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**EARLY INTERVENTION PROGRAM**

- New York State's Early Intervention Program is for infants and toddlers with developmental disabilities and their families.
- It is Part C of the federal Individuals with Disabilities Education Act (IDEA).
- The Department of Health is the Lead Agency responsible for administration and oversight – there is a local Early Intervention Program in every county and in New York City.
- Each local program has an Early Intervention Official responsible for local administration.



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**NEW YORK STATE  
EARLY INTERVENTION PROGRAM**

- The Early Intervention Program delivers services to approximately 70,000 children annually.
- The Program includes approximately 1,300 providers who are in Agreements with New York State to bill for early intervention services.



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**NEW YORK STATE  
EARLY INTERVENTION PROGRAM**

The mission of the Early Intervention Program is to:

- ✓ **Identify and evaluate** as early as possible those infants and toddlers whose healthy development is compromised.
- ✓ Provide the **appropriate interventions** to improve child and family development.



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### EARLY INTERVENTION PROGRAM ELIGIBILITY

Children birth to three years of age with a developmental delay with either:

- o A diagnosed condition with a high probability of resulting in developmental delay, or
- o A developmental delay affecting function in one or more areas of development (cognitive, physical, communication, social-emotional, and/or adaptive development)



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### EARLY INTERVENTION SERVICES

- service coordination
- special instruction
- speech-language therapy
- occupational therapy
- physical therapy
- psychological services
- nursing
- home visits
- parent support groups
- family education training
- nutrition
- vision services
- social work
- assistive technology (AT) devices and services



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### EARLY INTERVENTION STEPS



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**SERVICE COORDINATION**



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**STEP 2: SERVICE COORDINATION**

**2. Initial Service Coordinator**

- Provides information about EIP
- Informs family of rights
- Reviews list of evaluators
- Obtains insurance/Medicaid information
- Obtains other relevant information

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**STEP 2: SERVICE COORDINATION**

Initial Service Coordinator:  
Helps the family with all the steps necessary to get services

On-going Service Coordinator:  
Makes sure that the family and child get the services in their Individualized Family Service Plan (IFSP)



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**EVALUATION**





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**STEP 3: EVALUATION**

**3. Evaluation\***

- Determine eligibility
- Family assessment (optional)
- Gather information for Individualized Family Service Plan (IFSP)
- Summary and report submitted prior to IFSP



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**STEP 3: EVALUATION**

- **Multidisciplinary Evaluation** means the procedures used by two or more qualified professionals from different disciplines to determine a child's initial and continuing eligibility for the Early Intervention Program, by assessing five areas of development: cognitive, physical, communication, social-emotional, and adaptive development.





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**INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)**





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**STEP 4: INDIVIDUALIZED FAMILY SERVICE PLAN**

**4. The IFSP Meeting\***  
*if child is eligible*

- Family identifies desired outcomes
- Early intervention services specified
- Develop written plan
- Family and EIO agree to IFSP
- Identify Ongoing Service Coordinator (OSC)
- EIO obtains social security number [if applicable]



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**FAMILY-CENTERED SERVICES**

- Early intervention services should focus on the specific identified needs of the family
- Identified current and needed supports identified by the family.
- Parents should be included and provided with opportunities to participate in their child's early intervention program during times that are convenient to them.





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### WHAT IS AN INDIVIDUALIZED FAMILY SERVICE PLAN

**An Individualized Family Service Plan is:**

- A written plan for providing early intervention services to a child eligible for the Early Intervention Program and the child's family.
- Developed jointly by the parents and early intervention personnel that comprise the Individualized Family Service Plan team



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### INTENT OF THE INDIVIDUALIZED FAMILY SERVICE PLAN PLANNING PROCESS

- The intent of the Individualized Family Service Plan planning process is for families, Early Intervention Officials/Designees (EIO/Ds) and qualified personnel to **work together as a team** to:
- Develop outcomes to meet the child and the family's needs that reflect the family's priorities, concerns, and resources



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### INTENT OF THE INDIVIDUALIZED FAMILY SERVICE PLAN PLANNING PROCESS

- Agree on appropriate early intervention services that will be provided to achieve identified outcomes
- Identify and mobilize other services and supports the family needs or is receiving but are neither required nor funded by the Program.



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**INDIVIDUALIZED  
FAMILY SERVICE  
PLAN REVIEW**



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**STEP 5: INDIVIDUALIZED FAMILY SERVICE PLAN  
REVIEW  
(6 MONTHS/ EVALUATED ANNUALLY)**

**5. IFSP Review Six Months,  
Evaluate Annually**

- Decision is made to continue, add, modify or delete outcomes, strategies and/or services
- If parent requests, may review sooner
- If parent requests an increase in services, EIO may ask for supplemental evaluation

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**Transitioning  
from the Early  
Intervention  
Program**



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**STEP 6: TRANSITION**



**6. Transition**

- Plan for transition included in IFSP
- Transition to:
  - Services under Section 4410 of Education Law (3-5 system)
  - OR
  - Other early childhood services, as needed



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**TRANSITION OUT OF THE EARLY INTERVENTION PROGRAM**

- Eligible children can receive Early Intervention Program services from birth to age three
- The last date eligible children can receive Early Intervention Program services is **the day before** their third birthday, unless preschool special education eligibility has been determined through the Committee on Preschool Special Education (CPSE) through their school district.





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**TRANSITION OUT OF THE EARLY INTERVENTION PROGRAM**

- Transition planning must occur for all children exiting the Early Intervention Program, including those for whom a referral to Committee Preschool Special Education is not appropriate.
- Their transition plan must include a referral to other resources which may be appropriate.





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### SERVICES FOR CHILDREN WHO ARE OLDER THAN 3

- New York State Education Department Office of Special Education
- Referrals for children to the Local School District – Committee on Special Education (CPSE)
- For children in Early Intervention – Service Coordinator helps
- Parents can directly refer to the school district CPSE



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### OTHER SUPPORTS AND SERVICES

This includes a referral to:

- Children with Special Health Care Needs (if the municipality participates)
- Child Care Resource and Referral Program
- Other appropriate resources (example: Health Homes Serving Children for Medicaid eligible children, Office for People with Developmental Disabilities)



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### TRANSITION OUT OF THE EARLY INTERVENTION PROGRAM

- Not all children participating in the Early Intervention Program will transition to preschool special education.
- The **last date for Early Intervention Program services** is the day before the child's third birthday.



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### TRAINING FOR FAMILIES

- Early Intervention Overview
- Child Development (0-18 months)
- Child Development (18-36 months)
- Families' Perspectives: A Parent's Journey to the Early Intervention Program – 4 videos in English, Bengali, Mandarin, and Spanish
- Developing IFSPs that Fit You and Your Priorities
- Overview of Families' Rights:
  - Referral, Evaluation, and Eligibility
  - Individualized Family Service Plan (IFSP)
  - Early Intervention Sessions
  - Transition





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### STATEWIDE TRAINING MEASUREMENT INCORPORATED

- Talent Learning Management System
- Offer a variety of training for Early Intervention Program providers
- Anyone can access these trainings for free
- Two of the trainings focus on
  - Working with Diverse Families
  - Social Emotional Development





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### QUESTIONS

Bureau of Early Intervention:  
(518) 473-7016

BEIpub@health.ny.gov





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