

*Welcome to the Infant
Toddler Coordinating Council!*



Department of Health and Welfare Structure



How Did We Get Here?

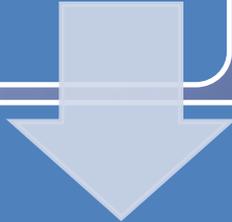
From 2006- 2016 the Early Childhood Coordinating Council served as the state level advisory council for the Infant Toddler Program as required by the Individuals with Disabilities Act (IDEA).

The federal grant supporting the Early Childhood Coordinating Council ended on July 31st, 2016.

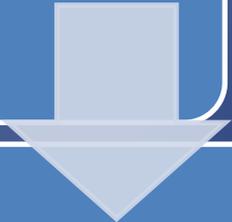
The Infant Toddler Program is required by both federal law and state statute to have a Council to advise and assist the lead agency in the performance of its responsibilities under IDEA.

Early Intervention in Idaho - History

After receiving federal grant funding, State law created an Interagency Coordinating Council for the Infant Toddler Program in 1991.



As the needs of the state changed, this Council was merged with the Early Childhood Cross Systems Task Force in 2004 during the Kempthorne administration.



In 2006 Governor Kempthorne created the Early Childhood Coordinating Council to meet the requirements of several programs.

History of Early U.S. Public Policy

1965

- The Elementary and Secondary Education Act

1975

- The Education for All Handicapped Children Act

1986

- The Education for All Handicapped Children Act Amendments

Most Recent Public Policy

1990

- The Individuals with Disabilities Act (IDEA).

1992

- The Individuals with Disabilities Act Amendments

2004

- The Individuals with Disabilities Education Improvement Act

Part A: General Provisions

IDEA

Individuals with
Disabilities Education
Act

Part A Requirements

- Establishes the Office of Special Education Programs
- Clarifies State Responsibilities
- Provides definitions

Part A Sec. 601 (c) (1)

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

Part A: General Provisions

Part B: Services to Children 3-21

IDEA

Individuals with Disabilities Education Act

Part B Requirements

- Services to Children 3-5 through Section 619 Grants
- Services to Children 6-21

Part A: General Provisions

Part B: Services to Children 3-21

IDEA

Individuals with Disabilities Education Act

Part C: Services to Infants & Toddlers with Disabilities

Part C Requirements

- Early intervention services children birth to three and their families through Section 618 Grants

Part A: General Provisions

Part B: Services to Children 3-21

IDEA

Individuals with Disabilities Education Act

Part C: Services to Infants & Toddlers with Disabilities

Part D: Training and Supports

Part D

- Provides for national activities to improve education of children with disabilities; including highly qualified personnel
- Assists states in planning systemic changes that will promote early intervention
- Provides funding for parent training and information centers
- Authorizes activities to support research and training in behavioral interventions and supports

Required Duties of an Advisory Council

- Meet on a quarterly basis (minimum)
- Advise and assist the lead agency in the performance of its responsibilities
- Identify sources of fiscal and other support for early intervention service programs
- Promote methods for intra-agency and interagency collaborations regarding child find and transition
- Provide an annual report to the Governor and the Secretary on the status of early intervention programs for infants and toddlers

Part C

Early Intervention Systems for Infants, Toddlers, and Their Families



Purpose of The Early Intervention System

- To enhance the development of infants and toddlers with delays or disabilities
- To enhance the capacity of families to meet the special needs of their infants and toddler with delays or disabilities

Required Components of An Early Intervention System

- Statewide Public Awareness
- Child Identification
- Central Directory of Resources
- Data Collection
- Personnel Development/Standards
- Evaluation and Monitoring
- Equitable Distribution of Resources
- Child and Family Entitlements
- State Level Advisory Council

Idaho's System of Early Intervention

➤ Referral:

- physicians, home visiting programs, Early Head Start, Developmental Milestones Program

➤ Program Eligibility:

- Child has a significant developmental delay (6 months behind other children the same age)
- A physical or medical condition that may result in a developmental delay (prematurity, down syndrome, cerebral palsy, severe hearing or vision problems)

Idaho's System of Early Intervention (cont.)

➤ Individualized Family Service Plan

- Developed within 45 days from referral
- Developed by the family and ITP personnel
- Based on evaluation and assessment of the child and family
- Includes services necessary to meet the needs of the child and enhance the capacity of the family to meet their child's needs.

Idaho's System of Early Intervention (cont.)

➤ Early Intervention Services:

- Assistive Technology Devices and Services
- Audiology and Speech Language Services
- Family Training, Counseling and Home Visits
- Nursing and Nutritional Services
- Physical and Occupational Therapy
- Psychological Services
- Service Coordination
- Sign Language and Cued Language Services
- Social Work Services
- Special Instruction
- Vision Services
- Transportation and Related Costs

Idaho's System of Early Intervention (cont.)

- **Transition**

- Transition from Infant Toddler Program to Part B or other community programs
- IFSP transition outcomes
- Local Educational Agency and State Educational Agency notifications
- Transition meeting

Evidence-Based Service Delivery

- Early intervention evidence-based practices
 - Coaching
 - Primary coach
 - Teaming
 - Joint visits
 - Natural Learning Opportunities
 - Parent Responsiveness
 - Functional Outcomes

Funding Sources

- IDEA, Part C Grant
- State general funds
- Medicaid direct service reimbursement
- Medicaid child find and case management match
- Private insurance

Federal Reporting

1

- State Performance Plan (SPP)

2

- Annual Performance Report

3

- Public Reporting

State Performance Plan

- Evaluates the State's efforts to implement the requirements of Part C
 - Compliance and results indicators
 - Specifies for each indicator, annual targets that reflect improvement over the state's baseline data for that indicator.

Annual Performance Report

- Reports on the State's performance on the indicators in the State Performance Plan
- Describes what will be done to improve if slippage occurs

Indicators

1. Timely Services
2. Natural Environment
3. Child Outcomes
4. Family Outcomes
5. Birth - One
6. Birth - Three
7. 45-Day Timeline
8. Transition
9. Hearing Requests Resolved Through Resolution
10. Mediation Agreements
11. State Systemic Improvement Plan

Results Driven Accountability (RDA)

- RDA is aligned to best support states in improving results for young children and students with disabilities
- RDA balances the focus on improved developmental and educational results and functional outcomes for children with delays or disabilities while considering compliance as it relates to those outcomes and results

Indicator #11 – State Systemic Improvement Plan (SSIP)

- SSIP is a multi-year plan with three phases
- Currently in phase III
- Guides the development of strategies to increase the State's capacity to structure and lead meaningful change in early intervention programs and providers

State Identified Measurable Result (SIMR)

- Increased percentage of infants and toddlers with disabilities will leave the program with progress made in social-emotional development

Key Components of SSIP

Early Childhood Outcome (ECO) Process

1. Develop and deliver training in phases as follows:

- typical child development
- family engagement
- purpose of ECO's
- use of appropriate ECO assessment tools

2. Modify the IFSP to embed ECO's, and modify the ECO rating process

Monitoring and Accountability

1. Develop a standardized QA/QI process to review compliance and program performance

2. Develop or adopt inter-rater reliability tools and process for ECO scoring

3. Develop or adopt tools and process to measure fidelity of practices

Professional Development for Evidence-Based Practices (EBP)

1. Select appropriate social-emotional assessment tools based on need, best fit, evidence, & resources

2. Develop training to address social-emotional (SE) EBP, use of SE assessment tools, and sharing results with families

3. Build an infrastructure that includes ongoing mentoring and PD opportunities in order to support the sustainability and scaling-up of social-emotional EBP

Regional Early Childhood Committees

- Regional Committees provide local integration
- Advise the Council in the local implementation of state and federal regulations through the system of early intervention.

How Will You Participate?

- Ask questions
- Bring your experience
- Participate in group activities
- Share information with those in your “circles”

Infant Toddler Program Website



Idaho Infant Toddler Program

Serving children birth to three years



Infant Toddler Program

Developmental Milestones

Early Intervention Services

Program Eligibility

Hearing Checklist

Idaho Sound Beginnings

Early Learning eGuidelines

Information for Providers

Infant Toddler Program eManual

Infant Toddler Program

Idaho's Infant Toddler Program (ITP) coordinates a system of **early intervention services** to assist Idaho children birth to three years of age who have a developmental delay or who have conditions (such as prematurity, Down Syndrome, hearing loss) that may result in a developmental delay.

The ITP links children with services that promote their physical, mental and emotional development and supports the needs of their families. These can include therapeutic, educational, and supportive services, such as:

- Family education
- Speech therapy
- Occupational therapy
- Service coordination
- Family training
- Counseling
- Home visits
- Health services

Children referred to the Infant Toddler Program are assessed to see if they meet **program eligibility**. If eligible, an Individualized Family Service Plan (IFSP) is written that outlines services for the child and their family. This plan is reviewed every six months. At three years of age, ITP assists with the child's transition to a developmental preschool program or other community services.

How can my child be referred to the Infant Toddler Program?

ITP eManual

» Infant Toddler Program eManual

Infant Toddler Inter-agency Coordinating Council

Agenda-September 9, 2016

I want help with...

- » Contacting My Local Infant Toddler Program
- » Infant Toddler Development
- » Is my child eligible for services?
- » Developmental Disabilities Services
- » Family Guide to Early Intervention
- » Family Guide for Exiting the Infant Toddler Program

Resources

- » SSIP Newsletter July 2015, Issue 1
- » SSIP Newsletter October 2015, Issue 2
- » SSIP Newsletter April 2016, Issue 3
- » SSIP Newsletter August 2016, Issue 4
- » Early Years Conference 2016
- » Early Childhood Information Clearinghouse
- » Idaho Developmental Disabilities Program

www.infanttoddler.idaho.gov



Idaho Infant Toddler Program

Thank you for joining us as we work together to implement a system of coordinated and family-centered services to address the needs of Idaho infants and toddlers with delays or disabilities and their families.

Questions?

