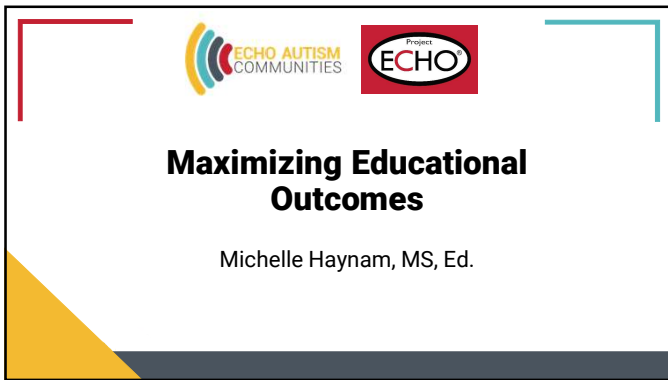
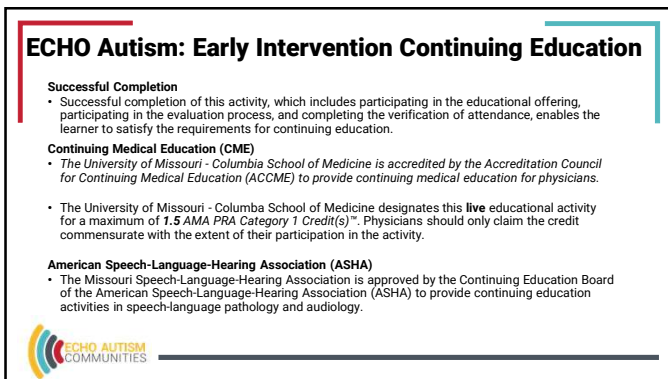




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ECHO Autism: Early Intervention Speaker Disclosure

LPC, Social Work, Psychology, 50-minute hour CEs

The University of Missouri Continuing Education for Health Professions (CEHP) is part of an accredited university in the state of Missouri. As such, this program meets the requirements for Licensed Professional Counselors, Psychologists, and Social Workers with Missouri licenses. CEHP attests that this program contains 1.5 clock hours of instructional time. Licensed professionals measuring CE credit based on a 50-minute hour may claim up to 1.8 Contact Hours for full attendance at this program.

Relevant Financial Relationship Disclosures

Current ACCME (Accreditation Council for Continuing Medical Education) rules state that participants in CE activities should be made aware of any relevant affiliation or financial interest in the previous 24 months that may affect the planning of an educational activity or a speaker's presentation(s). Each planning committee member and speaker has been requested to complete a financial relationship reporting form for the ECHO Autism: Early Intervention Series

Kristin Sohl, MD,FAAP receives support:

•Cognoa Behavior Health – research support

•Quadrant Biosciences – medical science collaborator

All relevant financial relationships for the presenter(s) have been mitigated.

No other speaker or planning committee member has a relevant financial interest



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Learning Objectives

1. The learner will list similarities and differences between an IFSP and an IEP
2. The learner will list steps to prepare for an IEP meeting, hold an IEP meeting, and follow-up after an IEP meeting
3. The learner will identify how to effectively plan and develop the IFSP/IEP with all of the child's current team members, including caregivers.



5

Individualized Family Service Plan (IFSP)


- For children Birth to age 3 that meet eligibility requirements
- IFSP is a written treatment plan that maps out services a child will receive, as well as how and when these services will be administered.
- IFSP takes a family-based approach to services, due to the central concept that supporting a child's family lends itself to supporting the child.



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IFSP Eligibility

- 1. **Newborn condition**, for a child referred prior to 12 months of age with a birth weight less than 1,500 grams with one or more of the following conditions diagnosed at birth or within 30 days post birth:
 - APGAR of 6 or less at 5 minutes
 - Intraventricular hemorrhage (IVH) (Grade II, III, or IV)
 - Any Positive Pressure Ventilation greater than 48 hours, including ventilator or oscillator
 - Resuscitation/code-event requiring chest compressions




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IFSP Eligibility (continued)

2. **Diagnosed Conditions**, for a child referred prior to 36 months of age include, but are not limited to, the following:

- **Autism Spectrum Disorders** Autism, Pervasive Development Disorder-Not Otherwise Specified
- **Chromosomal Trisomy** Down syndrome, Edwards Syndrome, Patau Syndrome
- **Craniofacial Anomalies** Cleft lip, Cleft Palate, Cleft Lip/Palate
- **Disorders of the Nervous System** Erb's Palsy, Beckwith-Wiedemann Syndrome, Cerebral Palsy, Encephalopathy (all types), Epilepsy, Hydrocephalus, Infantile Spasms, Macro/Microcephalus, Periventricular Leukomalacia, Seizure Disorder, Shaken Baby Syndrome, Spina Bifida, Stroke, Traumatic Brain Injury
- **Disorders Related to Exposure to Toxic Substances** Fetal Alcohol Syndrome, Lead Poisoning Level >10mcg/dL
- **Infections/Viruses/Bacteria** Acquired Immune Deficiency Syndrome, Cytomegalovirus, Herpes, Rubella, Syphilis, Toxoplasmosis
- **Other Chromosomal Abnormalities** Angelman Syndrome, Cri-du-Chat Syndrome, DiGeorge Syndrome, Fragile X Syndrome, Klinefelter's Syndrome, Triple X Syndrome, Williams Syndrome
- **Other Genetic/Congenital/Metabolic Conditions** Cyanotic Congenital Heart Disease, Hypoplastic Left Heart Syndrome, Leukodystrophy, Muscular Dystrophy – Duchenne Type, Noonan Syndrome, Phenylketonuria (PKU), Pierre Robin, Pompe Disease, Prader Willi, Rett Syndrome, Tetralogy of Fallot
- **Sensory Impairments** Blind, Deaf, Hard of Hearing, Visually Impaired
- **Severe Attachment Disorders**




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IFSP Eligibility (continued)

- 3. **Other Diagnosed conditions**, for a child referred prior to 36 months of age, include conditions known to be associated with developmental disabilities. In order for other diagnosed conditions to be considered for eligibility, there must be an informed clinical opinion provided by Board certified neonatologists, pediatricians, geneticists, pediatric neurologists and/or other pediatric specialists. These physicians may refer a child by indicating the specific condition and documenting the potential impact of the condition in any of the five developmental areas.


<https://dese.mo.gov/special-education/first-steps/eligibility>



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IFSP Components


- Child's current level of functioning
- Family Resources and Concerns
- Outcomes that are wanted to help the whole family
- Services necessary to obtain outcomes
- Natural Setting/Environment



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Individualized Education Program (IEP)

- For children ages 3-21 that meet eligibility requirements
- IEP is a written statement of the educational program designed to meet a child's individual needs, as well as how and when these services will be administered.
- IEP includes educational goals to support the child in the school setting




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IEP Eligibility

- School districts have the option of identifying a child as eligible under the category of Young Child with a Developmental Delay (YCDD) or under one of the other fourteen eligibility categories that are used for children ages 5 to 21. In order to be eligible under the YCDD category, the child's development must be at or below 1.5 standard deviations or equivalent levels, of the mean in any two areas of development, or at/or below 2.0 standard deviations or equivalent levels in one area of development, and the child must need special education and related services. Areas of development that can be used to determine eligibility include:
 - Physical
 - Cognitive
 - Communication
 - Social/Emotional
 - Adaptive


<https://dese.mo.gov/special-education/early-childhood-special-ed/eligibility>



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IEP Eligibility Categories


- Autism
- Deaf/Blindness
- Emotional Disturbance
- Hearing Impairment and Deafness
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury (TBI)
- Visual Impairment/Blindness
- Young Child with a Developmental Delay



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IEP Components


- Present Level of Performance
 - Impact Statement
 - Strengthens and Concerns of the child from Parents
 - Changes in Current Functioning (Progress towards goals)
- Goals and Objectives/Benchmarks
- Types and Amounts of Services
- Placement (Least Restrictive Environment)
- Accommodations/Modifications/Special Considerations



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IFSP vs IEP Similarities


- Develop a plan and services to assist a child with need(s)
- Parents are part of the team
- Include the child's current level of functioning
- Review the Plan on a regular basis



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IFSP vs IEP Differences


IFSP	IEP
Birth to 3 years	3-21 years
Family centered needs	Child's Individual Needs
Natural Setting (Home)	School Setting/Least Restrictive Environment
Eligibility Requirements: Newborn condition, Diagnosed conditions, or Other Diagnosed conditions	Eligibility Requirements: child's development must be at or below 1.5 standard deviations in 2 areas of development, or at/or below 2.0 standard deviations in 1 area of development
Team Members: Parent, other family members, services coordinator, people doing assessments based upon family need	Team Members: Parent, Regular Educator, Special Educator, LEA, Individual to Interpret, Other Therapists as based upon child's areas of concern
Outcomes to help the family	Goals for individual child's needs
IFSP Reviewed every 6 months (sooner if needed)	IEP Reviewed annual (sooner if needed)



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Preparing for IFSP/IEP Meetings


- Invite all team members and send written notice
- Ask parents ahead of time to write down strengths, concerns, and questions they have
- Explain crucial nature of parent's involvement and what will happen at the meeting
- Explain who will be there from the school and why
- Schedule convenient time and location, and ample time for meeting
- Establish if parent(s) need help with transportation or childcare
- Invite parents to review relevant documents prior to meeting
- Keep parents advised of progress on an ongoing basis
- Collaborate with other team members



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Holding IFSP/IEP Meetings

- Make parents feel welcome greeting them at the door
- Make sure everyone's needs are met: water, paper/pens, tissues, ect
- Everyone introduce themselves and explain why they are there.
- Speak in clear, plain language – avoid jargon and discipline-specific terminology
- Have specific materials available that are referred to
- Focus on the child's individualized needs
- Listen carefully and Don't hurry
- Maintain confidentiality
- Be honest and trust that the parent is also
- Involve the child when appropriate
- Plan realistic outcomes/SMART goals



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Following up on IFSP/IEP Meetings

- Implement IEP
- Send copy of IEP home to parent
- Inform all team members (if not present at the meeting) of discussion points and if there are changes
- Continue to monitor progress
- Keep parents advised of progress on an ongoing basis



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An Effective IFSP/IEP

- TEAM WORK!!!
- Give opportunity for all to speak and/or provide input
- Actively listen
- Repeat back and/or clarify questions
- Make sure questions have been answered
- Create realistic outcomes/SMART goals


REMEMBER WE ARE ALL WORKING FOR THE SAME TEAM...THE CHILD!



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References/Resources:

- <https://dese.mo.gov>
- <https://dese.mo.gov/special-education/first-steps/eligibility>
- <https://dese.mo.gov/sites/default/files/se-fs-comparisonofthelepandifsp.pdf>
- <https://www.mofirststeps.com/>
- http://www.wvearlychildhood.org/resources/IFSP_and_IEP_Compcomparison_040108.pdf
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