

## SERVICE DELIVERY PROCEDURE CHECKLIST

### Infant Toddler

The Early Intervention (EI) program has procedures for service delivery that includes the following:

- Timelines for service delivery.
- Obtaining parental consent.
- Monitoring service delivery to ensure that evidence-based practices are used.
- Providing services in natural environments.
- Ensuring the requirements of the OCDEL Announcement DS-03 related to inclusion are being met including:
  - The development and implementation of a written local EI program policy on the inclusion of young children with disabilities in early childhood education (ECE) programs,
  - A process for reviewing and modifying any existing policies, practices, and procedures to ensure barriers are removed that would prevent including children with disabilities,
  - Communicating with families and ECE partners the benefits of and a family's rights related to inclusion.
  - Assessment of program staff competencies and implementation of professional development, which includes family perspectives, related to inclusion based on the needs of staff and families.
  - Collaborating with the Early Learning Resource Center to identify examples of inclusive program policies, structures, and activities.
  - Strengthening partnerships with ECE programs so supports and services for children with disabilities can be provided within the daily routines and activities of quality ECE programs.
  - Participate and engage in ongoing opportunities for stakeholder input, professional development opportunities and additional guidance related to the inclusion of all children.
  - Implement procedures in conjunction with the OCDEL Announcement: EI-17 #02, Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania.
  - Implement any additional guidance from OCDEL related to the inclusion of all children.
- Ensuring the requirements of the OCDEL Announcement EI-17 #02 related to the reduction of suspension and expulsion are being met including:
  - The development and implementation of a written program policy on:
    - How staff implement positive behavior strategies,
    - Ensuring that all families and EI program staff are aware of available resources, including:
      - Referral to ECMHC, Behavioral Health, and other community-based services, to help maintain the child in their current ECE program; and
      - Family-oriented resources regarding child development, behavior, social development, and other topics.

- Training activities and supports based on the current needs of EI staff.
- Creating culturally sustaining practices such as:
  - Hiring practices that promote a diverse staff,
  - Training staff to be culturally sustaining and linguistically responsive,
  - Strategically analyzing the effects of implicit biases within program, and
  - Investing and engaging in partnerships with diverse family leaders and community organizations.
- Establish written procedures to assist ECE partners to reduce the incidence of suspension or expulsion, including:
  - How staff are to engage with families to request assistance,
  - Communication with families on challenges and successes,
  - providing resources to families and caregivers who are facing behavioral challenges,
  - Response process for a child with an IEP enrolled in ECE to prevent suspension/expulsion,
  - Phone call or email to ECE within 48 hours,
  - Holding IEP meeting within 10 program calendar days from date of request,
  - Adding information on the special consideration page of the IEP if needed,
  - Following the appropriate procedural safeguards related to placement changes
  - If child is not enrolled in EI and at risk of suspension/expulsions, child's family must be referred to EI
  - If child is referred and not found eligible, program shall coordinate with local behavioral health partners and other community resources
- Supports and services are provided in a manner that recognize and support the family's cultural preferences.
- Communication among IFSP team members.
- Referrals to therapists who will be providing IFSP services, including how to address scheduled and unscheduled breaks in service:
  - no-shows/cancellations
  - breaks in service delivery.
- Monitoring progress.
- Referral process with providers to ensure that families are provided with a choice of providers.
- Coordination, delivery, and documentation of service coordination activities to include:
  - individualized service coordination activities are documented on the IFSP a service note is completed after any meeting or other contact with, or on behalf of, an infant/toddler and their family/caregiver.

- service coordination documentation is:
  - written in a professional, accurate, unbiased, and objective manner and written so that others can understand what is being documented,
  - written in a timely manner in line with local procedures
  
- Requirements for entering both entry and exit early childhood outcome (ECO) data for all children as appropriate including:
  - Identification of one IFSP/IEP team member responsible for gathering and entering ECO data. The IFSP/IEP team member is entered in PELICAN.
  - Collection of child outcome data that is coordinated with the family and other team members and integrated into the normal service delivery activities and discussions.
  - Entry and exit ratings based on information collected from an identified authentic assessment tool and the use of the decision tree.
  - Timelines for the collection of entry and exit data and inputted into PELICAN to include:
    - Entry within 60 calendar days of the development of the child's IFSP/IEP
    - Exit within 60 calendar days prior to a child's anticipated exit from the program.
  - Identification of children who need exit data to include:
    - In service at least 6 months
    - And leaving for the following exit reasons: no longer eligible; anticipated move out-of-state, parent withdrawal, transition at three.
  - Identification of children who need entry data to include:
    - Children who have an IFSP/IEP with EI services (more than just service coordination for EI IT)
    - Not kids in EI IT tracking.
  - Coordination of the collection of child outcome data for those children transitioning at age 3 between the infant toddler and preschool programs.
  
- Ensuring staff are trained on new or updated procedures. \*
  
- Effective date of the procedure.

\*This item does not necessarily need to be found in every procedure; however, there must be at least one statement that indicates how training is provided on new or updated procedures.

## **REFERENCES**

IDEA 34 CFR §303.13; §303.340-345

Title 55 PA Code §4226.71

EI ANNOUNCEMENTS:18 #01; 12 #02; 12 #07; 13 #03, 17 #02, DS-03

Medical Assistance 837 Handbook