

The UPDATE

News and Information for Massachusetts EI Providers May 2016



Important Dates...Mark your Calendar!

June 1, 2016; 10am—3pm: EI Program Director Session: SSIP Integration into the MA EI System, Best Western Royal Plaza Hotel, Marlborough, MA. Registration is now available on the EITC website at www.eitrainingcenter.org. Programs may bring multiple staff such as supervisors and/or Team Leaders to the training. Additional information may be found on the EITC registration page.

June 9, 2016: Interagency Coordinating Council (ICC) Meeting, Best Western Royal Plaza Hotel, Marlborough, MA

Resources & Trainings: [Policy to Practice: Referrals for Ongoing EI Services; EI Billing Guidelines; CEIS Competencies Assigned to Workshops; "Helping Children Connect Language, Thought and Nature" Flyer; Basics of Special Education in Arabic; Free Family Engagement Forum for on the MA Standards for Preschool and Kindergarten in the Domains of SEL and APL](#)



DPH Updates

Announcement:

Please see the attached "Early Intervention Billing Guidelines for Staff." This document was developed by the Standards Committee of the ICC and the DPH, to be used as a reference document/tool for programs to accurately reflect billing activities. The guide is not intended to replace the "Early Intervention Service Delivery Reporting Requirements and Reimbursement for Services" manual.

Community Courses on the MA Social and Emotional Learning Standards

Below please find a link to the Collaborative for Educational Services (CES) website's calendar of community trainings on the MA Standards for Pre-K and K Social and Emotional Learning and Approaches to Play and Learning. Please help us spread the word about these free courses. Thank you.

<http://www.collaborative.org/programs/early-childhood/social-emotional-learning-and-approaches-play-and-learning>

CES is updating the calendar as the course schedules are confirmed. The town location appears on the dates each course is provided. Click on it for more details. If there are multiple courses on a date, click in the square for that date and they will all appear. Please contact Corky below if you have any questions. Thank you.

Corky Klimczak
SEL/APL Professional Development Project Coordinator
Early Childhood Department
Collaborative for Educational Services
97 Hawley St.
Northampton, MA 01060
ph: 413-586-4900 x 5565 or 413-588-5565 (direct line)
fax: 413-586-1725



Institute for Health & Recovery (IHR) Update: Text4baby

Karen Welling (karenwelling@healthrecovery.org) and Karen Gould (karengould@healthrecovery.org) of the IHR want to make sure EI providers know about a resource that may be helpful for some of your families: text4baby. According to the CDC website (www.cdc.gov/women/text4baby), "Text4baby is a free cell phone text messaging service for pregnant women and new moms. Text messages are sent three times a week with information on how to have a healthy pregnancy and a healthy baby. The text messages are timed to the pregnant woman's due date or the baby's date of birth."

The free text messages provide tips on subjects including breastfeeding, car seat safety, developmental milestones, emotional well-being, exercise and fitness, immunizations, labor and delivery, nutrition, prenatal care, safe sleep, and stop smoking. The text messages also provide 1-800 numbers and other resources to learn more." Texts can be provided in English or Spanish. Learn more at the CDC website or www.text4baby.org.

MA Act Early State Team Summit Meeting A Success!

Building Capacity as an Early Identification Learning Community was the theme for the annual MA Act Early Summit held on April 29 at UMass Medical School in Worcester.

Colleagues from across the state participated in this day of learning, sharing, networking and building capacity with the Massachusetts Act Early state team at our Spring 2016 Summit meeting. It was a wonderful day with lots of new faces and engaged and interested attendees.

From learning about screening tools, to brain-based research, to telehealth, to a number of diversity-related topics in early identification and much more, all left the day a bit wiser.

To find out more information about the great speakers and interesting topics, check out the link below. All presentation slide shows and photos from the day are now online at <http://www.maactearly.org/2016-ma-act-early-state-team-summit-meeting.html>.



Data Manager Updates

What should the Service Coordinator do when discharging a child with autism?

If a child is receiving autism services from one of the autism specialty providers, the service coordinator is responsible for contacting the specialty provider prior to discharging the child, to check if specialty services are still being provided. If so, the child should not be discharged until after specialty services have ended. The last service date should reflect the last date that the child received either EI or specialty services (whichever one occurs last). Autism services are included on a child's IFSP; it is the responsibility of the service coordinator to communicate with the specialty provider throughout the child's EI enrollment regarding these services.

What should the Service Coordinator do when the LEA Referral occurs after receipt of all services?

There are times when a late referral to EI occurs and the LEA referral documentation does not get mailed out until after the child's last service date. In these cases the EIIS Date Deemed Inactive should be the same as the LEA referral date. The definition of the EIIS Date Deemed Inactive is: The date the program inactivated a client—no more services or follow-up activities. The LEA referral is considered a follow-up activity because it has an impact on the timeliness of the child's services into the public school. A review of the child's record for administrative purposes that occurs after the last date of service is not considered a follow-up activity.

What should the Service Coordinator do with children considered an "Almost Late EI Referral?"

In order to meet the 90-day compliancy timeframe, EI programs should make sure that transition is discussed as soon as possible with families considered to be an "almost late EI referral." An "almost late EI referral," is a referral where the IFSP is signed when the child is between 30 and 32 months of age. As you know a late referral, an automatic justified reason for late transition, is a child referred or having an IFSP at the age of 33 months or greater. Transition discussions should occur quickly for an "almost late EI referral" and their transition information should be entered into the TSS data system and transmitted to DPH as soon as possible. If you have any questions about transition please contact your EI Regional Specialist.

What can the Service Coordinator do to make the collection of the Annual Gross Family Income more comfortable for families?

DPH has created a draft version of an income grid to be used by clinicians as a tool to gather a family's income. It is designed to make reporting income by a family more anonymous and less uncomfortable for both the clinician and the family. Several EI programs have reviewed this grid and provided valuable feedback to the Department. Revisions will be made and a second review by programs will occur prior to the finalization. If you are interested in reviewing the second version of the income grid please email Jean Shimer at jean.shimer@state.ma.us.

How do the new EI Training Center initiatives support the EI Certification (CEIS) Process?

Early Intervention Training Center (EITC) Staff have nearly completed presentations at all EI program sites on “*Embedding Key Principles into the IFSP Process*.” The session is an overview intended to lay a theoretical foundation for providers as they engage with families in the IFSP process. It is being implemented as one of the initial components of the Massachusetts State Systemic Improvement Plan (SSIP). The curriculum will be provided in an ongoing way beginning this fall and will be offered regionally for newly hired staff. It will take the place of the first day of the previously offered “Building A Community (BAC)” orientation. Additional professional development related to implementation of an evidence based practice will be provided in “*Parents Interacting with Infants and Toddlers (PIWI)*.” Training for Cohort 1 on PIWI will begin in July. Training for Cohorts 2 and 3 will run through December of 2017. After that, PIWI will become the 2nd day of the previously offered BAC.

Staff members completing **both** “Embedding the Key Principles” and “PIWI” will receive the following competencies. The certificate issued after the “Embedding Key Principles” training will indicate that additional PIWI training is necessary for awarding of 1.7, 1.8, and 3.6. Please see the attached “CEIS Competencies Assigned to Workshops” document for more information.

1.7 EI Specialists will identify how children learn through play within and across developmental domains, based on individual learning styles and temperament.

1.8 EI Specialists will identify how children learn through relationships, and demonstrate knowledge of a relationship-based approach to interventions and outcomes.

3.6 EI Specialists will demonstrate an understanding of family dynamics, and the impact on a family of having a child with a developmental delay or disability.

4.1 EI Specialists will demonstrate knowledge of federal and state components and requirements throughout the IFSP process, including procedural safeguards (***History of MA Early Intervention Online also required for assignment of 4.1***)

7.1 EI Specialists will demonstrate an understanding of roles, functions, and dynamics of teams within Early Intervention.

Because the initial implementation of PIWI will be completed over an 18 month period, there will be staff who have completed “Embedding Key Principles,” but are waiting for their final Certificate of Completion to be issued until after their completion of PIWI. Those staff may submit their portfolios to the EITC without the PIWI Training Certificate of Completion if all other components of the portfolio are complete. The EITC will complete the review process without this component pending the receipt of the “PIWI Certificate.” Applicants must submit their certificate of completion to the EITC as soon as they have completed the PIWI training. ***Applicants should not hold their portfolios back*** pending that one piece of documentation.

Frequently Asked Questions

I completed BAC Part I, but now there are no more BAC Part II offerings. How do I get my certificate of completion?

Staff who completed Building A Community Parts I and II prior to January of 2016, can use competencies awarded for that offering to document formal knowledge in the CEIS portfolio. Staff who completed Building A Community Part I, but did not participate in Building A Community Part II, will need to complete both Embedding Key Principles into the IFSP Process and the PIWI in order to document competencies for the CEIs portfolio.

What about the online trainings formally considered “pre-requisites” for BAC?

The EITC online trainings are still available and will continue to award competencies that will support CEIS. EI Staff are strongly encouraged to complete all the offerings that were previously pre-requisites.

Will any of the online offerings be required prior to completion of the PIWI?

Early Intervention Training Center staff is reviewing all EI Training Center offerings to determine their alignment with new initiatives. When the PIWI training schedule and announcement is made to programs detailed information about any pre-requisites will be made available.

Specialty Services Updates

Reminder

All Specialty Providers for Autism received an email on May 2 with a request to help DPH update two databases. Details are below – **deadline is May 30, 2016.** If you did not receive this email, please email Joan Rafferty at joan.rafferty@state.ma.us.

BCBA and BCaBA Database

The DPH would like to update our personnel data base for BCBA and BCaBA staff regarding licensure to reflect the new requirement.

We are requesting a copy of each practitioner's new Massachusetts license. Please send **a copy of the individual's original tracking form with a copy of the license attached** to: Michelle Conlon at michelle.e.conlon@state.ma.us.

Contact Information

A contact information form was sent to all Specialty Service Provider agencies. Please take a moment to fill it out electronically, save, and email to Joan Rafferty, joan.rafferty@state.ma.us, by May 30, 2016.

With this information, the SSP distribution list will be current. It will help to ensure that all appropriate staff receive communications from DPH as needed, and anyone in the field needing SSP program information will have updated contact information available. Please contact Joan at if you did not receive this form. Thank you in advance!

Autism Eats!!

"Going to a family restaurant should be an enjoyable experience. A time to relax, enjoy good food and spend time with your family. Let someone else do the cooking and cleaning.

Unfortunately, for those of us who have a child with autism dining out can be anxiety provoking and stressful. As parents, we may feel that "all eyes are on us" when our kids exhibit certain behaviors, have outbursts or refuse to sit still. Other diners may be disturbed and the well intentioned wait staff doesn't really know the best way to help out.

Many of us decide it is just not worth the effort and that is unfortunate.

We created Autism Eats to bring the fun back to eating out.

Our dinner parties are held in private rooms of restaurants or function facilities. Food is served buffet or family style so there is no waiting. Music and lighting are adjusted to accommodate those with sensory sensitivity. These are family dinners and all attending have a loved one on the spectrum so there is no need to apologize, explain or feel uncomfortable. It is an opportunity to enjoy a night out and socialize with others who have many of the same joys and challenges in common."

For more information and to check out the upcoming dinner schedule and locations go to www.autismeats.org.

Comments, contributions or feedback, please contact:

Patti Fougere

Patti.fougere@state.ma.us

617-624-5975

Policy to Practice: Referrals for Ongoing EI Services

It happens. Parents of an eligible child terminate services with your program, perhaps as a result of a less-than-positive incident or experience. Do you have an obligation to refer them to a different EI program if you are part of a catchment area that has multiple EI programs?

It depends. If the parent(s) have informed you that they are no longer interested in receiving EI from any program (either verbally or in writing), then “no,” no further referral is required.

However, if the parent has terminated (as opposed to being lost to follow-up) with your program abruptly, then you may be obligated to refer them to another EI program if there are multiple programs in the catchment area. If your program is the only one that serves the catchment area, document that the parent has terminated.

Both Part C of IDEA (34 CFR 303.303) and the Operational Standards (Section VI. 1) have requirements for referral sources to make an EI referral no later than 7 days from when the child is identified as “potentially eligible” for EI services.

Because the child is “known” to be eligible (he/she had an active IFSP and was receiving services), and the parent only indicated they were no longer interested in receiving services from your program, there’s a bit more work on your end. You will need to inform the parent of your obligation to refer them on and give them the option to decline the referral.

Next Steps:

Follow-up with the parent:

- Contact the parent by phone or in writing to let the parent know there are other EI programs that provide services to the community in which they reside.
- Inform parent(s) that state and federal requirements obligate you to refer the child to another EI program unless they (the parent) tell you they are no longer interested in receiving services from any EI program at this point.
- Also make parents aware that they can refer back at any time or contact the EI Central Directory 1-800-905-TIES (8437) for the names and contact information of other EI programs.

Be helpful:

- Send a copy of the most current IFSP,
- If the contact you have is by phone, DOCUMENT the conversation, including informing the parent of your obligation to refer the child onto another EI program and their response if they decline further EI services.
- Follow up with a letter providing the family with a copy of their child’s most current IFSP and invite the parent to re-refer if they have future concerns to either your program or another EI, (include the Family TIES #).

Early Intervention Billing Guidelines for Staff

INTAKE

- Non-assessment activity that occurs as part of the intake process may be billed as an Intake home visit for a maximum of 2 hours; either one person may bill up to 2.0 hours, or two people 1.0 hour each or less.
- Must occur on or prior to any other type of service and can occur on multiple days.
- If a child is re-referred, a maximum billing of 2.0 hours of Intake visit per child referral is allowed.

ASSESSMENT

- Maximum of 10 hours per year
- Assessment hours renew one year from the date of the first billed assessment hour (Anniversary Date)
- Anniversary Date remains the same for the entire period the child is enrolled in EI*
**If child leaves EI and returns after expiration of the Anniversary Date, the new Anniversary Date starts with the first billed assessment hour following return.*
- Assessment hour balances and Anniversary Dates remain the same upon transfer to another EI program
- OTA's, PTA's and SLPA's are not able to bill assessment hours
- Initial assessment hours are any assessment hours billed until signing of the first IFSP. All other assessment hours are billed as subsequent assessment hours.
- Home Visit-Assessment hours can be billed if all assessment hours have been used and must meet all regular Home Visit billing requirements.

HOME VISITS

- Maximum of 2 hours per session per EI discipline
- No DPH restriction on the number of home visits per day, (as long as it is clinically appropriate):
 - ◊ Mass Health can only be billed for two working hours per visit, per discipline for a maximum of four hours per day (other insurer regulations may apply)

IFSP MEETINGS:

- Billed as a Home Visit for IFSP development or reviews and are not counted as co-treatments.
- Full IFSP reviews must be multidisciplinary and include the Service Coordinator.
- Two staff of the same discipline can participate in an IFSP meeting (but would not meet the requirement of multidisciplinary).
- IFSP meetings that review a portion of the IFSP (i.e., transition, a specific outcome) do not need to be multidisciplinary but must include the Service Coordinator.

CO-TREATMENTS:

- 1 Co-treatment allowed per month per enrolled child
- 2 or more staff of different disciplines for a maximum of 4 hours total per visit
- Consultative visits provided by staff from Perkins School for the Blind and from DPH approved Autism Spectrum Disorders Specialty Service Providers are not considered a co-treatment

CENTER-BASED VISITS

- Maximum of 2 hours per session per EI discipline
- If visit is in conjunction with a child-focused group, the center visit hours and group hours totaled cannot exceed the duration of the group and must be documented on the IFSP as a Center Individual within the Child Group Setting.

CHILD-FOCUSED GROUP

- A group consists of two or more children (e.g., 1 EI & 1 community child, 2 EI children)
- May be scheduled for 1 to 2.5 hours per group, not to exceed 2.5 hours per week
- Cannot meet more than two times per week
- Billing is based on the attendance of each child, and not on the scheduled duration of the group (i.e. a child present for 1.5 hours of a 2 hour group is only billed for 1.5 hours)
- Groups are billed as either EI Only (no community children present) or Community groups based on client attendance.

PARENT-FOCUSED GROUP

- Maximum of 1.5 hours per group
- Maximum of 1 group per week
- If both parents attend, can only bill for one parent per enrolled child
- If only one parent attends, can only bill parent group under one child if parent has more than one child in the program

CEIS Competencies Assigned to Workshops
AREA 1: INFANT AND TODDLER DEVELOPMENT

1.7 EI Specialists will identify how children learn through play within and across developmental domains, based on individual learning styles and temperament.	Name of EITC workshop: <u>Embedding the Key Principles Into the IFSP Process</u> <u>AND</u> <u>PIWI (coming July 2016)</u>
1.8 EI Specialists will identify how children learn through relationships, and demonstrate knowledge of a relationship-based approach to interventions and outcomes.	Name of EITC workshop: <u>Embedding the Key Principles Into the IFSP Process</u> <u>AND</u> <u>PIWI (coming July 2016)</u>

AREA 3: FAMILY CENTERED SERVICES AND SUPPORTS

3.6 EI Specialists will demonstrate an understanding of family dynamics, and the impact on a family of having a child with a developmental delay or disability.	Name of EITC workshop: <u>Embedding the Key Principles Into the IFSP Process</u> <u>AND</u> <u>PIWI (coming July 2016)</u>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------

AREA 4: INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

4.1 EI Specialists will demonstrate knowledge of federal and state components and requirements throughout the IFSP process, including procedural safeguards.	Name of EITC workshop: <u>Embedding the Key Principles Into the IFSP Process</u> <u>AND</u> History of Massachusetts Early Intervention - On-line Training Course at www.eitrainingcenter.org click calendar registration
-----------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

AREA 7: TEAM COLLABORATION

7.1 EI Specialists will demonstrate an understanding of roles, functions, and dynamics of teams within Early Intervention.	Name of EITC workshop: <u>Embedding the Key Principles Into the IFSP Process</u>
-------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------



THOREAU
FARM

THE BIRTHPLACE OF HENRY DAVID THOREAU

Press Contact: Margaret Carroll-Bergman, margaretc@thoreaufarm.org

Speech pathologist Ann Densmore, will give a talk on “Helping Children Connect Language, Thought and Nature” at Thoreau Farm on Sun., May 15, 2016 at 3pm

Concord, MA- April 7, 2016- Ann Densmore, Ph.D., a play-based therapist, photographer, and Psychology Today blogger, will speak at Thoreau Farm, the birthplace of Henry David Thoreau, 341 Virginia Road, Concord, MA on Sun., May 15, at 3pm.

Densmore, who has a practice in Lexington, is known for using nature as her classroom, most notably Walden Pond Reservation, in helping to give children the tools for speaking.

Densmore works exclusively with young children, ages 20 months to 10 years. She’s developed a unique approach to speech therapy, inspired by her life-long passion for nature.

Based in New England for the last 35 years, Densmore often takes her young patients to Walden Pond, Drumlin Farm, and other Mass Audubon locations, including tidal pools, woods, parks, playgrounds and even ski slopes.

Unlike conventional speech therapy techniques, where therapists work with patients in their offices, showing cards and asking children to identify pictures, Densmore takes the child outside, and narrates what they’re both seeing.

“By experiencing nature and describing what I see – much as Henry David Thoreau did through his observations and writings – I help children speak from their hearts, in the moment, connecting with me and with their families through mutual experiences,” said Densmore.

Densmore’s passion for photography brings it all full circle. Her camera is always on her shoulder, so that she can capture moments, gestures, and facial expressions of her patients during their time together. She makes books of the photos she’s taken, which the children bring home and show their families, sharing and talking about their time with Densmore.

“The family learns how to be fully present with each other,” said Densmore. “The children continue to practice talking and relating, and the parents learn to experience their child in new ways they’d never thought possible.”

Like Thoreau, focusing on the simple things in life has brought meaning to her work, both as a speech therapist, and a photographer, said Densmore.

Seating at Thoreau Farm, 341 Virginia Road, Concord, MA is limited. For more information and to pre-register, email margaretc@thoreaufarm.org or call 508-241-9601. A donation of \$15 is suggested.

###

Ann Densmore is a certified speech pathologist and audiologist with a doctorate in education from Clark University (specialty in child discourse) and a master’s in human development and psychology from Harvard University Graduate School of Education. She has worked with children with language delay and social skills for over 35 years.

Your Successful Preschooler: Ten Skills Children Need to Become Confident and Socially Engaged, Ann Densmore, Ed.D. and Margaret Bauman, M.D., (Harvard Medical School, Jossey-Bass, 2011)

Helping Children with Autism Become More Social: 76 Ways to Use Narrative Play, Ann E. Densmore, Ed.D. (Praeger, 2007).

She also has a DVD titled *Using Play to Foster Communication in Children with Autism and Asperger’s Syndrome*, created by Ann Densmore, Ed.D., from a grant from Autism Speaks.

Densmore is also a frequent lecturer and gives workshops for parents, schools and other professionals and clinicians. In her free time, Ann enjoys swimming with the New England Masters, biking with friends, photography, and long walks with her beloved Portuguese Water Dog, Map.





FRIDAY 20TH OF MAY, 6-8PM
Basics of Special Education

ورشة عمل لأساسيات التعليم الخاص

Know your role and rights as a parent of special needs child by attending the first **Arabic workshop** to discuss the basics of special education (IEP, 504 plan, and more).

Introduction to Special
Education

Know your child's rights for
equal education opportunity.

Knowledge is Power

المعرفة هي القوة

تعرف على حقوقك وحقوق
طفلك بمعرفتك

لمفاهيم الخطة الفردية التعليمية

(IEP)

وقانون 504.

Ousraty Family Support Group &
Federation for Children with Special
Needs

Location: 529 Main St, Suite 1M3, Bos-
ton, Massachusetts 02129
#617-834-3852

Facebook: Ousraty Boston



FREE Family Engagement Forum on the Massachusetts Standards for Preschool and Kindergarten in the Domains of Social and Emotional Learning (SEL) and Approaches to Play and Learning (APL)



FREE Forum for Family Engagement and Family Support professionals who work with families with young children

WHO: CFCE Coordinators and other Family Engagement and Family Support professionals from public schools and community-based early childhood programs

WHEN: Tuesday, June 7, 2016

9:30 am to 3pm

A morning session, followed by lunch on your own with an opportunity to network, with the second session in the afternoon. Café available on site.

WHERE: Worcester Technical High School
1 Skyline Drive, Worcester, MA
01605

This forum will familiarize participants with the new MA Pre-K and Kindergarten SEL and APL Standards and explore ways family engagement and family support professionals can help families support their young children's social and emotional learning at home through play and incorporating learning into family routines.

This interactive forum provides an overview of the Standards and includes small and large group activities and vignettes. It also includes a self-contained Parent Workshop designed to be offered to families of young children. Materials will be provided to participants who stay for the entire forum.

REGISTRATION INFORMATION:

For more information, email:

cklimczak@collaborative.org

REGISTRATION DEADLINE: Register online by May 27, 2016 at: collaborative.org/sel-apl-family

This project is funded by a Race-to-the-Top Early Learning Challenge Grant and developed in

