The UPDATE

News and Information for Massachusetts EI Providers

October 2020

Important Dates...Mark your Calendar!

October 20, 2020, 3p: EI Webinar—EICS Data Extract Documents *Visit Data Manager Update

November 3, 2020, 3p: EI Webinar

November 12, 2020: ICC Meeting, Virtual

- **9:30a—12:15p: ICC Business Meeting** (schedule subject to change)

DPH Updates

Time Sensitive: NCSEAM Family Survey Information

Thank you for your patience as we work to identify the best methods to implement the NCSEAM Family Survey, used to capture Family Outcomes as a result of participation in Early Intervention. We have been working internally and with our vendor, Piedra Data Services, to find a way to distribute a survey to families that will be safe and easy during this difficult time.

We would like to present the possibilities to stakeholders for input into what will work best for families and the field at a Webex meeting to be held on one of the following three dates.

Thursday, October 22   11-12 AM
Monday,   October 26   10-11 AM
Thursday, October 29   1:30–2:30PM

If you would like to participate in this stakeholder meeting, please respond to Suzanne at suzanne.gottlieb@mass.gov with your availability by **close of business on Monday, October 19**.

We will get back to you on Tuesday, October 20 with the date, time and Webex link for the meeting.

Telehealth Family Survey

The Department of Public Health (DPH) and the Early Intervention Parent Leadership Project (EIPLP) would like to hear about families' experiences with receiving EI services during the COVID-19 pandemic. This is a 6-month follow-up survey to the one that was sent in April. There are 11 questions that ask families about their telehealth services. It should take less than 10 minutes to complete and all questions are optional. Please ask families to only complete one survey per family.

If a family does not have access to the Internet, please ask them to contact the EIPLP at (617) 645-1763 from 12pm - 8pm on Mondays and Wednesdays, to complete the survey in person or if they need an interpreter.

This survey at the links below in these languages:

English   https://forms.gle/NiUi6kqg7emFZv977

Arabic   https://forms.gle/MB2nBPjm3PuX9Xoi7

Haitian-Creole   https://forms.gle/KUTojc2YXXePkU1x9

Portuguese   https://forms.gle/VRJ3W1owY4js2cf68

Spanish   https://forms.gle/igNKWQjPHqmkm8oZ7

Vietnamese   https://forms.gle/FbmRWZbdqi3wXj7D8

COVID Extended Post-3 Services

Just a reminder as we are coming towards the end of the extended post-3 services, these waivers are valid through October 15th. Services given on the 15th are covered.

Co-Treatment During COVID

As previously discussed, starting on June 1st 2020, DPH is allowing for flexibility in certain service delivery activities during the COVID-19 pandemic. Co-treatment may be utilized for the purposes of consultation and coordination of telehealth treatment planning and implementation. Current billing guidelines allow for co-treatment visits 1x/month. When deemed clinically appropriate, a waiver for reimbursement can be submitted to DPH through the client system to request up to weekly visits. Going forward throughout the pandemic, waivers for additional co-visits must include an individualized clinical circumstance that explains why the service cannot follow the EI Reimbursement Policy Manual. Clinical justification should be based on a supporting the functional outcomes that have been identified in the IFSP process and be reflective of DPH Mission and Key Principles.

Reflective Questions to ask:

- How does this request support caregivers ability to enhance development through everyday activities?
- How does this support the child's learning through meaningful everyday experiences and interactions with familiar people in familiar places?
- How does this support all families enhancing their children's' development and learning?
- How does this establish relationships and foster equal partnerships with caregivers to enhance the development and learning through the IFSP process?
- Is this intervention based on developmentally appropriate practices, current research and applicable laws and regulations?
- How is this collaborative and individualized to reflect the family member's priorities, learning styles and culture?
- How does this ensures that the family's priorities, needs and concerns are addressed through the IFSP team?
- How does this support the IFSP outcomes that are functional and based on family identified priorities, and input from all members of the child's IFSP team?
- What is clinically happening during this service to support the IFSP outcomes?
- How do multiple clinicians on a tele health visit support the IFSP outcomes?
- Has the IFSP been reviewed to determine service delivery and what clinician/s is needed to provide support to meet the IFSP outcomes?
- What skills are needed to provide support to the meet the IFSP outcomes? Who is the best person to provide these services?

Parent Contacts

There is a lot going on at your programs right now, and you may not necessarily be thinking about your Parent Contacts. We just wanted to let you know that after receiving updates and opportunities from the EIPLP, many of your parents continue to remain involved in the EI system after transition.

Ever wonder what your Parent Contact has been up to? In the last year 2 former Parent Contacts joined the Interagency Coordinating Council (ICC), 2 participated as members of RFR teams, and 7 participated in DPH skill building opportunities focusing on using their family stories to impact systems change.

What one of our Parent Contacts shared:

'I was offered the chance to become a Parent Contact for our EI center. This opened doors to opportunities that I did not know existed, such as the EI Parent Leadership Project (EIPLP) led by the Office of Family Initiatives at the MA Department of Public Health. As a Parent Contact I was able to attend the Massachusetts Early Intervention Consortium (MEIC) Conference, at which I met lots of other wonderful parents, EI providers and learned about different agencies and service providers across the state. Here I learned about another opportunity called "Finding Your Footing (FYF)" As part of FYF, I was able to attend the Federation for Children with Special Needs conference in February 2020...Each of these roles, conferences and seminars have led to additional opportunities to further my knowledge and involvement in the Early Intervention and special needs communities...giving me additional chances to get more deeply involved in a cause that has become so important to me, and most important of all, has allowed me to become a better parent and advocate for my son.' - J.W.

Sandbox Quick Reference Guide (QRG) for adding Personnel to the "Sandbox"

The Sandbox is an environment created with the sole purpose of providing users with the opportunity to "practice" using the EI System without impacting actual cases and records. The color of the screens in the Sandbox is olive green, not the blue of the live EI System. Here is the QRG to help with adding or locating personnel in the sandbox.

Re-establishing Eligibility

Can we re-establish eligibility of a child early? No, and here is why...

This is a question that comes up from time to time and is being asked more often with the roll out of the new web-based client system. Parents are often looking for developmental information about their child to make decisions about the need for services in the future. Some questions we would encourage you ask are...

- What information is the IFSP team, including the parent, looking to gain from completing an eligibility evaluation early?
- Is there another way to get that information?
- What do you expect the result of the evaluation to be? How will this information be used?
- Are there other assessments that could be used to provide the team with the developmental information they are looking for?
- Have you considered using a different tool? Have you gathered updated functional assessment information through observation and parent interview? What tool best address the families' priority area?

It is important to ask these questions to determine the purpose of administering a BDI-2 evaluation outside of the timeframe since it will not be to determine eligibility. You would be completing an assessment to gather more information about the child. These questions can help determine the purpose of the activity, what information will be gathered and shared, who should be present, and what tool might support the activity.

Annual eligibility evaluation on children who have an established condition:

Can we do the BDI-2 annually for children who have an established condition?

This question has been asked with the roll out of the new EI Client System. The Massachusetts Operational Standards (MA EIOS) state... "Eligibility evaluation—an activity carried out by a multidisciplinary team of certified Early Intervention Specialists to determine an infant or toddler's initial or continuing eligibility for Early Intervention services." Therefore, you would not need to do an 'eligibility evaluation' for a child who has an established condition that gives them three years of EI eligibility.

It is important to have updated information on a child's development as well as to track developmental progress over time. To do this, a formal evaluation might be a tool the IFSP team chooses to use. When trying to decide what tool would be best IFSP team members should consider the following questions:

- What information is the IFSP team, including the parent, looking to gain from completing an evaluation?
- Is there another way to get that information?
- What do you expect the result of the evaluation to be? How will this information be used?
- Are there other assessments that could be used to provide the team with the developmental information they are looking for?
- Have you considered using a different tool? Have you gathered updated functional assessment information through observation and parent interview? What tool best address the families' priority area?

The client system is not going to generate an eligibility evaluation task for those children, because it is not a required task. If the team chooses to administer the BDI-2 to gather information, they can, and will be able to use the create tasks: Initiate BDI -2 not for eligibility.

New podcasts will be featured in this section as they become available.

They are always available at https://eionthefly.podbean.com/.

Training Options for Clinicians Learning the EICS

EICS FALL TRAININGS 2020

Click calendar to view/print

Grab & Go's

Grab-and-Go trainings are for Programs to use with their staff. They are meant to offer Programs a resource to use in staff meeting, supervision, small groups, etc. The training page is designed to present downloadable files for your convenience. To save files, click on the **download folder** button.

Grab & Go: An Introduction to the Early Intervention Client System (EICS) for Clinicians

These resources will support EI Specialists in learning the EI Client System. Includes a scripted PowerPoint presentation that gives an overview of the EI Client System, identifies and explains key terms and will lead an EI Specialist through the steps of completing a case the EI client system sandbox from referral to discharge. Additional resources to support learning include the activity of EI Client System Sandbox Scenarios for additional self -paced learning and a crosswalk of transition requirements in the EI Operational Standards to the EI Client System.

EI Client System (EICS) Sandbox Scenarios - Self-paced Learning Activity
A self-paced learning activity that walks an EI clinician through each step to complete different scenarios of building a child within the EI sandbox.
Transition Crosswalk Graphic- EI Operational Standards/ EI Client System
A crosswalk of transition requirements in the EI Operational Standards to the EI Client System.

Live Trainings

This live online training is an alternative way to support EI Specialists in learning the EI Client System. Using the resources included in the Grab & Go: An Introduction to the Early Intervention Client System (EICS) for Clinicians, we will provide a **facilitated presentation** that gives an overview of the EI Client System, identifies and explains key terms and will begin to lead an EI Specialist through the steps of completing a case from referral to discharge. There will be **no additional information shared than what is offered through the online Grab & Go** resources. Instead, this may be a good alternative for learners who require a more facilitated presentation style by a member(s) of the Regional Specialist team.

Coffee Chats

Coffee Chats are a new way your DPH Regional Specialist team is here to help support the learning of the new Early Intervention Client System. After getting to know the EICS through either the Grab & Go training available on Mass.gov, attending one of the Live EICS for Clinicians Introduction, or on your own with the assistance from the sandbox & the user manual, coffee chats are quick, 60-90 minute time slots designed to dive a little deeper into specific topic areas and answer any remaining questions you may have. We are hoping this will be a more personalized and interactive training experience. Topics have been chosen through feedback from the field and include:

> Progress Notes
> IFSP
> Transition & Discharge
>
> Extracts

We have added new coffee chat topic: Extracts

www.mass.gov/orgs/early-intervention-division
All of our professional development resources can be found on the MA.Gov website –Early Intervention Division – at bottom of page, select Professional Development for EI Providers
To access additional resources from this page, scroll to bottom
Online Trainings & Resources will bring you to the Training on Demand website (Grab & Go's)
Virtual Trainings will bring you to the calendar of events (Live & Coffee Chats)

Professional Development for EI Providers

Professional Development Modules

DPH has released 3 new professional development modules. While these are part of the new DPH Orientation they are also available to all EI Specialists. These modules were developed by an international work group that formed out of the Early Intervention-Early Childhood Professional Development Community of Practice. Members of the work group have extensive experience developing and delivering early intervention training.

Foundation Pillars

Forty years of research, model demonstration projects, and wisdom and experience from providers and families, have led to the identification of five major themes. These themes, referred to throughout this module as "foundational pillars," help guide and support best practices in the field of early intervention. These five pillars include: Family Centered Practices, Children's Learning, Natural Environments, Adult Learning, and Quality Teaming. Upon completion of this module, users will have an understanding of each foundational pillar and gain access to resources to support their work as they partner with families in early intervention.

Mission and Key Principles in EI

This module was developed by an international work group that formed out of the Early Intervention-Early Childhood Professional Development Community of Practice. Members of the work group have extensive experience developing and delivering early intervention training. This module focuses on what early intervention looks like and what it doesn't look like it practice because too often those practices are still being used. This module is one part of a Universal Online Part C Early Intervention Curriculum that may be used to support quality early intervention practices and has been modified from its original version to reflect the Massachusetts EI curriculum.

Authentic Assessment

This module was developed by an international work group that formed out of the Early Intervention-Early Childhood Professional Development Community of Practice. Members of the work group have extensive experience developing and delivering early intervention training. It is through authentic assessment that team members gain a better idea of how accurate their findings are related to a child's skills during their routines and everyday interactions with familiar people. This module is one part of a Universal Online Part C Early Intervention Curriculum that may be used to support quality early intervention practices and has been modified from its original version to reflect the Massachusetts EI curriculum.

Modules can be found here: https://hsmc.customers.my-lms.net/login/index.php

Data Manager Updates

EICS Data Extracts: Overview & Trainings are Coming

October 20, 2020, 3pm: EI Webinar—EICS Data Extract Documents

The October 20th EI webinar will include an overview of the EICS Data Extract documents that can be used to assist programs on how to download and use EICS client, insurance, billing and personnel data in order to generate reports. These documents (see attachments below) provide basic what, where, how and why information about the data extracts available to all EICS users under the Reporting section of the new EI system. They also include ways to navigate through all of the data. Future documents will include how to create specific reports such as a list of active children 30 months of age or older by their city/town of residence. These documents can be used as a training tool for yourself and staff to provide hands-on information about every client in your program.

Following the webinar, Coffee Chats will occur in November/December that will show you and your staff how to use the data extracts in Excel to get the information most important to you. Come join us on October 20th for the first overview and use of these tools.

General Information

Client Extract

Insurance Extract

Billing Extract

Personnel Extract

Excel—First Steps

Resources & Events

Behavioral Health Screening

MassHealth has issued this bulletin on behavioral health screening to remind providers treating children, youth, and pregnant and postpartum (perinatal) mothers and caregivers of the essential role that they play in identifying behavioral health needs in those members. The COVID-19 pandemic and its disruption of everyday life have exacerbated social and health disparities, particularly for those at risk for poor health outcomes due to longstanding inequities. It is crucial that providers continue routine behavioral health screening and follow-up throughout the COVID-19 state of emergency and thereafter.

The bulletin is posted on the MassHealth All Provider Bulletin page as well the MassHealth COVID 19 Guidance for Providers page and is attached here.

https://www.mass.gov/lists/all-provider-bulletins

https://www.mass.gov/info-details/masshealth-coronavirus-disease-2019-covid-19-providers#guidance-for-all-providers-

Pyramid Model Training Opportunity!!

Over the past several years, the CSEFEL Pyramid Model was rolled out across the state. Most recently, the Massachusetts Department of Elementary and Secondary Education (MA DESE) selected the implementation of Early Childhood Positive Behavior Supports through Pyramid Model strategies (EC-PBS/Pyramid) as its evidence-based practice (EBP) as part of their State Systemic Improvement Plan to improve social emotional outcomes for children.

In addition, the Massachusetts Department of Early Education and Care (EEC) has been implementing a Preschool Positive Behavior Supports initiative using the Pyramid Model. Together, EEC and DESE are continuing to bring the PBS Pyramid Model strategies to programs across the Commonwealth, creating linkages across community-based programs and school districts.

Now, thanks to EEC, an exciting opportunity is available to all Early Intervention providers! EEC has purchased the ePyramid Model Course, Infant Toddler, Preschool, and Birth to Five modules. These are available for **FREE** to any Massachusetts resident working in Early Childhood settings.

Pyramid Model for Infant Toddler is an online professional development course created by the Pyramid Model Consortium (PMC), experts in the field of social emotional development in early childhood.

The course consists of 15 hours of content, divided into three modules:

Module 1: Building Relationships and Creating Supportive Environments

Module 2: Social Emotional Teaching Strategies

Module 3: Individualized Intervention; Determining the Meaning of Behavior and Developing Appropriate Responses

To access the training:

- Go to EEC's training site – Massachusetts StrongStart Professional Development System - https://strongstart.eoe.mass.gov/ets/home
- Complete the prompts to register.
- **When asked to enter the PQR number, enter 1111.**
- Once your account is set up, go to the Course Catalog and search "Pyramid".
- Select module, add to your cart, checkout.

You can proceed at your own pace through the training.

I hope many of you can take advantage of this tremendous opportunity from EEC!

Please contact Joan Butterfield with any questions. joan.butterfield@state.ma.us

Family Sign Language Program

The Family Sign Language Program (FSLP) provides **American Sign Language instruction to families** of children who are deaf and hard of hearing enrolled in **Early Intervention**. Aimee Stevens, the coordinator of the FSLP, describes in this video the importance of sign language, services the FSLP offers and how to register.

https://www.facebook.com/watch/?v=3300074333448650

Once Upon a Preemie Academy

Once Upon A Preemie Academy has officially announced the launch of their new virtual training program. This unique, first of it's kind health and racial equity training program will offer solutions and opportunities to address health equity for perinatal and neonatal professionals serving Black NICU families. Registration and Continuing Medical/Education Units are free.

For more information, please visit: www.onceuponapreemieacademy.com

VIRTUAL Essentials for Childhood Summit V

Framing Matters: How to communicate effectively about childhood adversity in the context of Racial Inequities.

How we talk about childhood adversity affects how our audiences understand its causes and solutions. Does the widespread attention on ACEs as a proxy for early childhood adversity obscure other important considerations, such as protective and structural factors? How can we frame the issue to pave the way for a more equitable future for all?

For more information, please visit: http://www.cvent.com/events/virtual-essentials-for-childhood-summit-v/event-summary-facec312ec534a69ba8c5ee0e522bd4c.aspx