

Service Delivery Requirements for Speech Pathology- Service Code 707

This outline is generated from Title 17 Regulations, Section 56712. Incorporated in this outline are recommendations of the Interagency Coordinating Council's (ICC's) 'Early Start Personnel Manual'. This outline is designed to be utilized as a quick reference tool. For specific language or sections, refer directly to the regulation and the manual, available online at www.dds.ca.gov. For more information about California's Early Start program, refer specifically to Title 14 (California Early Intervention Services Act) and Title 17, Chapter 2.

Descriptions should use examples of tools and be stated in measurable terms. Include a copy of any non-standard assessment tools you may utilize.

Statement of Purpose

1. Program philosophy/purpose/goals
2. Areas of expertise and/or experience
2. Anticipated results

Anticipated Client and Family Outcomes

Overview of service delivery incorporating routines based practices in the natural environment including family participation

Program Administration

A. Demographics/Areas Served

1. Define geographic area to be served
2. Location(s) served (natural environment settings, i.e. home, park, daycare, restaurant, and any location where typically developing children interact.)
3. Staffing ratio
4. Hours of operation
5. Ages to be served
6. Number of Clients to be served
7. Specify session length
8. Therapist language fluencies, if any other than English (optional)

B. Referral/Intake Process

1. Describe the process for initial intake and referrals to the service
2. Method for Client referral process
3. Identify client referral document needed from case management (if any)

C. Evaluation and Assessment Process

1. Assessment procedures as outlined in Title 17, Section 52082 (b)
2. Timelines: conducting evaluation and submission of reports
 - ❖ Evaluation is to be conducted within 2 weeks after receipt of a referral
 - ❖ If unable to conduct an evaluation within 2 weeks, the vendor must decline the referral
 - ❖ An initial "short evaluation form" must be submitted within 48 hours of conducting an evaluation
 - ❖ The full report is due two weeks after the initial evaluation
3. Instruments/tools used and how it is applicable in assessing Client's Early Intervention needs
4. Utilization of assessment data to define specific service plan per Client
5. Specify services and specialties (cannot include articulation/phonological issues as qualifying criteria)
6. Evaluation procedures to demonstrate progress in service (6 month progress reports and IFSP dates)

D. Program/Service Curriculum

1. Capacity to implement a Speech Therapy program curriculum that is based on the following:
 - a. Curriculum that promotes Best Practices service provision: best available research, professional expertise and family input
 - b. Curriculum that adheres to the Six Foundational Principles for Effective Early Intervention Practices: family centered; based on child's existing relationships; culturally responsible; collaborative and interdisciplinary; responsive to child's developmental risks and protective factors and adheres to professional and ethical standards
 - c. Curriculum that utilizes a Routines based Assessment and Interview process to develop functional outcomes
 - d. Curriculum that incorporates NEERRAPP (Natural Environment: Everyday Routines, Relationships, Activities, People and Partnerships) principles and concepts in identifying learning opportunities and developing intervention strategies
 - e. Curriculum that implements "The Seven Key Principles: Looks like/Doesn't Look Like"
 - f. Plan to provide developmentally appropriate curriculum and measurement (i.e. age scores)

E. Report Writing Requirements

1. Report Content

- a. Level of skills including child's best represented age scores at initial, annual and transition
- b. Measure of reasonable progress towards meeting child's outcomes at periodic reviews, i.e., emerging skills, mastered and advanced skills
- c. Level of family support and participation
- d. Program continuation or termination that are based on ongoing assessment data; parent/care provider input; and multidisciplinary team input
- e. Considerations for termination of services would include but not be limited to:
 - e.1. Child reaches age appropriate skills
 - e.2. Lack of parent or caregiver participation
 - e.3. Lack of child's progress towards meeting recommended outcomes
 - e.4. Child turns three years of age
 - e.5. IFSP team decision

2. An Evaluation Summary Form is due within two days of an initial evaluation

3. Reports are due two weeks (14 calendar days) after completion of an evaluation or assessment

4. Reports are required for IFSP meetings including initial, periodic reviews, annual reviews and transition

❖ Record Keeping

g. Describe record-keeping practices (billing documents, invoices, therapy schedules, etc.)

h. Client records (SOAPE Notes, reports)

d. Interactions with local regional centers (IFSP team), caregivers, or other related programs, if applicable

Entrance/Exit Criteria

1. Types of disabilities/conditions served by therapist
2. Exit criteria as specified by "SLP Service Standards"

Attendance Policy

1. Attendance Policy
2. Requirement for attendance
3. Effort made to assure attendance
4. Notification to RC by fifth consecutive day of unplanned absence

Grievance Procedure

1. Written policy and procedure for Clients
2. Annual Review of policy

Staff-Training Plan, If Applicable (See Title 17 §56726 and §56774)

1. Timeframes for training
 - a. New employee training w/in two weeks of employment
 - i. Qualifications/experience necessary
 - ii. Include training in each of: client's rights, developmental disabilities service system, policies/procedures of vendor program, job requirements; early intervention service system for at-risk and/or handicapped children; philosophy and models of early intervention, typical early childhood development
2. Amount, type, subject, and frequency of on-going employee training (at least annually)
3. Categories of on-going training:
 - a. Training in Client safety procedures
 - b. Training in child development intervention curricula and techniques (See Program Administration, D, Subsections a-e above for specific training topics)
 - c. Describe training curricula/techniques
 - d. Plan to assess and measure competency in EI service delivery (if employing licensed therapist(s) without EI experience)\
 - e. Attendance to WestEd's online Foundation Series I, II, III and available Skills Base training is strongly recommended. ACRC's continued utilization of vendored services is largely dependent on the competency of the therapists based on the recommended service delivery model as stipulated in the service standards as well as the best available research related to early childhood development. For more information on these online training, please go to <http://www.wested.org/service/early-start-personnel-development-system/>
4. Plan to document all staff trainings provided and attended

Process for Service Delivery Plan Modifications [See Title 17, §56712 (b)]

1. If change in the type of services provided, submit a revised service delivery plan at least 30 days prior to the change to the following:
 - a. Client and/or authorized representative
 - b. vendoring regional center
2. Revised service delivery plan is required for the following:
 - a. Locations in which therapy occurs
 - b. Approved service code
 - c. Entrance and/or exit criteria
 - d. Hours of service provided
 - e. Any modification of the approved service delivery plan

Termination of Services and Change of Ownership of the Practice

1. Written notification to ACRC's Community Services and Supports Department 30 days prior to any change in ownership; location; license; registration; certificate or permit [Title 17, §54330].
2. Written notification to ACRC Service Coordinator and child's authorized representative 30 days prior to discontinuation of services to any single Client [Title 17, §56718(c)].
3. Written notification to ACRC's Community Services and Supports Department and all user regional centers in writing at least 60 days prior to discontinuation or termination of services to all regional center Clients [Title 17, §54330].

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