

Este es el Early Intervention Family Outcomes Project (Proyecto de resultados familiares de intervención temprana) del State Systemic Improvement Plan (Plan de mejora sistémica estatal, SSIP). Se centra en mejorar la experiencia de las familias con el Early Intervention Program.

Miembros del equipo:

Los equipos estarán compuestos por 3 a 6 personas e incluyen a los proveedores del Early Intervention Program, los coordinadores de servicios, los funcionarios de Intervención Temprana del condado y los padres/familiares.

Forme parte de un equipo:

Necesitamos su ayuda. Buscamos a padres y familiares de niños que estén actualmente inscritos en los Servicios de Intervención Temprana o que hayan recibido dichos servicios el año pasado. Invitamos a los padres y familiares a participar en una oportunidad única en un período de 12 meses para mejorar la calidad de los servicios del EIP y las prácticas centradas en la familia del EIP del condado. Trabajaremos con equipos locales de familias, proveedores del Early Intervention Program y funcionarios de Intervención Temprana del condado para mejorar el apoyo a las familias. Expertos estatales y nacionales asistirán a cada equipo.

Proyecto de tres etapas:

- **Fase 1. Planificación**
Trabajar previamente con el equipo para identificar los objetivos y las estrategias.
- **Fase 2. Colaboración**
Llevar a cabo sesiones de aprendizaje en persona y seminarios web mensuales con los equipos y expertos.
- **Fase 3. Período de acción.**
Es el momento de hacer cambios.

¿Qué se espera?

- Participar en una sesión en persona de un día.
- Participar en sesiones en línea interactivas mensuales.
- Compartir experiencias e ideas.

¿Cuáles son los beneficios de participar en el equipo?

- Formar parte del equipo.
- Mejorar los servicios para otros niños y familias.
- Trabajar con expertos en intervención temprana.
- Ayudar a realizar cambios positivos.
- Relacionarse y conocer a otros padres de niños que recibieron Servicios de Intervención Temprana.
- Brindar a los padres una perspectiva familiar y una oportunidad de expresarse.
- Mejorar las capacidades de defensoría y liderazgo.

*Los resultados se publicarán en el sitio web del Department of Health (Departamento de Salud).

Is there any Payment for Participation?

There is no funding to pay for participation. However, your input can help other providers, children and families get the best Early Intervention services possible.

For More Information or to Participate:

Contact your County Early Intervention Program,
or Marie Ostoyich, Public Health Program Nurse,
New York State Department of Health,
Bureau of Early Intervention at: (518) 473-7016,
or email: BEI.SSIP@health.ny.gov

For more information on the Early Intervention Program:
https://www.health.ny.gov/community/infants_children/early_intervention/

*Individual names of parents, caregivers, and their children will not be included when we report information learned from the project.

**Are you
an Early
Intervention
Official,
Manager, or
Designee?**

**EIO/EIM/EIOD
Recruitment**



Project Description:

The New York State Department of Health is working with each county to improve the Early Intervention Program (EIP) experience for families and children. This is the State Systemic Improvement Plan (SSIP) Early Intervention Family Outcomes Project.

Be Part of a Team:

We need your help. We are looking for EIO's, EIM's and EIOD's to participate in a unique opportunity over a 12-month period to improve the Early Intervention Program experience for families. The goal is to improve the quality of EIP services and family-centered practices in all counties of the state. Challenges and successful activities will be shared. National experts, Regional Centers of Excellence, and a statewide advisory group will assist each team.

Team Roles:

Teams will be made up of 3 to 6 people, including EIP providers, service coordinators, county officials, and parents/family members.

Three Part Project:

- **Phase 1. Plan**
Pre-work with team using data and evidence-based strategies, identify goals
- **Phase 2. Collaborate**
In-person learning session and monthly webinars with teams and experts
- **Phase 3. Action Period**
Time to make improvements

What is Expected?

- Participate in a one day in-person session
- Participate in monthly interactive online sessions
- Share experiences and ideas

What are the Benefits of Joining the Team?

- Improve services for other children and families
- Collaborate and share best practices
- Work with other Early Intervention experts
- Help make positive changes
- Connect and meet other EIO's, EIM's, EID's, families, and experts
- Learn about new resources

*Results will be shared on the Department of Health website

Is there any Payment for Participation?

There is some money available for travel and child care for the one in-person meeting. There is no additional funding to pay for ongoing participation. However, your input can help you and other families get the best Early Intervention services possible.

For More Information or to Participate:

Contact your County Early Intervention Program, or Marie Ostoyich, Public Health Program Nurse, New York State Department of Health, Bureau of Early Intervention at: (518) 473-7016, or email: BEI.SSIP@health.ny.gov

For more information on the Early Intervention Program:
https://www.health.ny.gov/community/infants_children/early_intervention/

*Individual names of parents, caregivers, and their children will not be included when we report information learned from the project.

**Are you a parent
of a child who is
enrolled in or has
received Early
Intervention
Services?**

**Parent/Family
Member Recruitment**



What is this About?

The New York State Department of Health is working with each county to improve the Early Intervention Program (EIP) experience for families and children.

What is the Project?

This is the State Systemic Improvement Plan (SSIP) Early Intervention Family Outcomes Project. It focuses on improving the family's Early Intervention Program experience.

Team Members:

Teams will be made up of 3 to 6 people, including Early Intervention Program providers, service coordinators, county Early Intervention officials, and parents/family members.

Be Part of a Team:

We need your help. We are looking for parents/family members whose children are currently enrolled in or have received Early Intervention Services in the last year. Parents/family members are invited to participate in a unique opportunity over a 12-month period to improve the quality of EIP services and family-centered practices of the EIP in the county. We will work with local teams of families, Early Intervention Program providers, and county Early Intervention officials to better support families. State and national experts will assist each team.

Three Part Project:

- **Phase 1. Plan**
Pre-work with team to identify goals and strategies
- **Phase 2. Collaborate**
In-person learning session and monthly webinars with teams and experts
- **Phase 3. Action Period**
Time to make changes

What is Expected?

- Participate in a one day in-person session
- Participate in monthly interactive online sessions
- Share experiences and ideas

What are the Benefits of Joining the Team?

- Be a part of the team
- Improve services for other children and families
- Work with Early Intervention experts
- Help make positive changes
- Connect and meet other parents of children who have received Early Intervention services
- Provide family perspective and voice for parents
- Improve advocacy and leadership skills

*Results will be shared on the Department of Health website

Is there any Payment for Participation?

There is no funding to pay for participation. However, your input can help other providers, children, and families get the best Early Intervention services possible.

For More Information or to Participate:

Contact your County Early Intervention Program,
or Marie Ostoyich, Public Health Program Nurse,
New York State Department of Health,
Bureau of Early Intervention at: (518) 473-7016,
or email: BEI.SSIP@health.ny.gov

For more information on the Early Intervention Program:
https://www.health.ny.gov/community/infants_children/early_intervention/

*Individual names of parents, caregivers, and their children will not be included when we report information learned from the project.

**Are you a
provider of
Early
Intervention
Services?**

**Provider
Recruitment**

Project Description:

The New York State Department of Health is working with each county to improve the Early Intervention Program (EIP) experience for families and children. This is the State Systemic Improvement Plan (SSIP) Early Intervention Family Outcomes Project.

Be Part of a Team:

We need your help. We are looking for Early Intervention providers to participate in a unique opportunity over a 12-month period to improve the Early Intervention Program experience for families. The goal is to improve the quality of EIP services and family-centered practices in all counties of the state. Challenges and successful activities will be shared. National experts, Regional Centers of Excellence, and a statewide advisory group will assist each team.

Team Members:

Teams will be made up of 3 to 6 people, including EIP providers, service coordinators, county Early Intervention officials, and parents/family members.

Three Part Project:

- **Phase 1. Plan**
Pre-work with team using data and evidence-based strategies to identify goals
- **Phase 2. Collaborate**
In-person learning session and monthly webinars with teams and experts
- **Phase 3. Action Period**
Time to make improvements

What is Expected?

- Participate in a one day in-person session
- Participate in monthly interactive online sessions
- Share experiences and ideas

What are the Benefits of Joining the Team?

- Share your experience
- Improve services for children and families
- Collaborate and share best practices
- Work with other Early Intervention experts
- Help make positive changes
- Connect and meet other providers, families, and experts
- Learn about new resources
- Earn credits toward the EIP professional development requirements

*Results will be shared on the Department of Health website

Is there any Payment for Participation?

There is no funding to pay for participation. However, your input can help other providers, children and families get the best Early Intervention services possible.

For More Information or to Participate:

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or Marie Ostoyich, Public Health Program Nurse,
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For more information on the Early Intervention Program:
https://www.health.ny.gov/community/infants_children/early_intervention/

*Individual names of parents, caregivers, and their children will not be included when we report information learned from the project.

**Are you a
Service
Coordinator
for Early
Intervention
Services?**

**Service Coordinator
Recruitment**

Project Description:

The New York State Department of Health is working with each county to improve the Early Intervention Program (EIP) experience for families and children. This is the State Systemic Improvement Plan (SSIP) Early Intervention Family Outcomes Project.

Be Part of a Team:

We need your help. We are looking for Early Intervention Service Coordinators to participate in a unique opportunity over a 12-month period to improve the Early Intervention Program experience for families. The goal is to improve the quality of EIP services and family-centered practices in all counties of the State. Challenges and successful activities will be shared. National experts, Regional Centers of Excellence, and a statewide advisory group will assist each team.

Team Members:

Teams will be made up of 3 to 6 people, including EIP providers, service coordinators, county EI officials, and parents/family members.

Three Part Project:

- **Phase 1. Plan**
Pre-work with team using data and evidence-based strategies, identify goals
- **Phase 2. Collaborate**
In-person learning session and monthly webinars with teams and experts
- **Phase 3. Action Period**
Time to make improvements

What is Expected?

- Participate in a one day in-person session
- Participate in monthly interactive online sessions
- Share experiences and ideas

What are the Benefits of Joining the Team?

- Share your experience
- Improve services for children and families
- Collaborate and share best practices
- Work with other Early Intervention experts
- Help make positive changes
- Connect and meet with other service coordinators, providers, families, and experts.
- Learn about new resources
- Earn credits toward the EIP professional development requirements

*Results will be shared on the Department of Health website

Improving Family Centeredness Together (IFaCT)

Practitioner Family-Centered Practices for Working With Families

Family-centered practices are a particular way of working with and developing collaborative relationships with families. These practices include two key elements: Relationship-building and participatory parent and family involvement. Both practices, when used together, increase the likelihood that any type of intervention practice done in a family-centered manner will have optimal parent, family, and child outcomes and benefits.

[Watch a video of this Learning Guide](#)

Learning Guide: Family-Centered Practices

- Relationship building takes time. Trust and respect—the cornerstones of family-practitioner relationships—develop when the two people work together, each contributing to achieving desired family goals and outcomes.
- Put yourself in the parent's shoes. The more you can understand parents' concerns and priorities from a family's point-of-view, the more you can help them.
- Develop and use effective listening skills. Show sincere concern and empathy for parents' struggles and celebrate family strengths and accomplishments. Acknowledge and be responsive to family members' beliefs about their situation or circumstances. Remain nonjudgmental even if you do not agree with a parent's point-of-view.
- Be responsive to each family's unique circumstances. This includes a parents' personal and cultural beliefs and values. It is important to remember that beliefs influence how a family sees and responds to their situation.
- Building relationships with parents starts with identifying what a family wants to accomplish as part of their work with you. Move beyond just talking, however, to taking concrete steps to achieve family-identified goals or outcomes.
- Doing for others rather than people learning to do for themselves perpetuates a need for help. Family participatory involvement means that parents are actively engaged in obtaining family-identified supports or resources and taking action to achieve desired outcomes or goals.
- As part of any intervention plan, ask the parents which steps or actions they feel comfortable doing themselves and which steps or actions they want to do together with you. Things parents feel comfortable doing build on family strengths. Things parents do together with others promote new abilities.
- Parents look to professionals for advice and guidance. As part of identifying the steps and actions to obtain supports and resources, offer suggestions and ideas for parents to consider. These should be shared in an unbiased manner and not be imposed on the parents.
- Remember to engage the parents in a review of their actions and accomplishments. This helps strengthen their sense of confidence and competence in achieving desired goals and outcomes.

A Quick Peek

Jen is a single parent with a 2-year-old son, Adam. Adam recently qualified for Early Intervention services due to delays in his speech and overall development. When speaking with her service coordinator, Jen stated that she wants to bring Adam into the community where there are other young children. She never knows if activities are appropriate for Adam. The service coordinator offered to help. She tells Jen of some activities in their community that might work well for Adam. She also gave Jen information on a Facebook group that provides information on upcoming events in the area. They made a plan to have service providers meet Jen and Adam at community activities once per month. In this way, Jen will see how to support Adam outside of the home and help him interact more with other kids. These activities will build Jen's confidence in accessing the community with her son.



You'll know family-centered practices are working if ...

- The parent is comfortable sharing information with a practitioner
- The parent indicates he/she and the practitioner work well together
- The parent plays a central role in achieving desired outcomes

Improving Family Centeredness Together (IFaCT)

Practitioner Family-Centered Practices for Working With Families

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You'll know family-centered practices are working if ...

- The parent is comfortable sharing information with a practitioner
- The parent indicates he/she and the practitioner work well together
- The parent plays a central role in achieving desired outcomes

Improving Family Centeredness Together (IFaCT)
Learning Session – Parent Prework

Please reflect on your experience with the New York State early intervention program by answering the following questions. Your responses will prepare you for the activities during the learning session. Please bring this document with you to the in-person session.

1. Thinking back on your experience in the Early Intervention Program:
 - a. Did you feel involved in the planning of your services?

 - b. Ideally, **how** would you have liked to be involved in the planning of your services in the Early Intervention Program, including supports for your child and your whole family?

2. When you were in the Early Intervention Program:
 - a. Did you get information about or connected to your community (for example, resources, events, support groups, etc.)?

 - b. Ideally, **how** could the Early Intervention team of service coordinators and providers best connect parents and families with the community?

3. List 3 things that you think should occur for all families receiving early intervention services to make sure families get connected to other families and to their community.
 - a)

 - b)

 - c)



IFACT County Data Submission

Please complete this form to share the progress your county is making on your PDSA plan to improve family outcomes.

County *

Indicate the month you are reporting on in this survey. *

How many tasks in this month's PDSA plan have been completed? *

How many tasks outlined in this month's PDSA plan were not addressed? *

Indicate the major accomplishments your team achieved this month. *

What barriers were encountered this month? *

Please upload you team's completed PDSA worksheet for this month. Please indicate the which of the tasks page 2 and 3 of the form were completed. *

 Drop files here

Please upload your record review forms completed this month.

 Drop files here

Submit

Never submit passwords through Airtable forms. [Report abuse](#)

County Team: _____

Date: _____

Improving Family Centeredness Together
Plan-Do-Study-Act Worksheet

STEP ONE - PLAN

Briefly describe the test (i.e., what you plan to do):

How will you know that the change was successful or led to improvements?

What do you predict or expect will happen as a result of this change?

County Team: _____

Date: _____

List the tasks necessary to complete this test	Identify the person responsible	When will it be completed	Where will it be completed	Existing data sources

Describe the plan for collecting data on this test and evaluating the impact:

County Team: _____

Date: _____

STEP TWO – DO

Was the cycle carried out as planned?

Yes

No

What did you observe that was not part of your plan?

What barriers did you encounter when implementing the plan?

STEP THREE – STUDY

Did the results match your predictions?

Yes

No

Compare the results of your test to your previous performance (if applicable):

What did you learn from this test?

County Team: _____

Date: _____

STEP FOUR – ACT

Please indicate if you will Adopt, Adapt, or Abandon the changes tested in this PDSA cycle.

ADOPT: Select changes to implement on larger scale and develop an implementation plan and plan for sustainability. Specify plans:

ADAPT: Improve the change and continue testing plan. Specify plans/changes for next test:

ABANDON: Discard this change idea and try a different one.

County Team: _____

Date: _____

Improving Family Centeredness Together
Plan-Do-Study-Act Worksheet

STEP ONE - PLAN

Briefly describe the test (i.e., what you plan to do):

How will you know that the change was successful or led to improvements?

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Department
of Health

State Systemic Improvement Plan

Improving Family Centeredness Together (IFaCT)

December 12, 2018

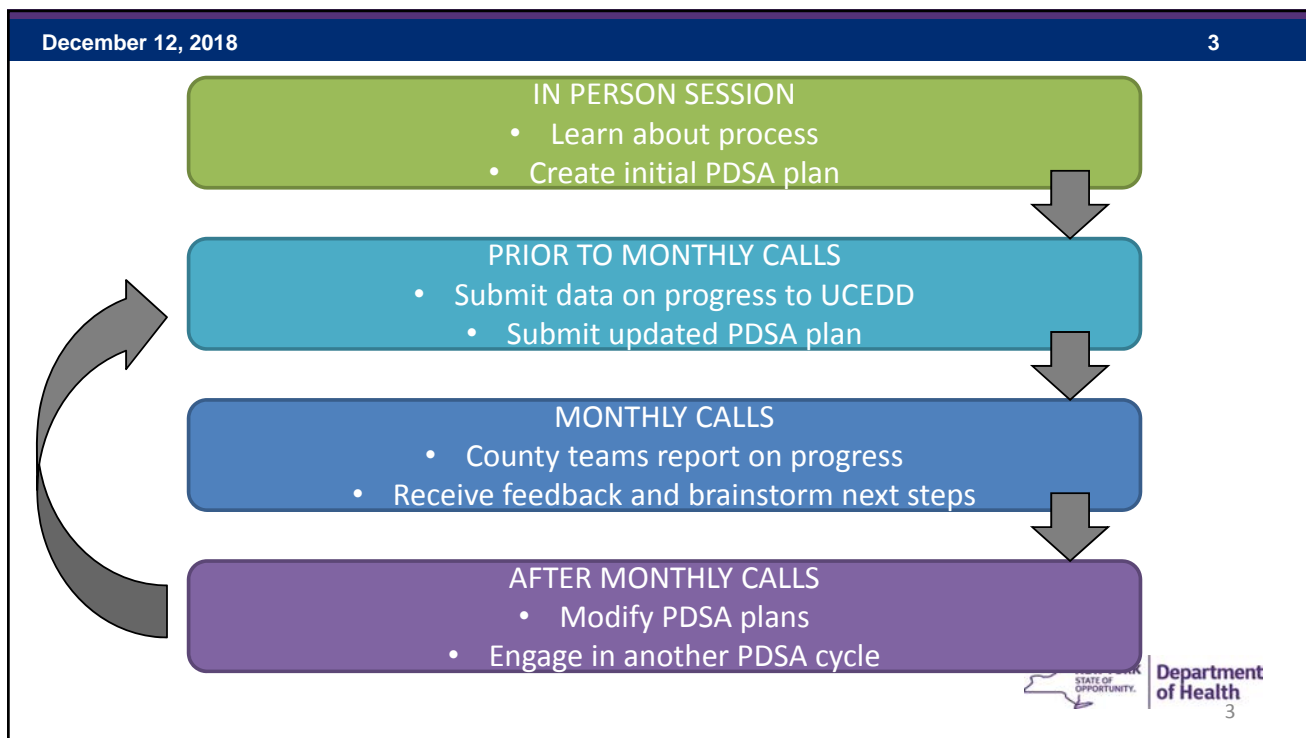
December 12, 2018

2

State Systemic Improvement Plan

- Comprehensive, Ambitious Achievable
- Improve results for infants and toddlers with disabilities and their families
- Three phases: 2014 to 2020
 - First phase: data analysis and select measure (completed April 1, 2015)
 - Presented Outcome Data and Infrastructure Analysis to EICC in March 2015
 - Second phase: plan to align infrastructure and evaluate (completed April 1, 2016)
 - Presented Evaluation Plan to EICC in March 2016
 - Third phase: implementation (report on progress each year)
 - Submitted an update on April 3, 2017, and April 2, 2018
 - Next update due April 1, 2019





December 12, 2018 4

Regions by University Centers of Excellence in Developmental Disabilities (UCEDDs)

Strong Center for Developmental Disabilities at Rochester University of Medicine

Westchester Institute for Human Development

Rose F. Kennedy Center University Center for Excellence in Developmental Disabilities at Montefiore Medical Center

*Highlighted counties are part of Cohort 2

Department of Health

December 12, 2018

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Cohort Timelines

Cohort 1

- In-person meetings held in Jan. & Feb. 2018
 - Attendance: 29 Parents, 54 Providers, 25 Service Coordinators, and 41 local Early Intervention staff
 - 35 teams total between all 3 UCEDDs
- Teams have held monthly calls since Feb. Last monthly call will be in Dec. 2018

Cohort 2

- In-person meetings held in Oct. 2018 and Dec. 2018
- Teams will have monthly calls from Nov. 2018 to Sept. 2019

UCEDDs will collect the data from the PDSAs of both Cohorts and summarize into best practices (Oct. – Dec 2019) to be turned into training for counties and providers (Jan. – Dec. 2020)





December 12, 2018

6

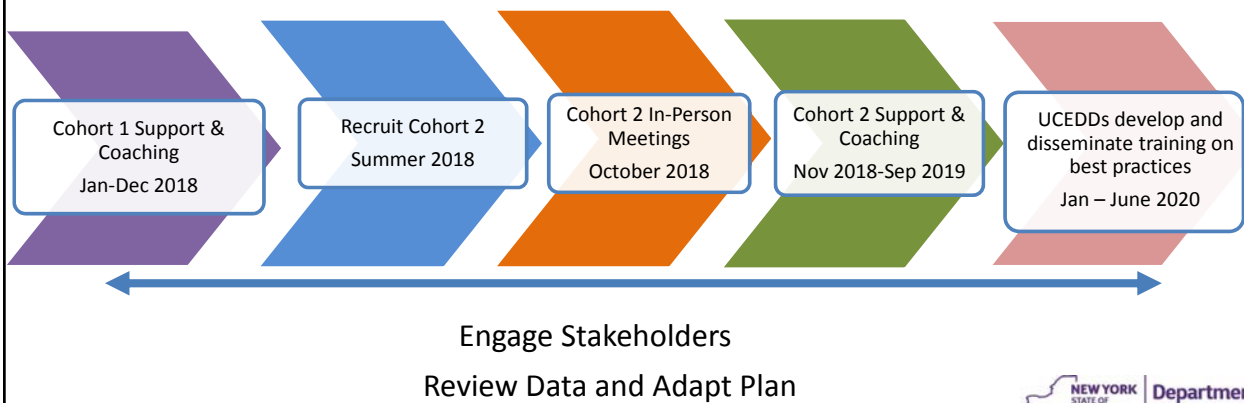
Cohort 2: In-Person Meeting

Center	Rose F Kennedy Center at Montefiore	Rose F Kennedy Center at Montefiore	Westchester Institute for Human Development	Strong Center at the University of Rochester
Date	October 29, 2018	December 5 & 6, 2018	October 26, 2018	October 11, 2018
Location	Four Points Sheraton(Melville) 333 S. Service Rd Plainview, NY 11803	Chinese-American Planning Council, INC 133-14 41 st Ave, 7 th Fl Flushing, NY 11355 Sinergia, INC. 2082 Lexington Ave, 4th FL New York, NY 10035	Embassy Suites 86 Congress St Saratoga Springs, NY 12866	Genesee Community College 1 College Road Batavia, NY 14020
Counties	Nassau Suffolk	Chinese & Spanish Speaking Teams from NYC	Albany Clinton Essex Franklin Fulton	Montgomery Rensselaer Saratoga Schenectady Schoharie Warren
				Allegany Cattaraugus Chautauqua Erie Genesee
				Monroe Niagara Ontario Orleans Steuben

December 12, 2018		7	
	Time	Activity	Presenter
Improving Family Centeredness Together (IFaCT)	9:45-10:00 am	Registration	UCEDD Staff
	10:00-10:15 am	Welcome and Introductions	BEI Staff
In-Person Learning Session	10:15-11:15 am	Improving Family Centeredness Together (IFaCT): Overview	BEI Staff, UCEDD Staff
		Parent Perspective <i>Group Activity 1: Reflecting on Experience and Current Practice</i>	Parent Speaker
Updated Agenda	11:15-12:15 pm	How will we Improve <i>Group Activity 2: Aim Statement</i> <i>Group Activity 3: PDSA Plan</i>	UCEDD Staff
	12:15-1:15 pm	Lunch	
	1:15-2:00 pm	How will we measure it? <i>Group Activity 4: Evaluation Plan</i>	UCEDD Staff
	2:00-2:15 pm	Break	
	2:15-2:45 pm	County Team Sharing: Report Out	UCEDD Facilitation
	2:45-3:00 pm	Evaluation & Next Steps	UCEDD Staff

December 12, 2018		8	
<h2>What is the impact on family outcomes?</h2>			
<ul style="list-style-type: none"> • Collecting survey data on family outcomes <ul style="list-style-type: none"> – PY 2008-2013: 65.09% (baseline from phase 1) – PY 2014-2015: 57.04% (target = 65.09%) – PY 2015-2016: 61.63% (target = 65.09%) – PY 2016-2017: 70.12% (target = 65.50%) – PY 2017-2018: ?? % (target = 66.00%) (APR due 2/1/19) – PY 2018-2019: ?? % (target = 66.50%) (APR due 2/1/20) 			
 			

Next Steps



Questions?



Bureau of Early Intervention:
(518) 473-7016

BEI.SSIP@health.ny.gov



County: _____

Date: _____

Improving Family Centeredness Together
Record Review Data Form

INSTRUCTIONS: In the gray column header, write in one of your PDSA tasks that will be evaluated through a record review. At the end of the PDSA cycle, write the NYEIS ID of the IFSP being reviewed and indicate whether the planned task is reflected in the IFSP by circling Yes or No.

	NYEIS ID				Reviewer Role (EIOD, ISC, OSC, etc)	Reviewer Initials
1.		Yes	No			
2.		Yes	No			
3.		Yes	No			
4.		Yes	No			
5.		Yes	No			
6.		Yes	No			
7.		Yes	No			
8.		Yes	No			
9.		Yes	No			
10.		Yes	No			
11.		Yes	No			
12.		Yes	No			
13.		Yes	No			
14.		Yes	No			

County: _____

Date: _____

15.		Yes	No		
16.		Yes	No		
17.		Yes	No		
18.		Yes	No		
19.		Yes	No		
20.		Yes	No		
21.		Yes	No		
22.		Yes	No		
23.		Yes	No		
24.		Yes	No		
25.		Yes	No		

Total number of records reviewed: _____

Total number of records in which the planned task was completed (i.e., Yes circled): _____

Other Notes:

THE EARLY INTERVENTION NEWSLETTER

The purpose of our newsletter is to provide information about Early Intervention happenings around Delaware County! Our newsletter will be mailed quarterly to keep families informed of recent and future events, highlight new and controversial topics, as well as provide some at-home therapy ideas shared by therapists in our county!

The Early Intervention Program (EIP) is a free and voluntary program to help babies and toddlers with developmental delays or disabilities. Children are eligible at birth and can continue the program until they are 3 years old. The program focuses on improving five main areas of development:

- Physical (reaching, rolling, crawling, and walking)
- Cognitive (thinking, learning, solving problems)
- Communication (talking, listening, understanding)
- Social/Emotional (playing, feeling secure and happy)
- Self-help (eating, dressing)

Areas of needs are targeted through specific goals created for the Individualized Family Service Plan (IFSP) by the family, service coordinators, and therapists.

THE EARLY INTERVENTION TEAM IN A NUTSHELL

EARLY INTERVENTION OFFICIAL/DESIGNEE (EIO/EIOD): The EIO/EIOD is in charge of the EI program in the county. Their job is to receive the referral, designate a **Service Coordinator to your child's case, ensure all rules and regulations are followed, and put the stamp of approval on services assigned based on evaluation recommendations.** They also review the IFSP and services every 6 months with the EI team.

SERVICE COORDINATOR (SC): The service coordinator is the person that helps to find the service provider(s) that will best work with your child based on the results and **recommendations of your child's initial** multidisciplinary evaluation. They check in each month to ensure services are going well and ask how your child is progressing. Every 6 months, the SC will come to your house to do a review of services (IFSP Review) with the EIO/EIOD and update goals accordingly.

SERVICE PROVIDERS: Depending on the unique needs of your child, various service providers may be added to the EI



team to focus on specific areas of need for each child including:

- Physical therapist (PT): gross motor/large muscle groups
- Occupational therapist (OT): fine motor/small muscle groups, sensory needs, self-help skills
- Speech language pathologist (SLP): promotion of language and feeding skills
- Special instruction (SET): play instruction, thinking and solving skills
- Other services such as nursing, respite, or psychological may be added if necessary to help **meet your child's individual needs**

YOU! The parents and caregivers are an important asset to the EI team! Parents and caregivers are trained to work as a service provider! Each week after the providers leave, the parents/caregivers work with the EI child as modeled by service providers. You are the driving force **behind your child's growth!**

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THERAPY CORNER: PHYSICAL THERAPY

The prize winning booth created by the Public Health Early Intervention team at the Delaware County Fair this August highlighted the importance of Tummy Time! Tummy Time is as an essential component **in an infant's** core, motor, and sensory development (Pathways, 2018). Depending on the age of your child, Tummy Time may look different! The booth displayed pictures of various types of tummy time including placing the baby on their tummy across your lap (lap soothe), placing the baby on your chest or tummy (tummy to tummy), placing the child on a safe and supervised surface (tummy minute), and **placing the child's hands and arms under the chest and tummy while gently lifting on the child to push up for brief periods (baby push-ups).**

As an infant, Tummy Time should be introduced in small increments, increasing the amount of time as it is tolerated. By 3 months of age, you should aim at having up to an hour of total Tummy Time, daily! Not only will this promote physical development, it will also prevent flat spots on the back of your child's **head, improve neck** and head control, as well as strengthen muscles of the back, shoulder, and core!

For more information, including free tools and resources please visit: [Pathways.org](#)

UPCOMING EVENTS

9/21-9/23 FREE Family Weekend at Noah's World! Join Delaware County families for a weekend at Noah's World, a recreational facility meant for children 12 and under! Noah's World offers academic, enrichment and recreational activities that facilitate skill building and sensory stimulation! Visit [Noahsworld.net](#) for more info.

10/29 (10AM-12PM) Local Early Intervention Council Chapter (LEICC) Meeting: Davenport Head Start: Meetings open to the public (**parents, providers of children's** services, childcare agencies, local school districts, parent support agencies. Guest speaker, games for children, and review of community programs. Free coffee and muffins!



Delaware County Public Health Early Intervention Booth at the County Fair, August 2018

TRY IT AT HOME!

- **HULA HOOP:**
TIE VARIOUS TEXTURED FABRICS AND/OR SECURE BEADS TO A HULA HOOP, PLACE CHILD IN MIDDLE OF HOOP ON BELLY AND WATCH THEM EXPLORE!
- **PAT MAT:**
FILL A ZIPLOC BAG WITH WATER, BABY OIL, AND FOOD COLORING. ADD GLITTER OR BEADS, SEAL WITH DUCK TAPE. LET BABY PAT AWAY!
- **WATER PLAY:**
FILL A CLEAN 9X13 COOKIE SHEET WITH WATER, ADD YOUR CHILD'S FAVORITE BATH TOY, RATTLE, OR SQUISHY TOY. FOR A LITTLE EXTRA SUPPORT, PLACE THEM OVER A BOPPY PILLOW.


ACTIVITIES PROVIDED BY SARA LEDDY, PT



Delaware County Public Health-Early Intervention Program
99 Main Street, Delhi, NY 13753
Phone - (607)832-5200
Fax - (607) 832-6022

We're on the Web!

<http://delawarecountypublichealth.com/programs/childrens-programs/early-intervention/>

 Parents Helping Parents Delaware County Special Needs

Community Resources

Autism Connection of Greene County: (518) 731-6500

Hope Plaza Route 9W West Coxsackie, NY 12192

Library, parent support group, sensory playroom available, free of charge.

www.theautismconnectionny.org

Parent to Parent of NY State: (518) 381-4350

500 Balltown Road Schenectady, NY 12304

Advocacy for families of children with health and developmental delays in areas such as education, matches up parents whose children are facing similar developmental issues, assistance with insurance coverage, locating physicians, and health care advocacy.

<http://parenttoparentnys.org/>

Catholic Charities: (518) 943-9054

66 Williams Street Catskill, NY 12414

Adopts needy children at Christmas, contributes to cost of summer camps for kids, Sept. school drive to help with school supplies, clothing, information regarding WIC program, special foods and nutrition counseling.

<https://www.catholiccharitiescsg.org/>

Catskill Community Center: (518) 719-8244

344 Main Street Catskill, NY 12414

Supervised recreation, educational programs, physical ed., social welfare programs.

<http://www.catskillcommunitycenter.org/>

Sprouts Program: (518) 943-3400

(through Greene County Council of the Arts)

Positive learning experiences for ages 3-7. Two programs: art and music or theater and dance.

Located in Windham, Cairo, Catskill, Coxsackie, Greenville, Hunter.

<https://www.greenearts.org/sprouts/>

Child Care Coordinating Council: (518) 822-1944

160 Fairview Plaza Suite 207 Hudson, NY 12534

Can register parents for Training for Tots, stipends available, assistance with finding quality daycare, help paying for childcare, childcare problems and concerns.

http://www.columbiagreetworks.org/child_care.htm



Greene County Libraries

(Visit Library websites for schedule of activities)

Athens

D.R. Evarts Library
80 2nd St.
518-945-1417
Kids Makerspace: Wednesday
<http://drevartslibrary.org/>

Cairo

Cairo Public Library
15 Railroad Ave
518-622-9864
Babes in Bookland: Wednesdays
<http://cairolibrary.org/>

Catskill

Catskill Public Library
1 Franklin St.
518-943-4230
Therapy Dog: Tuesdays
<http://catskillpubliclibrary.org/>

Coxsackie

Heermance Public Library
1 Ely St.
518-731-8084
Mother Goose Story Time: Tuesdays
<http://heermancelibrary.org/>

Greenville

Greenville Public Library
1117 Rt. 32
518-966-8205
<http://greenville.lib.ny.us/>

Hunter

Hunter Public Library
7965 Main St.
518-263-4655
Coloring Club: Saturdays
<http://hunterlib.org/>

Palenville

Palenville Branch
3303 Rt. 23A
518-678-3357
Tiny Tots: Tuesdays
<http://catskillpubliclibrary.org/>

Tannersville

Mountain Top Library
6093 Main St.
518-589-5707
Story Time: Saturdays
<http://mountaintoplibrary.org/>

Windham

Windham Public Library
5379 NY-23
518-734-4405
<http://windhamlibrary.org/>



**Westchester Institute of Human Development
LEND Program Family Survey Questions**

1. What county does your child receive Early Intervention Services (EI) services in?
[Dropdown list of all Cohort 1 Counties]

****Depending on answer to question 1, respondents will be directed to the set of questions associated with the same county**

IMPROVE INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) OUTCOMES TO BE FAMILY FRIENDLY

(MADISON, WESTCHESTER)

Please indicate the extent to which you agree with the following statements.

2. I understand the outcomes that are listed in my child's Individualized Family Service Plan(IFSP).
1-not at all, 2-very little, 3-some, 4-quite a bit, 5-a lot
3. My child's IFSP team involved me in the development of my child's IFSP outcomes.
1-not at all, 2-very little, 3-some, 4-quite a bit, 5-a lot
4. My child's IFSP team checked in with me to make sure I understood my child's IFSP outcomes.
1-not at all, 2-very little, 3-some, 4-quite a bit, 5-a lot
5. Please explain what you found helpful to increase your understanding of your child's IFSP outcomes.
6. Is there anything that would have been helpful to you in further understanding your child's IFSP outcomes?

DEVELOP/MODIFY LIST OF COMMUNITY RESOURCES

(ROCKLAND, ORANGE, DUTCHESS, GREENE, OTSEGO, CHENANGO)

Please indicate the extent to which you agree with the following statements.

2. Early Intervention staff support my family to participate in community activities.
 - a. 1-not at all, 2-very little, 3-some, 4-quite a bit, 5-a lot
3. Early Intervention staff support my family in accessing resources that align with our priorities and needs.
 - a. 1-not at all, 2-very little, 3-some, 4-quite a bit, 5-a lot

4. The information and resources provided by my Early Intervention Program is helpful to my family in meeting needs and addressing our priorities.
- 1-not at all, 2-very little, 3-some, 4-quite a bit, 5-a lot

5. I was given information about opportunities for my child to play with other children.

Yes/No

If yes, what information were you given? Did you access any of the services/supports? Which ones?

If no, would this information have been helpful to you?

6. I was given information about ways to connect with other families for information and mutual support.

Yes/No

If yes, what information were you given? Did you access any of the services/supports? Which ones?

If no, would this information have been helpful to you?

7. What methods has your Early Intervention Program used to connect you to the community, share resources, and help identify services to support the needs of other children in the family? Please circle all that apply.

- Other parents
- Support groups
- Brochures/handouts
- Medical professionals
- Internet sites
- Social media
- Email
- Phone calls
- Discussions during sessions
- Other:

8. How can your Early Intervention Program improve the ways they provide information about community events or resources?

INTENTIONALLY INVOLVE PARENTS IN SESSIONS

(COLUMBIA, SULLIVAN, ULSTER, PUTNAM)

2. I am involved in my child's early intervention sessions.
- 1-not at all, 2-very little, 3-some, 4-quite a bit, 5-a lot

3. Did your early intervention provider go out into the community with you and your child to help get you involved in community activities and services? Some examples include: the grocery store, the library, the park, etc.

Yes/no

If yes, where did you go?

4. If you received Early Intervention services in your community (the grocery store, the library, the park, etc), would you recommend other families also receive Early Intervention services in the community?

Yes/no

5. Were you given information about activities that you could do with your child in your everyday lives?

Yes/no

If yes, how was this information shared with you?

DEVELOP QUESTIONS / PROMPTS FOR THE SERVICE COORDINATOR TO ASK AT INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) MEETINGS (DELAWARE)

2. During my Individualized Family Service Plan (IFSP) meeting(s), I am asked about my family's needs regarding community activities and resources.
 - a. 1-not at all, 2-very little, 3-some, 4-quite a bit, 5-a lot
3. I contributed to the discussion during my child's IFSP meeting.
 - a. 1-not at all, 2-very little, 3-some, 4-quite a bit, 5-a lot
4. The outcomes in my child's IFSP relate to my concerns.
 - a. 1-not at all, 2-very little, 3-some, 4-quite a bit, 5-a lot
5. My IFSP team values my family's beliefs, opinions and concerns.
 - a. 1-not at all, 2-very little, 3-some, 4-quite a bit, 5-a lot
6. How did your IFSP team encourage or invite your participation during the meeting?

CREATE FACEBOOK PAGE (BROOME)

2. I accessed the Facebook page developed by my county's Early Intervention Program.

Yes/No

If yes, how frequently did you access it?

1 – Daily, 2 – Weekly, 3 – Monthly, 4 – Only when my Individualized Family Service Plan (IFSP) team directed me to a specific posting, 5 – Other: _____

If yes, would you recommend other families receiving Early Intervention services have access to a Facebook page developed by the county Early Intervention Program? Yes/no

3. Early intervention staff support my family to participate in community activities.
 - a. 1-not at all, 2-very little, 3-some, 4-quite a bit, 5-a lot
4. Were you given information about opportunities for your child to play with other children? (Yes/no)
 - a. If yes, what types of information were you given?
 - b. If yes, did you/your family take advantage of these opportunities?
 - i. If yes, which ones?
5. Were you given information about ways to connect with other families for information and mutual support? (Yes/no)
 - a. If yes, what types of information were you given?
6. How does Facebook and other social media outlets help to connect you to other parents and/or your community?
7. How did you learn about your county's Facebook page?



**Department
of Health**



Improving Family Centeredness Together Update

Webinar with Advisory Group and UCEDDs

April 20, 2018

Progress to date:

- Create Advisory Group 
- Recruit for the First Cohort 
- Hold In-Person Learning Sessions for First Cohort Jan-Feb 2018 
- Continue First Cohort Monthly Calls Jan 2018 to Dec 2018 

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WIHD TEAM



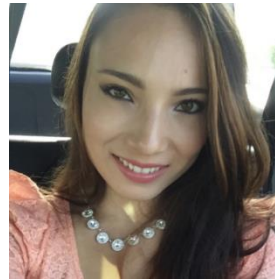
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Cohort 1: In-Person Meeting

Center	Rose F Kennedy Center at Montefiore	Westchester Institute for Human Development		Strong Center at the University of Rochester	
Date	January 18, 2018	January 22, 2018		February 2, 2018	
Location	Lubin Cafeteria Albert Einstein College of Medicine 1300 Morris Park Avenue, Bronx	Best Western 503 Washington Avenue Kingston		The Craftsman Inn & Conference Center 7300 E Genesee St. Fayetteville	
Counties	Bronx Brooklyn Manhattan Queens Staten Island	Westchester Rockland Orange Putnam Dutchess Ulster Sullivan	Delaware Greene Columbia Otsego Chenango Madison Broome	St. Lawrence Jefferson Lewis Oneida Oswego Onondaga Cortland	Tioga Tompkins Cayuga Schuyler Chemung Seneca Yates

Improving Family Centeredness Together (IFaCT)

In-Person Learning Session

Agenda

Time	Activity
9:45-10:00 am	Registration
10:00-10:20 am	Welcome and Introductions
10:20-11:00 am	Improving Family Centeredness Together (IFaCT): Overview Institute for Healthcare Improvement Quality Improvement Model Overview
11:00-11:15 am	Parent Perspective
11:15-12:00 pm	Group Activity 1: Systems Mapping
12:00-1:00 pm	Lunch: On Your Own
1:00-1:15 pm	Group Activity 2: What will we do? (AIM Statement)
1:15-1:45 pm	Group Activity 3: How will we do it? (Plan, Do, Study, Act -PDSA)
1:45-2:00 pm	How will we measure it?
2:00-2:15 pm	Break
2:15-2:45 pm	County Team Sharing: Report Out
2:45-3:00 pm	Evaluation & Next Steps

In-Person Learning Session Stats:

Total Number of Cohort 1 Participants at all 3 locations

- Parents: 29
- Providers: 54
- Service Coordinators: 25
- County staff (EIO/EIM/EIOD): 41

In-Person Learning Session Feedback

Each participant was asked to fill out evaluation regarding

- Meeting information – quality, usefulness, relatability
- Presenters – organization, knowledge, understandability
- Understanding increased regarding IFaCT, PDSA, family-centered practices, overall satisfaction

All items were rated on a scale

Strongly Agree (5), Agree (4), Agree nor Disagree (3), Disagree (2), Strongly Disagree (1)

All three UCEDDs, in every question provided, **average score was higher than 4 (Agree)!**

Participants were also able to provide written comments on their favorite part of the day, what could be improved, and any additional comments to share.

In Person Learning Session Feedback

- “It was great to have the opportunity to listen to parents and respond to their concerns.”
- “It was a chance to network with other providers.”
- “I was able to express my concerns as a parent of a child with disabilities.”
- “The groups were a great mix of people with different backgrounds in EI.”
- “I could relate the PDSA to real life scenarios and EI challenges.”
- “Everyone was geared to empower families and provide quality support.”



Team Plans

- Increase interaction between EI kids and typically developing peers
- Distribute resource guides focused on topics including transition, community support groups, OPWDD, etc.
- Organize sensory-free gatherings for EI families to connect with each other and socialize
- Provide parent training, facilitated by parents

Cohort 1

- Peer to Peer Opportunities
- Individual Technical Assistance
- Presentations about Resources
 - Parent to Parent of NYS
 - Early Childhood Direction Centers
- Keeping information up to date for parents

Cohort 2

- Recruitment, Recruitment, Recruitment!
- Spanish and Chinese speaking groups

Timeline



Engage Stakeholders
Review Data and Adapt Plan

Next Steps

- DOH Website
- Best Practice Resource Guide
- Recruit Cohort 2 Teams
- Distributed Brochures to Counties
- Implement Learning Collaborative:
 - First cohort – January-December 2018
 - Second cohort – October 2018-September 2019
 - In Person Meetings – October 2018



Questions:



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(518) 473-7016

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