

Family awareness of Service and Supports and Roles and Responsibilities of all partners

Early Intervention Services (Early Start Statues and Regulations with Edition 2003 Definitions 303.12)

- a) General – Early Intervention Services means services that
 - 1) Are designed to meet the developmental needs of each child eligible under this part and the needs of the family related to enhancing the child’s development;
 - 2) Are selected in collaboration with the parents;
 - 3) Are provided
 - i) Under public supervision
 - ii) By qualified personnel

- e) Qualified Personnel
 - 1) Audiologist
 - 2) Family therapists
 - 3) Nurses
 - 4) Nutritionists
 - 5) Occupational therapists
 - 6) Orientation and mobility specialists
 - 7) Pediatricians and other physicians
 - 8) Physical therapists
 - 9) Psychologists
 - 10) Social workers
 - 11) Special educators
 - 12) Speech and language pathologists

Types of services:

- 1) Assistive technology devices and services
- 2) Audiology
- 3) Family training, counseling and home visits
- 4) Health services
- 5) Medical services (only for diagnostic or evaluation purposes)
- 6) Nursing services
- 7) Nutrition services
- 8) Occupational therapy
- 9) Physical therapy
- 10) Psychological services
- 11) Service coordination
- 12) Social work services
- 13) Special instruction (ex. infant development program)
- 14) Speech & language services
- 15) Transportation services
- 16) Vision services
- 17) Respite services (State of California only)

303.13 Health Services

(a) Health services means services necessary to enable a child to benefit from other early intervention services during the time the child is receiving early intervention services.

- (11) *Service Coordination* services means assistance and services provided by a service coordinator to a child eligible under this part and the child's family that are in addition to the functions and activities included under § 303.23.
- (12) *Social Work* services includes –
 - (i) Making home visits to evaluate a child's living conditions and patterns of parent-child interaction;
 - (ii) Preparing a social or emotional developmental assessment of the child within the family context;
 - (iii) Providing individual and family group counseling with parents and other family members, and appropriate social skill-building activities with the child and parents;
 - (iv) Working with those problems in a child's and family's living situation (home, community, and any center where early intervention services are provided) that affect the child's maximum utilization of early intervention services; and
 - (v) Identifying, mobilizing, and coordinating community resources and services to enable the child and family to receive maximum benefit from early intervention services

Parents and Early Start –

Early intervention services and support are planned and delivered through a partnership between families and professionals to coordinate community services based on the child's needs and the preferences of each family. The Individualized Family Service Plan (IFSP) is the foundation of services that are family centered. It is based on the child's strengths and family concerns and priorities for the child. Parents are to actively participate in the process of assessment and planning by gathering information about medical and developmental history and by sharing observations about the child's strengths, talents, preferences and difficulties. The plan should be:

- Responsive to individual family concerns, strengths, and priorities
- Supportive to family routine, values, culture, and community
- Fully explained
- Should have a statement of the child's level of development
- With permission, a statement of family resources, priorities and concerns
- A statement of outcomes
- A statement of which early intervention services are to be provided
- A statement of expectation for beginning, how often provided, and how long they will continue
- A plan for transition
- The name of your service coordinator

The IFSP is not a document, it is an ongoing process. (Title 17 Public Health Division 2 Health and Human Services Agency DDS Chapter 2 E.I. Services) Parents rights are defined in Federal Part H Regulations (section 303, 400-460) and the California Early Intervention Services Act. Some features include:

- Informal consent
- Prior written notice

- Review of records
- Confidentiality of records
- Resolution of concerns (due process)

Information and preparation are your most powerful tools for working with professionals on your child's team. The following strategies have been effective for other families .

- Prepare for contacts by gathering records, determining the information you need, or what action you hope for.
- Express clearly what you need and expect from each contact when dealing with professionals. For instance, state whether you are seeking information, if you expect some action, or if you are hoping to be referred to someone else to help you.
- Maintain records of contacts (for example, who was called, what was sought, what action was suggested, and what follow-up is necessary).
- Educate yourself about the service system. Ask professionals about the constraints and benefits of the systems in which they work. See out and talk with other families served within the same system. Call your local FRC/N.
- Develop a support network – connect with other parents and professionals you can call on for information and understanding, encouragement, and advocacy.
- Focus on the most important issues to you and your child.

Lanterman Developmental Disabilities Services Act and Related Laws January 2003:

Individual Program Plan 4646(a) (b) (c) (d)

- Centered on the individual and family and takes into account the needs and preferences of the individual and family.
- Reflects the cost effective use of public resources.
- Goals stated in IPP reflect the preferences and choices of the consumer and reflect the cost effective use of public resources.
- Developed through a process of individualized needs determination
 “The individual with a developmental disability, and where appropriate, his or her parents, legal guardian or conservator, or authorized representative, shall have the opportunity to actively participate in the development of the plan.”
- Developed following intake process and completed within 20 days of the completion of the assessment.
- Regional center shall inform the consumer, where appropriate, his or her parents, legal guardian, or conservator, or authorized representation of services available through local area boards and the protection and advocacy agency.
- Individual plans shall be prepared jointly by the planning team.
- Services and supports shall be made by agreement between the regional center representative and the consumer, or where appropriate, the parents, legal guardian, conservator, or authorized representative at the program plan meeting.

Service Coordination 4647(a)(b)

- (a) Pursuant to Section 4640.7, service coordination shall include those activities necessary to implement an individual program plan, including, but not limited to, participation in the individual program plan process; assurance that the planning team considers all appropriate options for meeting each individual program plan

objective; securing, through purchasing or by obtaining from generic agencies or other resources, services and supports specified in the person's individual program plan; coordination of service and support programs; collection and dissemination of information; and monitoring implementation of the plan to ascertain that objectives have been fulfilled and to assist in revising the plan as necessary.

- (b) The regional center shall assign a service coordinator who shall be responsible for implementing, overseeing, and monitoring each individual program plan. The service coordinator may be an employee of the regional center or may be a qualified individual or employee of an agency with whom the regional center has contracted to provide service coordination services, or persons described in Section 4647.2. The regional center shall provide the consumer or, where appropriate, his or her parents, legal guardian, or conservator or authorized representative, with written notification of any permanent change in the assigned service coordinator within 10 business days. No person shall continue to serve as a service coordinator for any individual program plan unless there is agreement by all parties that the person should continue to service as service coordinator.

4648

- (a) Securing needed services and supports

- (1) It is the intent of the Legislature that services and supports assist individuals with developmental disabilities in achieving the greatest self-sufficiency possible and in exercising personal choices. The regional center shall secure services and supports that meet the needs of the consumer, as determined in the consumer's individual program plan, and within the context of the individual program plan, the planning team shall give highest preference to those services and supports which would allow minors with developmental disabilities to live as independently as possible in the community, and that allow all consumers to interact with persons without disabilities in positive, meaningful ways.

4512

- (b) "Services and supports for persons with developmental disabilities" means specialized services and supports or special adaptations of generic services and supports directed toward the alleviation of a developmental disability or toward the social, personal, physical, or economic habilitation or rehabilitation of an individual with a developmental disability, or toward the achievement and maintenance of independent, productive, normal lives. The determination of which services and supports are necessary for each consumer shall be made through the individual program plan process. The determination shall be made on the basis of the needs and preferences of the consumer or, when appropriate, the consumer's family, and shall include consideration of a range of service options proposed by individual program plan participants, the effectiveness of each option in meeting the goals stated in the individual program plan, and the cost-effectiveness of each option. Services and supports listed in the individual program plan may include, but are not limited to, diagnosis, evaluation, treatment, personal care, day care, domiciliary care, special living arrangements, physical, occupational, and speech therapy, training, education, supported and sheltered

employment, mental health services, recreation, counseling of the individual with a developmental disability and of his or her family, protective and other social and sociolegal services, information and referral services, follow-along services, adaptive equipment and supplies; advocacy assistance, including self-advocacy training, facilitation and peer advocates; assessment; assistance in locating a home; child care; behavior training and behavior modification programs; camping; community integration services; community support; daily living skills training; emergency and crisis intervention; facilitating circles of support; habilitation; homemaker services; infant stimulation programs; paid roommates; paid neighbors; respite; short-term out-of-home care; social skills training; specialized medical and dental care; supported living arrangements; technical and financial assistance; travel training; training for parents of children with developmental disabilities; training for parents with developmental disabilities; vouchers; and transportation services necessary to ensure delivery of services to persons with developmental disabilities. Nothing in this subdivision is intended to expand or authorize a new or different service or support for any consumer unless that service or support is contained in his or her individual program plan.

Alta's website www.altaregional.org contains a synopsis of examples of services and supports available.