

New York State SSIP FFY 2019 - 2020 Appendix

Chart I: Plans for Sustainability – Including the Impact of COVID-19 on IFaCT Projects

COHORT 1	
COUNTY	PLANS FOR SUSTAINABILITY – INCLUDING THE IMPACT OF COVID-19 ON IFaCT PROJECTS
BROOME	<ul style="list-style-type: none"> • SERVICE COORDINATORS CONTINUE TO UPDATE FACEBOOK PAGE • PLANNING TO CONTINUE TO SHARE INFORMATION ABOUT EVENTS AND RESOURCES AS THEY LEARN ABOUT THEM
CAYUGA	<ul style="list-style-type: none"> • FACEBOOK RESOURCE GUIDE/LIST NEWSLETTER • CLASSES/WORKSHOP WORK • CAYUGA COUNTY “CONTINUES TO WORK ON AND MODIFY THE PROJECT AS NEEDED” • FACEBOOK - “WE ARE AWARE OF TRYING TO GET FAMILIES CONNECTED TO THE COMMUNITY AND EACH OTHER” • WE ARE CONTINUING TO CREATE A RESOURCE GUIDE/LIST
CHEMUNG	<ul style="list-style-type: none"> • CLASSES/WORKSHOP, PARENT SUPPORT GROUP • MUSIC AND MOVEMENT CLASSES FOR ENTIRE FAMILY • SUBMITTED A GRANT APPLICATION TO FUND - UNCERTAIN OF RESULTS <p>COVID IMPACTS: CLASSES/WORKSHOPS WERE NOT HELD BECAUSE OF COVID RESTRICTIONS</p>
CHENANGO	<ul style="list-style-type: none"> • CONTINUE TO BE COMMITTED TO UPDATE THEIR RESOURCE GUIDE AT LEAST ONCE A YEAR DESPITE THE LACK OF EVENTS AND RESOURCES IN THEIR COUNTY • SPEAK WITH FAMILIES REGULARLY AT MEETINGS ABOUT THEIR INTERESTS AND HOW THEY CAN HELP • JULY 2020 - DISTRIBUTED RESOURCE GUIDE TO 114 FAMILIES
COLUMBIA	<ul style="list-style-type: none"> • CONNECT FAMILIES TO LOCAL RESOURCES • INCREASE THE INVOLVEMENT OF PARENTS/CAREGIVERS IN EIP SESSIONS IN THE HOME OR COMMUNITY • INCREASED THE NUMBER OF FAMILY OUTCOMES IN IFSPs • PARENTS WERE PROVIDED WITH STRATEGIES TO HELP THEIR CHILDREN MEET THEIR NEEDS • SERVICE COORDINATORS AND PROVIDERS WERE ENGAGED IN INCREASING FAMILY-CENTEREDNESS DURING IFSP DEVELOPMENT AND SERVICE DELIVERY
CORTLAND	<ul style="list-style-type: none"> • PARENT CLASSES/WORKSHOPS/FACEBOOK • TWO PEOPLE MANAGE THE CORTLAND COUNTY EARLY INTERVENTION NETWORK FACEBOOK PAGE • THE FACEBOOK PAGE CONTINUES TO GAIN PARENTS AND EI PROVIDERS
DELAWARE	<ul style="list-style-type: none"> • MAINTAIN FACEBOOK PAGE FOR FAMILIES • NEWSLETTER OF COMMUNITY RESOURCES DEVELOPED AND DISTRIBUTED QUARTERLY BY PROVIDER • CONTINUE TO CONDUCT OUTREACH REGARDING EARLY INTERVENTION AND THE RESOURCES WITHIN THE COUNTY AVAILABLE TO FAMILIES • REACH OUT TO MORE COMMUNITY RESOURCES WITHIN THE COUNTY TO FORM PARTNERSHIPS
DUTCHESS	<ul style="list-style-type: none"> • CREATE A TRAINING FOR ONGOING SERVICE COORDINATORS ON DEVELOPING FUNCTIONAL BASED OUTCOMES STATEMENTS THAT ARE MORE MINDFUL OF PARENTS NEEDS AND THEIR PRIORITIES • CONTINUED DIALOGUE WITH ONGOING SERVICE COORDINATORS • JULY 2020 - OUR “RESOURCE DIRECTORY” GOES TO EVERY FAMILY THAT IS REFERRED INTO EIP REGARDLESS IF THE CHILD IS ELIGIBLE FOR SERVICES. THE DIRECTORY WAS GIVEN TO THE FAMILY AT THE INTAKE VISIT (269 FAMILIES TO DATE). <p>COVID IMPACTS: NOW THAT SERVICES ARE VIRTUAL, THE RESOURCE DIRECTORY IS MAILED IN THE INITIAL PARENT PACKET ALONG WITH OTHER NECESSARY AND MANDATED DOCUMENTS. SOME OF THE RESOURCES ARE NOT AVAILABLE, AS THE COUNTY SHUT-DOWN DUE TO COVID. DURING THE “REOPENING” OF OUR REGION, FAMILIES SHARED THAT THEY WERE USING THE PARKS INCLUDED IN THE RESOURCE GUIDE, AS THEY</p>

	PROVIDED A SAFER OPTION FOR FAMILY OUTINGS. NOW THEY ARE BEING UTILIZED AS AN OPTION FOR SOME OUTDOOR EI IN-PERSON THERAPY SESSIONS.
GREENE	<ul style="list-style-type: none"> • REVISING RESOURCE LIST AS NEEDED • CONTINUE TO POST ON FACEBOOK PAGE • CHECKING IN WITH FAMILIES AT EVERY IFSP AND MAKING SURE THEY ARE MEETING THE FAMILIES' NEEDS <p>COVID IMPACTS: "OUR DEPARTMENT IS COMPLETELY SWAMPED WITH THE COVID RESPONSE. MOST OF THE RESOURCES ON OUR LIST ARE CLOSED DUE TO COVID. OUR REAL FOCUS AT THIS POINT IS TRYING TO MAINTAIN THE PROVIDERS THAT WE STILL HAVE AS WE HAVE LOST TWO ALREADY THIS YEAR."</p>
JEFFERSON	<ul style="list-style-type: none"> • FACEBOOK GROUP IS EXTENSION OF THE EXISTING CHILDREN WITH SPECIAL HEALTH NEEDS FACEBOOK PAGE • THE PAGE CONTINUES TO BE ACTIVE AND UPDATED BY EI STAFF
LEWIS	<ul style="list-style-type: none"> • FACEBOOK AND RESOURCE GUIDE – DEVELOPED PARENT NETWORK (ACTIVITIES FOR FAMILIES OF PRESCHOOLERS IN LEWIS COUNTY)
MADISON	<ul style="list-style-type: none"> • MAKING CONCENTRATED EFFORTS TO INCLUDE FAMILY OUTCOMES MORE REGULARLY IN IFSPS • CONTINUE EVALUATING FAMILY SATISFACTIONS SURVEYS • DATA COLLECTED MONTHLY ON THE AMOUNT OF FAMILY OUTCOMES WRITTEN ON EACH IFSP
NYC-TEAMS 1, 4, 8	<ul style="list-style-type: none"> • HOSTED VARIOUS FAMILY-CENTERED EVENTS IN THE COMMUNITY INCLUDING A PARENT WORKSHOP, BOUNCE HOUSE, AND ARTS & CRAFTS • THE AIM OF THESE EVENTS WAS TO CREATE SOCIALIZATION OPPORTUNITIES WHERE FAMILIES COULD MEET EACH OTHER AND ALLOW CHILDREN TO PLAY IN A FUN, SAFE, AND FRIENDLY ENVIRONMENT
NYC-TEAM 2	<ul style="list-style-type: none"> • DEVELOPED A CONDENSED RESOURCE GUIDE SPECIFIC FOR STATEN ISLAND INCLUDING PARENT SUPPORT GROUPS, SUPPORTS FOR CHILDREN, AND COMMUNITY SERVICES • TEAM DEVELOPED A GUIDE USING THE RESULTS OF A NEEDS ASSESSMENT OF FAMILIES IN DIFFERENT "STAGES" OF EARLY INTERVENTION • THE AIM OF THE RESOURCE GUIDE IS TO IMPROVE THE CONNECTION OF EARLY INTERVENTION FAMILIES WITH THEIR COMMUNITIES AND DECREASE ISOLATION
NYC – TEAM 3	<ul style="list-style-type: none"> • AIMED TO IMPROVE THE DIRECTORY OF GROUP DEVELOPMENTAL SERVICES THAT IS AVAILABLE ON THE DEPARTMENT OF HEALTH EARLY INTERVENTION PROGRAM WEBSITE • SURVEY DEVELOPED TO RECEIVE FEEDBACK FROM FAMILIES ON WHAT INFORMATION WOULD BE HELPFUL TO THEM
NYC - TEAM 5	<ul style="list-style-type: none"> • PROJECT AIMED TO INCREASE INTERACTION BETWEEN EI CHILDREN AND TYPICAL PEERS IN THEIR COMMUNITY BY PROVIDING EI SERVICES IN THE CHILD'S COMMUNITY
NYC - TEAM 6	<ul style="list-style-type: none"> • DEVELOPED A FLYER IN ENGLISH AND SPANISH THAT INCLUDES INFORMATION ABOUT FAMILIES' RIGHTS AND SERVICE COORDINATORS' RESPONSIBILITIES REGARDING SERVICES AUTHORIZED IN THE INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)
NYC - TEAM 7	<ul style="list-style-type: none"> • PILOTED DISTRIBUTION OF NYC DOH EARLY INTERVENTION RESOURCE GUIDE TO FAMILIES • INVOLVED NYC EARLY INTERVENTION PROGRAM'S DEVELOPMENTAL MONITORING UNIT • PLANNED TO CALL FAMILIES AND/OR COLLECT QUESTIONNAIRE TO ASSESS SUCCESS AND CHALLENGES ACCESSING SERVICES
ONEIDA	<ul style="list-style-type: none"> • TEAM CONTINUES "BUT IN A DIFFERENT FORM," NOW A SUBCOMMITTEE OF THE LEICC
ONONDAGA	<ul style="list-style-type: none"> • TEAM DISBANDED BUT FACEBOOK PAGE AND RESOURCE LIST CONTINUE AND CONTINUE TO BE UPDATED
ORANGE	<ul style="list-style-type: none"> • CONTINUE TO UPDATE RESOURCE LIST FOR FAMILIES TO MAKE SURE IT IS STILL ACCURATE, AND ADD NEW RESOURCES EVERY QUARTER • MEETINGS AND TRAININGS WITH PROVIDERS AND SERVICE COORDINATORS TO TALK ABOUT FAMILY OUTCOMES IN IFSPS • JULY 2020 - A COPY OF THE RESOURCE GUIDE IS WITHIN THE WELCOME PACKET THAT IS SENT TO EVERY FAMILY THAT IS REFERRED TO THE EI PROGRAM
OSWEGO	<ul style="list-style-type: none"> • TEAM NO LONGER MEETS BUT PROJECT CONTINUES TO PIGGYBACK ONTO THE OSWEGO MOM'S GROUP FACEBOOK PAGE, WHICH REMAINS ACTIVE
OTSEGO	<ul style="list-style-type: none"> • CONTINUE TO GIVE FAMILIES RESOURCE LIST WITH INFORMATION AND DISCUSS IT WITH THEM ON A REGULAR BASIS
PUTNAM	<ul style="list-style-type: none"> • FACEBOOK PAGE (185 LIKES)

	<ul style="list-style-type: none"> RECEIVE FEEDBACK ON THE OSC PROGRESS NOTE, SATISFACTION SURVEY AND FAMILY ASSESSMENT NOVEMBER 2020 – WORKING WITH THEIR LEICC ON THE FAMILY ASSESSMENT PROCESS
ROCKLAND	<ul style="list-style-type: none"> CONTINUING TO WORK WITH EI ODS AND OSC TO CREATE IFSP OUTCOMES THAT ARE MEANINGFUL TO THE FAMILY AND NOT JUST CLINICAL IN NATURE PROJECT TURNED OVER TO A COMMUNITY MEMBER WHO IS HEADING THE PROJECT WITH A COMMITTEE FROM THE LEICC (THEY ARE WORKING TO REFINE THE LIST OF RESOURCES; EIP RECEIVES REGULAR UPDATES) JULY 2020 - REVISED RESOURCE LIST DEVELOPED. NEW LINK CREATED ON THE ROCKLAND COUNTY GOVERNMENT WEBSITE WITH INFORMATION REGARDING THE EIP AND CHILD DEVELOPMENT INFORMATION
SCHUYLER	<ul style="list-style-type: none"> RESOURCE GUIDE/LIST TEAM NO LONGER MEETS BUT PROJECT CONTINUES FAMILIES CONTINUE TO RECEIVE INFORMATION AND INCORPORATED INTO IFSP
SENECA	<ul style="list-style-type: none"> NEWSLETTER CONTINUES AND IS DELIVERED BY SERVICE COORDINATOR. IT IS ALSO MASS DISTRIBUTED TO VARIOUS COMMUNITY RESOURCES THAT TYPICALLY SERVICE FAMILIES, INCLUDING BUT NOT LIMITED TO WIC, MEDICAL PROVIDERS, SCHOOL NURSES, LIBRARIES, HEALTH FAIRS, BIKE HELMET AND CAR SEAT PROGRAMS, ETC.
ST. LAWRENCE	<ul style="list-style-type: none"> PARENT SUPPORT GROUP DISBANDED
SULLIVAN	<ul style="list-style-type: none"> AT EVERY INITIAL IFSP MEETING, THE COMMUNITY RESOURCE CHECKLIST AND OPT-IN/OPT-OUT FORM IS PART OF THE PACKET
TIOGA	<ul style="list-style-type: none"> PARENT SUPPORT GROUP/ CLASSES/WORKSHOPS <p>COVID IMPACTS: "PLAN UPENDED BY A NUMBER OF STAFFING CHANGES AND, MOST IMPORTANTLY, COVID."</p>
TOMPKINS	<ul style="list-style-type: none"> A COMMUNITY RESOURCE GUIDE HAS BEEN COMPLETED AND IS DISTRIBUTED TEAM HAS DISBANDED BUT FACEBOOK PAGE CONTINUES
ULSTER	<ul style="list-style-type: none"> CONTINUE TO MONITOR THE CASES TO MAKE SURE CONVERSATIONS WITH FAMILIES ARE DISCUSSING CHALLENGES THEY HAD ACCESSING THE COMMUNITY CONTINUE WITH THE PROVIDER NEWSLETTER
WESTCHESTER	<ul style="list-style-type: none"> CONTINUE TO ENGAGE MORE FAMILIES IN CREATING IFSP FAMILY OUTCOMES THAT ARE MORE FAMILY FOCUSED WORKING WITH WIHD ON COLLECTING DATA TO EVALUATE FAMILY ENGAGEMENT
YATES	<ul style="list-style-type: none"> "TEAM" NOW HEADED BY EIO WHO DEVELOPED A COMMUNITY LIBRARY RESOURCE LIST/PACKET

COHORT 2	
COUNTY	PLANS FOR SUSTAINABILITY - INCLUDING THE IMPACT OF COVID-19 ON IFACCT PROJECTS
ALBANY	<ul style="list-style-type: none"> CONTINUE TO EMPHASIZE FAMILY-CENTERED OUTCOMES WITH STAFF CONTINUE TO REMIND SERVICE COORDINATORS OF THE IMPORTANCE OF INCLUDING COMMUNITY PARTICIPATION IN EI SESSIONS CONTINUE TO SHARE COMMUNITY RESOURCES WITH PROVIDERS AS THEY BECOME AVAILABLE
ALLEGANY	<ul style="list-style-type: none"> DEVELOPMENT AND DISSEMINATION OF NEWSLETTER TO EI FAMILIES CONTINUES
CATTARAUGUS	<ul style="list-style-type: none"> CONTINUE WITH CLOSED FACEBOOK PAGE; ENCOURAGING FAMILIES TO JOIN
CHAUTAUQUA	<ul style="list-style-type: none"> GROUP WILL CONTINUE WITH SPECIFIC STAFF IDENTIFIED AS RESPONSIBLE FOR MAINTAINING GROUP
CLINTON	<ul style="list-style-type: none"> MADE THE COMMUNITY RESOURCE GUIDE THEY CREATED PART OF THEIR IFSP REVIEW PACKETS DURING MONTHLY SERVICE COORDINATOR CALLS, INQUIRE ABOUT USE OF RESOURCE PACKET, USE PARENT INPUT TO TWEAK THE GUIDE <p>COVID IMPACTS: "DUE TO COVID RESTRICTIONS, WE HAVE NOT BEEN REGULARLY DISTRIBUTING THE FAMILY RESOURCE GUIDE. THE GUIDE FOCUSES ON PARKS, INDOOR ACTIVITY OPPORTUNITIES, AND LOCAL PLAY GROUPS – BECAUSE OF THE COVID RESTRICTIONS IN OUR AREA THESE HAVE BEEN SHUT DOWN OR MOVED TO VIRTUAL OPTIONS. WE HAVEN'T HAD THE STAFF TO MODIFY THE RESOURCE GUIDE FOR COVID, BUT ARE WORKING TO DO SO."</p>
ERIE/NIAGARA	<ul style="list-style-type: none"> "THE PULSE" (EI AND COMMUNITY RESOURCE WEBSITE), NOW PART OF THE ERIE COUNTY WEBSITE AND INCLUDES INFORMATION FROM ADJACENT NIAGARA COUNTY

ESSEX	<ul style="list-style-type: none"> CONTINUE TO CONNECT FAMILIES TO COMMUNITY EVENTS AND SHARE RESOURCES THROUGH (COUNTY) FACEBOOK PAGE CONTINUE TO LOOK FOR RESOURCES TO SHARE WITH FAMILIES
FRANKLIN	<ul style="list-style-type: none"> CONTINUE TO UTILIZE <i>TAILORING YOUR CHILD'S SERVICES WORKSHEET</i> AT INTAKES AND IFSP UPDATES, GIVE THE INFO TO PROVIDERS DUE TO LACK OF PROVIDERS, SERVICE COORDINATORS ARE UTILIZING THE INFO FROM WORKSHEET TO ASSIST FAMILIES WITH ACTIVITIES REQUESTED, E.G., RESEARCHING ACTIVITIES, PROVIDING BOOKS ON ACTIVITIES TO FAMILIES FROM A SMALL, FUNDED LIBRARY DISTRIBUTING AND UPDATING A COMMUNITY RESOURCE PAGE THAT IS INSERTED INTO A BROCHURE THEY USE
FULTON-HAMILTON	<ul style="list-style-type: none"> SERVICE COORDINATORS ARE SPEAKING WITH FAMILIES ABOUT SETTING IFSP OUTCOMES FROM POINT OF INTAKE, USING A GOAL SHEET WITH FAMILIES
GENESSEE/ ORLEANS	<ul style="list-style-type: none"> SPECIFIC STAFF IDENTIFIED AS RESPONSIBLE FOR MAINTAINING FACEBOOK GROUP
HERKIMER	<ul style="list-style-type: none"> DEVELOPED A RESOURCE BROCHURE FOR CHILDREN WITH AUTISM <p>JULY 2020 – “MANY FAMILIES HAVE USED THE GUIDE TO CONTACT AGENCIES LISTED FOR DIAGNOSTIC EVALUATION. THEY HAVE ALSO USED THE BROCHURE FOR SAMPLE ACTIVITIES AND PROJECTS FOR CHILDREN WITH AUTISM. OUR AUTISM RESOURCE BROCHURE WAS SENT AND CONTINUES TO BE SENT TO EVERY CHILD REFERRED WITH A DIAGNOSIS OR SUSPECTED DIAGNOSIS OF AUTISM.”</p>
LIVINGSTON	<ul style="list-style-type: none"> PLANS TO CONTINUE NEWSLETTER FOR FAMILIES OF COMMUNITY RESOURCES
MONROE	<ul style="list-style-type: none"> CONTINUED COLLABORATION WITH MONROE COUNTY LIBRARY SYSTEM
MONTGOMERY	<ul style="list-style-type: none"> CONTINUING TO USE THE RESOURCE GUIDE THEY CREATED WITH FAMILIES AT INTAKE AND AT TRANSITION OUT OF EIP – DISTRIBUTED TO 50 FAMILIES SERVICE COORDINATORS ASK FAMILIES ABOUT USEFULNESS OF GUIDE HOPING TO UPLOAD THE GUIDE ONTO THE COUNTY'S APP DEVELOPING A SURVEY TO ASSESS USEFULNESS OF GUIDE JULY 2020 - “WE ARE STILL WORKING ON GETTING SURVEYS OUT TO THE FAMILIES BEFORE OUR NEXT LEICC IN SEPTEMBER.”
NASSAU – TEAM 1	<ul style="list-style-type: none"> RESOURCE GUIDE IS STILL AVAILABLE ON NASSAU COUNTY EI WEBSITE AND WILL BE REVIEWED PERIODICALLY BY LEICC COMMITTEES ONGOING SERVICE COORDINATOR AGENCIES — HAVE CONTINUED TO REFER FAMILIES TO NASSAU COUNTY EI WEBSITE <p>COVID IMPACTS: MANY OF THE RESOURCES ARE NOT APPROPRIATE DURING THIS EMERGENCY AND AGENCIES MUST PRIORITIZE OTHER ISSUES</p>
NASSAU – TEAM 2	<ul style="list-style-type: none"> NASSAU COUNTY EI PLANS TO CONTINUE DISTRIBUTING PARENT TO PARENT FLYERS TO FAMILIES DURING IFSP MEETINGS AND FOLLOW UP MEETINGS WITH OSCS AND EIOS
NYC – SPANISH TEAM 1	<ul style="list-style-type: none"> PLANNED AND HOSTED AN INCLUDE NYC WORKSHOP CALLED “EXPLORANDO LOS PRIMEROS ANOS: CRIANDO UN NINO PEQUENO CON NECESIDADES ESPECIALES” (EXPLORING THE FIRST YEARS: RAISING A YOUNG CHILD WITH SPECIAL NEEDS) IN MANHATTAN ON SEPTEMBER 2019 THE WORKSHOP WAS HELD IN SPANISH
NYC – SPANISH TEAM 2	<ul style="list-style-type: none"> HOSTED A WEEKLY PARENT-TRAINING WORKSHOP AT THE MCCARTON CENTER IN THE BRONX. THE MCCARTON CENTER FOR DEVELOPMENTAL PEDIATRICS IS A MULTIDISCIPLINARY CENTER IS DEDICATED TO ASSESSMENT, DIAGNOSIS AND TREATMENT OF CHILDREN WITH DEVELOPMENTAL DISABILITIES AND SPECIAL NEEDS. EACH WEEK MCCARTON CENTER STAFF OR INVITED SPEAKERS FACILITATED DISCUSSION ABOUT DIFFERENT TOPICS RELATED TO RAISING A YOUNG CHILD WITH A DISABILITY DISCUSSIONS WERE FACILITATED IN BOTH ENGLISH AND SPANISH IN SEPTEMBER 2019 THE PARENT WORKSHOPS MOVED TO JACKSON CHILDREN SERVICES IN QUEENS
NYC – MANDARIN	<ul style="list-style-type: none"> HOSTED A MONTHLY PARENT WORKSHOP ON EI TOPICS, FOR FAMILIES WITH CHILDREN 0-5 WITH SPECIAL NEEDS, AT THE CHINESE AMERICAN PLANNING COUNCIL (CAPC) IN QUEENS. WORKSHOPS WERE HELD IN CHINESE, BUT ALL FAMILIES WERE WELCOME AND TRANSLATION WAS PROVIDED IF NEEDED

	<ul style="list-style-type: none"> • THE ROSE F. KENNEDY UCEDD WILL SUPPORT CPC REQUESTS FROM FAMILIES FOR FURTHER TRAINING/WORKSHOPS IN THE FUTURE <p>COVID IMPACTS: THE MARCH 2020 FACE-TO-FACE FAMILY WORKSHOP WAS CANCELED DUE TO COVID. DUE TO THE CANCELATION AND THE DESIRE TO ASSIST FAMILIES, RFK AND CPC CREATED "RAISING A YOUNG CHILD WITH DISABILITIES" (IN BOTH ENGLISH & MANDARIN), WITH ALL POWERPOINTS AND HANDOUTS FROM PAST PARENT WORKSHOPS. IN SUMMER 2020, CPC WORKED WITH RFK TO CONVERT THE FORMER FACE-TO-FACE FAMILY WORKSHOPS INTO VIRTUAL MEETINGS</p>
ONTARIO	<ul style="list-style-type: none"> • PROVIDERS CONTINUE TO SHARE RESOURCES AND INFORMATION ABOUT PARENT TO PARENT IN NEW YORK STATE
RENSSELAER	<ul style="list-style-type: none"> • INTENTIONALLY INVOLVING FAMILIES IN SESSIONS
SARATOGA	<ul style="list-style-type: none"> • TO IMPROVE FAMILY OUTCOMES, WE DISCUSS FAMILY ENGAGEMENT & FAMILY FOCUS AT MONTHLY TEAM MEETINGS • LEARNING ON THE UPCOMING TRAININGS TO HELP SHIFT FOCUS FOR PROVIDERS FROM CHILD-FOCUSED TO FAMILY-FOCUSED. • REVISED "FAMILY RESPONSIBILITY" FORM TO "PARENT EXPECTATIONS"
SCHENECTADY	<ul style="list-style-type: none"> • DEVELOPED A RESOURCE GUIDE • UPDATING THEIR WEBSITE TO MAKE IT MORE OF A RESOURCE FOR FAMILIES • REVISITING FACEBOOK PAGE IDEA • WORKING WITH A TRAINER TO HOST TRANSITION WORKSHOP • AT LEICC MEETINGS, DISCUSSING FAMILY PARTICIPATION WITH SETTING IFSP GOALS, • REVISING PARENT HANDBOOK (WITH PARENT INVOLVEMENT) • JULY 2020 - THE RESOURCE GUIDE THAT WAS CREATED BY THE IFACT TEAM IS DISTRIBUTED TO ALL FAMILIES UPON INTAKE INTO THE EI PROGRAM – DISTRIBUTED TO 302 FAMILIES TO DATE AND UPDATED IN JANUARY 2020, AS SOME OF THE RESOURCES ON THE LIST HAD CHANGED • THIS GUIDE WILL BE UPDATED EACH JANUARY TO MAKE SURE THAT THE INFORMATION IS CURRENT • AS A FOLLOW UP PROJECT TO THE RESOURCE GUIDE THAT WAS CREATED FOR IFACT, WE HAVE RECENTLY CREATED A RESOURCE GUIDE FOR FAMILIES UPON TRANSITION OUT OF THE EI PROGRAM. THIS RESOURCE GUIDE IS SPECIFIC TO THE NEEDS OF THE FAMILY AT THAT TIME AND IS VERY INDIVIDUALIZED. SERVICE COORDINATORS USE THE INFORMATION FROM THIS GUIDE TO HELP CREATE TRANSITION PLANS FOR THE FAMILIES AS THEY EXIT.
SCHOHARIE	<ul style="list-style-type: none"> • PLAY GROUP • THINKING ABOUT ADDING A MUSIC THERAPIST TO THE PLAYGROUP <p>COVID IMPACTS: "ONCE WE ARE ABLE TO GET THINGS RUNNING AGAIN (DUE TO COVID-19), PLAN TO "TAKE THE SHOW ON THE ROAD", UTILIZE PLAYGROUPS, NATURE GROUPS.</p>
STEBEN	<ul style="list-style-type: none"> • SHARING COMMUNITY RESOURCES WITH FAMILIES • CONTINUE TO ENCOURAGE (SAFELY) VISITING LOCAL RESOURCES, ESPECIALLY COUNTY FAMILY RESOURCE CENTERS
SUFFOLK – TEAM 3	<ul style="list-style-type: none"> • AFTER THE FORMAL END OF COHORT 2, OCTOBER 2019, TEAM MERGED WITH SUFFOLK – TEAM 4 & SUFFOLK TEAM 5 <p>COVID IMPACTS: PRIOR TO COVID-19, SUFFOLK WAS ESTABLISHING A NEW GROUP (PREVIOUS FAMILIES ALL AGED OUT). EVENTUALLY, CANCELLED MARCH AND ALL OTHER MONTHS DUE TO COVID. PLAN TO RESTART THE GROUP IN JANUARY OF 2021.</p>
SUFFOLK – TEAM 4	<ul style="list-style-type: none"> • AFTER THE FORMAL END OF COHORT 2, OCTOBER 2019, TEAM MERGED WITH SUFFOLK – TEAM 3 & SUFFOLK TEAM 5. • UP UNTIL MARCH 2020 ALL SUFFOLK EI ODS WERE GIVING OUT THE RESOURCE'S CARD/INFORMATION AT ALL FACE-TO FACE MEETINGS. <p>COVID IMPACTS: GIVING OUT THE RESOURCES CARD/INFORMATION HAS BEEN SUSPENDED UNTIL FURTHER NOTICE DUE TO COVID-19. HOWEVER, THE EI ODS WILL REFER PARENTS TO THE RESOURCES WHEN NEEDED BY PHONE BECAUSE WE ARE NOW DOING INITIAL VISITS ELECTRONICALLY/VIA PHONE.</p>
SUFFOLK – TEAM 5	<ul style="list-style-type: none"> • AFTER THE FORMAL END OF COHORT 2, OCTOBER 2019, TEAM MERGED WITH SUFFOLK – TEAM 3 & SUFFOLK TEAM 4. • DISTRIBUTION OF RESOURCE GUIDE WAS SUSPENDED OCTOBER 2019
WARREN	<ul style="list-style-type: none"> • DISTRIBUTED COMMUNITY CALENDAR MONTHLY TO PROVIDERS, FOLLOWING UP WITH FAMILIES ON ITS USE – DISTRIBUTED TO 100 FAMILIES

	<ul style="list-style-type: none"> • CONTINUE TO SEARCH FOR ACTIVITIES, COLLABORATE WITH CPSE FOR THIS <p>COVID IMPACTS: CONTINUED TO WORK ON DEVELOPING COMMUNITY CALENDAR, BUT NOT RUNNING IT NOW (DUE TO COVID-19)</p>
WASHINGTON	<ul style="list-style-type: none"> • IN MONTHLY SERVICE COORDINATOR CALLS WITH FAMILIES, DISCUSS CARRYOVER ACTIVITIES AND RESOURCES • WOULD LIKE TO CONTINUE WITH NEWSLETTER, SET UP FACEBOOK PAGE • AUGUST 2020 – “WE CONTINUE TO TOUCH BASE WITH EACH EI FAMILY ON A MONTHLY BASIS.” <p>COVID IMPACTS: UNABLE TO DISTRIBUTE THE NEWSLETTER</p>
WAYNE	<ul style="list-style-type: none"> • CONTINUE TO CREATE AND DISTRIBUTE NEWSLETTER AND TRACK SURVEY RESPONSES FROM FAMILIES
WYOMING	<ul style="list-style-type: none"> • EI OD MAINTAINS FACEBOOK PAGE AND PROMOTES IT AT IFSP MEETINGS WITH FAMILIES AND PROVIDERS

CHART II: IFaCT Training Developed and Presented by the UCEDDs

Rose F. Kennedy Center (RFK)				
Module	Developer/ Presenter	Language	Audience	Format
Families' Perspectives: A Parent's Journey to Early Intervention	(Parent of a child formerly in the EIP)	English	Families	Video (Presented to the NYS EICC on September 24, 2020)
Families' Perspectives: A Parent's Journey to Early Intervention	(Parent of a child formerly in the EIP)	Spanish (with English sub-titles)	Families	Video
Families' Perspectives: A Parent's Journey to Early Intervention	(Parent of a child formerly in the EIP)	Bengali (with English sub-titles)	Families	Video
Families' Perspectives: A Parent's Journey to Early Intervention	(Parent of a child formerly in the EIP)	Chinese (with English sub-titles)	Families	Video
Meaningful IFSPs: Developing IFSPs that Fit You and Your Priorities	Bonnie Keilty, EdD	English	Families	Video
Developing Meaningful IFSPs Through Family Engagement	Bonnie Keilty, EdD	English	Early Intervention Professionals	Video
<p>Families Rights: An Overview of Families' Rights in EI Through Transition</p> <p><i>Overview of Families Rights During Referral, Evaluation, and Eligibility</i></p> <p><i>Over of Families Rights Regarding Individualized Family Service Plans</i></p> <p><i>Overview of Families Rights During Early Intervention Sessions</i></p> <p><i>Overview of Families Rights During Transition from Early Intervention</i></p>	Laura O'Brien, JD Kimberley Weisbeck, JD, Disability Rights New York	English	Families	4 Videos

CHART II: IFaCT Training Developed and Presented by the UCEDDs Cont.

Strong Center for Developmental Disabilities (SCDD)			
Module	Developer / Presenter	Audience	Format
Engaging Families Through Facebook Groups	Jennifer Ward, MS, SCDD University of Rochester School of Medicine	Families	Live Webinar September 17, 2019 (188 attendees) *recording posted
Making a Sensory Kit and Using Visual Supports	Jennifer Ward, MS, SCDD University of Rochester School of Medicine	Early Intervention Professionals	Live Webinar October 21, 2020 (238 attendees) *recording posted
Understanding Autism	Suzannah Iadarola, PHD, BCBA-D, SCDD, Developmental & Behavioral Pediatrics University of Rochester School of Medicine	Families/Early Intervention Professionals	Recorded Webinar
Child Development: Birth – 12 Months	Kelley Yost, PHD, SCDD, University of Rochester School of Medicine	Families/Early Intervention Professionals	Recorded Webinar
Child Development: 12 – 36 Months	Kelley Yost, PHD, SCDD, University of Rochester School of Medicine	Families/Early Intervention Professionals	Recorded Webinar
New York State Resources for Families and Care Providers of Individuals with Disabilities	Valerie Smith, MS, BCBA Lisa Latten, MS Ed University of Rochester School of Medicine	Early Intervention Professionals	Live Webinar September 22, 2020 (257 attendees) *recording posted
Understanding the Family Experience	Carrie Burkin, Parent Advocate Melissa Parish, Parent Advocate	Early Intervention Professionals	Recorded Webinar
Evaluating Program Outcomes for Early Intervention	Jennifer Ward, MS, SCDD University of Rochester School of Medicine	Early Intervention Professionals	Live Webinar August 24, 2020 (257 attendees as of 9/20)
Tools, Tips, and Strategies for Successful Toilet Training	Daniel W. Mruzek, Ph.D., BCBA-D, University of Rochester School of Medicine	Families/Early Intervention Professionals	Recorded Webinar
EAT! Education, Assessments, and Treatment of Children with Feeding Difficulties	Kimberly A. Brown, PhD., LPP, University of Rochester School of Medicine	Families/Early Intervention Professionals	Recorded Webinar

CHART II: IFaCT Training Developed and Presented by the UCEDDs Cont.

Westchester Institute for Human Development (WIHD)			
Module	Developer / Presenter	Audience	Format
Overview of Early Intervention	Anne Marie Cellante, MS Ed & Jenna Lequia Ph.D.	Families	Self-paced (34 participants as of 9/20)
Natural Environments	Anne Marie Cellante, MS Ed & Jenna Lequia Ph.D.	Families	Self-paced (43 participants as of 9/20)
Family-Professional Partnerships	Anne Marie Cellante, MS Ed & Jenna Lequia Ph.D.	Early Intervention Professionals	Self-paced (22 participants as of 9/20)
Strategies to Involve Parents in Early Intervention	Jenna Lequia, Ph.D., WIHD	Early Intervention Professionals	Self-paced (30 participants as of 9/20)
Cultural and Linguistic Competency	Naydine Johney, PsyD	Early Intervention Professionals	Self-paced (7 participants as of 9/20)
Routines Based Interventions	Anne Marie Cellante, MS Ed & Jenna Lequia Ph.D.	Early Intervention Professionals	Self-paced
Including Family Outcomes in the IFSP	Anne Marie Cellante, MS Ed & Jenna Lequia Ph.D.	Early Intervention Professionals	Self-paced
Using Data to Inform Practice	Jenna Lequia, Ph.D., WIHD	Early Intervention Professionals	Self-paced (21 participants as of 9/20)
Best Practices for Telehealth in Early Intervention	Anne Marie Cellante, MS.Ed, Amy Lee, Psy.D., & Josie Hartnett, MPH	Early Intervention Professionals	Self-paced
Early Intervention Facility Based Parent/Child Groups	Izel Obermeyer, OTR/L, ATP, BCTS, FAOTA	Early Intervention Professionals	Self-paced
Lessons Learned from IFaCT	Jenna Lequia, Ph.D., WIHD	Families/Early Intervention Professionals	Live (September 23, 2020) 19 attendees *recording posted
Training participant numbers represent WIHD team members. All training will be announced to stakeholders Statewide via the BEI electronic listserv in Spring 2021.			

Chart III. Family Feedback Parents as Partners

Family Listserv

- Parents were excited about the listserv.
- All parents said they believe other families would be interested in registering.
- All parents said they would register for the listserv.
- Some families would like to receive emails monthly, unless it is urgent. Others would like new information as soon as it is available.
- Families would like to receive information on: COVID, telehealth, future trainings/workshops, what services are available, transition information, resources, timelines and policies

Postcard

- Parents think this will help advertise the new communication tools.
- Sharing good community resources with parents is important.
- The registration instructions were difficult to follow.
- The postcard should be more accessible/family friendly; lower the reading level.

Family Assessment – Family Feedback

- Parents felt overwhelmed and confused with the initial EI process – described it as a “blur”
- BEI should make sure family assessments are described for families.
- Families need to understand the benefits and how they can help, especially with their IFSP.
- Many of the parents did not recall completing a family assessment or hearing about the benefits of completing one
- Some families did remember completing the family assessment and understood it was to help them.
- Parents did not like the term “family assessment” – found it “off-putting”.
- Families liked term “Family-directed Assessment” better.
- Parents suggested saying, we want to “learn about your family and what works best for you”.
- One parent said – “besides your support team from EI, we want to make sure you have a support team for yourself, your “village” – grandparents, family, friends”.
- “The atmosphere should convey that no question is silly or bad. Parents do not want to feel dumb and want to understand the terms used by evaluators”.

CHART IV. Provider Workforce Capacity

Provider Workforce Capacity Task Force

Timeframe: August 2019 – Present

Charge: To develop recommendations for the Department to increase provider workforce capacity to deliver EI services to eligible children with developmental delays or disabilities and their families. The objective is to improve timeliness of EI service delivery for children and families participating in the Early Intervention Program.

Members: 10 Early Intervention Coordinating Council members representing parents, providers, municipalities, State agencies, managed care representatives, Department staff and advisors (municipal EI reps.) as necessary.

Meetings: Monthly, with a report out to the EICC quarterly

Recommendations from Year 1 of the Task Force to New York State EICC:

1. Recommend reducing the current regulatory requirement of a minimum of 1,600 clock hours needed for teachers and therapists to obtain approval from Bureau of Early Intervention (BEI) to become individual providers of Early Intervention services
2. Recommend the consideration of a targeted restructure of rates for service delivery methods, to address capacity in underserved areas, including telehealth

Update to Recommendations

- Proposed regulatory change was moved forward for approval to reduce 1,600-hour requirement by 1/3 to 1,000 hours at the June 2020 EICC meeting
- Established subgroups within the Task Force to participate in the general Task Force meetings with a focus on Telehealth and training – Foundational Core Competencies
- Targeted restructure of cost neutral reform to address equity and capacity in underserved areas

Updates Since June 2020 EICC Meeting

Telehealth:

- The Task Force in collaboration with BEI has developed draft surveys to families and providers asking about their experiences with telehealth

Training – Proposed Competency Areas:

- The Task Force in collaboration with BEI developed Proposed Competency Areas for Task Force members for review and comment

Next Steps

- Task Force will continue with monthly calls, alternating months to work on Telehealth and Training – Proposed Competency Areas – The EICC reviewed the draft surveys and has recommended the Department disseminate them to families and providers
- Discussion on targeted restructure – cost neutral reform

CHART V: Family Feedback on IFaCT Projects

Feedback and direct quotes from families impacted by their local SSIP IFaCT projects:

- “First of all, I have to say that the entire experience of being involved working on that project was great.”
- “I was blessed to belong to a great team that harmoniously worked in putting together the resources that help me to connect with the services offered in my community in order to improve my son’s life.”
- “The fact that I’m able to know where I can take my son for a sensory play time, for special classes, to a movie theater in special times and settings appropriate for my son’s diagnosis, to community services and classes, it empowers me as a parent and help me to expose my son to all those things that he needs and that are difficult to find.”
- “This type of project is very valuable; they shine light to all the parents of the EI & special needs families to improve their kids’ life.”
- Parents that reported using the resource guide, found it helpful
- Parents have commented that the autism brochure was helpful, and others have made simple projects offered in the brochure and state they like them
- Respondents “strongly agreed” that overall, the playgroup *Parent Connections* met their expectations and had a positive effect on feeling connected/sharing experiences with others.
- Parent indicated that there needs to be more of an emphasis placed on the importance of family centered goals, community engagement, and family empowerment
- Families have found it helpful to work on IFSP outcomes with their providers
- Families felt more engaged in their child’s services and were a more integral part of their child’s program
- Families are more comfortable with developing statements that include their routines/activities and need for resources
- EIO reported that their “families are grateful for the information”
- When asked about what they like most about attending the Parent workshop sessions parents responded with the following:
 - “Parents could ask questions”
 - “Learn ways and activities I can help my child with her sensory issues”
 - “More knowledge about OT work”
 - “Answered parents worries”
 - “Information and handouts, I got today will be useful to me and my family”

CHART VI. Needs Assessment

Training Needs Assessment (Family-Directed Assessment Section)

Family Assessments as part of the Multidisciplinary Evaluation (**MDE**)

This section seeks your input on family assessments conducted as part of the multidisciplinary evaluation (MDE).

As per Early Intervention Program (EIP) regulations at 10 NYCRR Section 69-4.1(q), a family assessment shall mean a voluntary, family-directed assessment conducted by qualified personnel who are trained in the use of professionally acceptable methods and procedures to assist the family in identifying their concerns, priorities and resources related to the development of the child.

Providers (all types, except for SCs)

YES	No
<p>DO YOU CONDUCT MULTIDISCIPLINARY EVALUATIONS (MDEs)? Yes/No</p> <p>IF YES, PARTICIPANT SHOULD ANSWER THE FOLLOWING QUESTIONS:</p>	<p>DO YOU CONDUCT MULTIDISCIPLINARY EVALUATIONS (MDEs)? Yes/No</p>
<p>"DO YOU CONDUCT FAMILY ASSESSMENTS AS PART OF THE MDE"?</p> <p>Yes/No</p> <p>MI: IF YES, ANSWER THE FOLLOWING QUESTIONS.</p> <p>MI: IF NO, ANSWER THE QUESTIONS IN THE "NO" COLUMN TO THE RIGHT (SECOND BOX).</p>	<p>IF PARTICIPANT ANSWERS "No" TO "DO YOU CONDUCT FAMILY ASSESSMENTS AS PART OF THE MDE? – ANSWER THE FOLLOWING:</p> <p>"WHY DO YOU NOT CONDUCT FAMILY ASSESSMENTS AS PART OF THE MDE?"</p> <p>(OPEN TEXT BOX)</p> <p>PARTICIPANTS ANSWERING No WILL END ANSWERS HERE.</p>
<p>WHY DO YOU CONDUCT FAMILY ASSESSMENTS AS PART OF THE MDE? (OPEN TEXT BOX)</p>	<p>WHAT WOULD ASSIST YOU IN CONDUCTING FAMILY ASSESSMENTS AS PART OF THE MDE?" (OPEN TEXT BOX)</p>
<p>HOW COMFORTABLE ARE YOU IN COMPLETING FAMILY ASSESSMENTS?</p> <p>(INCLUDE A SCALE? - SAME AS IN OTHER PLACES IN THE NEEDS ASSESSMENT 1-5)</p>	<p>IF YOU WERE TO CONDUCT A FAMILY ASSESSMENT, WOULD YOU BE MORE LIKELY TO USE: (DROP DOWN MENU)</p> <ul style="list-style-type: none"> • A FORMAL TOOL – DEVELOPED FOR THIS PURPOSE • AN INTERVIEW/CONVERSATION FORMAT • A COMBINATION OF BOTH A FORMAL TOOL AND INTERVIEW/CONVERSATION
<p>HOW COMFORTABLE ARE YOU IN DOCUMENTING THE INFORMATION GATHERED DURING THE FAMILY ASSESSMENT? (SCALE- ADD SAME SCALE)</p>	<p>WOULD YOU CONDUCT MORE FAMILY ASSESSMENTS IF A SPECIFIC TOOL WAS RECOMMENDED TO BE USED BY THE DEPARTMENT?</p>

<p>WHEN YOU CONDUCT A FAMILY ASSESSMENT, DO YOU USE: (DROP DOWN MENU)</p> <ul style="list-style-type: none"> • A FORMAL TOOL –DEVELOPED FOR THIS PURPOSE • AN INTERVIEW/CONVERSATION FORMAT • A COMBINATION OF BOTH A FORMAL TOOL AND INTERVIEW/CONVERSATION <p>IF A FORMAL TOOL IS CHOSEN, ANSWER THIS QUESTION:</p> <p>WHAT TOOL DO YOU USE? PLEASE ENTER THE TOOL NAME: (OPEN TEXT BOX)</p>	<p>ARE THERE RESOURCES/CONCERNS RELATED TO THE FAMILY ASSESSMENT THAT YOU HOPE FAMILIES WOULD NOT ASK FOR ASSISTANCE WITH? Yes/No</p> <p>IF YES: WHAT ARE THEY AND WHY? (OPEN TEXT BOX)</p>
<p>WOULD YOU CONDUCT MORE FAMILY ASSESSMENTS IF A SPECIFIC TOOL WAS RECOMMENDED TO BE USED BY THE DEPARTMENT?</p>	
<p>WHEN CONDUCTING THE FAMILY ASSESSMENT, ARE THERE QUESTIONS OR CONCERNS THAT YOU HOPE FAMILIES DO NOT BRING UP? Yes/NO</p> <p>IF YES, WHAT ARE THEY AND WHY? (OPEN TEXT BOX)</p>	<p>ARE THERE AREAS OF NEED OR SPECIFIC TOPICS EXPRESSED BY FAMILIES THAT YOU FIND DIFFICULT TO ADDRESS? Y/N</p> <p>IF YES, WHICH AREAS/TOPICS ARE MORE DIFFICULT TO ADDRESS? (OPEN TEXT BOX)</p>
	<p>WOULD ADDITIONAL SUPPORTS OR DEPARTMENT TRAINING ENCOURAGE YOU TO CONDUCT FAMILY ASSESSMENTS?</p> <p>IF YES, WHAT DO YOU NEED? (OPEN TEXT BOX)</p>
<p>ARE THERE AREAS OF NEED OR SPECIFIC TOPICS EXPRESSED BY FAMILIES THAT YOU FIND ARE DIFFICULT TO ADDRESS? Y/N</p> <p>IF YES, WHICH AREAS/TOPICS ARE MORE DIFFICULT TO ADDRESS? (OPEN TEXT BOX)</p>	
<p>AS A PROVIDER, DO YOU FEEL THAT YOU NEED ADDITIONAL TRAINING IN CONDUCTING AND DOCUMENTING FAMILY ASSESSMENTS? Yes/No</p> <p>WOULD ADDITIONAL SUPPORTS OR DEPARTMENT TRAINING ENCOURAGE YOU TO CONDUCT FAMILY ASSESSMENTS?</p> <p>IF A DEPARTMENT SPONSORED TRAINING FOCUSING ON FAMILY ASSESSMENTS WAS AVAILABLE, WOULD YOU BE INTERESTED IN PARTICIPATING? Yes/No</p> <p>WHAT INFORMATION OR QUESTIONS WOULD YOU LIKE TO SEE INCLUDED IN A TRAINING OF THIS TYPE?</p>	<p>AS A PROVIDER, DO YOU FEEL THAT YOU NEED ADDITIONAL TRAINING IN CONDUCTING AND DOCUMENTING FAMILY ASSESSMENTS? Yes/No</p> <p>IF A DEPARTMENT SPONSORED TRAINING FOCUSING ON FAMILY ASSESSMENTS WAS AVAILABLE, WOULD YOU BE INTERESTED IN PARTICIPATING? Yes/No</p> <p>WHAT INFORMATION OR QUESTIONS WOULD YOU LIKE TO SEE INCLUDED IN A TRAINING OF THIS TYPE? (OPEN TEXT BOX)</p>

(OPEN TEXT BOX)	
IN THE SPACE BELOW, PLEASE PROVIDE ANY ADDITIONAL INFORMATION YOU WISH TO SHARE REGARDING THE FAMILY ASSESSMENT.	IN THE SPACE BELOW, PLEASE PROVIDE ANY ADDITIONAL INFORMATION YOU WISH TO SHARE REGARDING THE FAMILY ASSESSMENT.
DO YOU THINK PARTICIPATION IN THE FAMILY ASSESSMENT ASSISTS IN THE DEVELOPMENT OF FAMILY OUTCOMES AS PART OF THE INITIAL IFSP? YES/NO	DO YOU THINK PARTICIPATION IN THE FAMILY ASSESSMENT ASSISTS IN THE DEVELOPMENT OF FAMILY OUTCOMES AS PART OF THE INITIAL IFSP? YES/NO
DO YOU THINK PARTICIPATION IN THE FAMILY ASSESSMENT LEADS TO IMPROVED OUTCOMES FOR THE FAMILY?	DO YOU THINK PARTICIPATION IN THE FAMILY ASSESSMENT LEADS TO IMPROVED OUTCOMES FOR THE FAMILY?

If you identify your role as initial service coordinator:

Do you speak with families about family assessments?

Yes/No

If no, why do you not speak with families about family assessments?

(open text box)

For Yes and No to the first question: What can the Department provide to assist initial service coordinators with explaining this assessment to the family?

(open text box)

For those who answered YES to the first question:

Do you provide an explanation to the family about what the family assessment is and its purpose?

Y/N

Do you inform families of the benefits of choosing to participate in the voluntary family assessment?

Y/N

If yes, when you speak with families, what are some of the things you point out as benefits of participating in the family assessment portion of the MDE?

(open text box)

For those who answered yes and no to the first question – answer the remaining questions below:

Do you think participation in the family assessment assists in the development of family outcomes as part of the initial IFSP? Yes/No

In general, do you know where to refer families for each of their concerns identified by the families as part of the family assessment?

Yes/No

As a service coordinator, do you feel that you need additional training to increase your knowledge about family assessments and your role related to providing information about family assessments to families?

Yes/No

If a Department sponsored training focusing on family assessments was available, would you be interested in participating? Yes/No

What information or questions would you like to see included in a training of this type?

(open text box)

In the space below, please provide any additional information you wish to share regarding the family assessment.

Do you think participation in the family assessment leads to improved outcomes for the family?

Yes/No

If you identify your role as Municipal staff (Early Intervention Official or Early Intervention Official/Designee (EIO/D))

Do the initial service coordinators in your county explain the purpose of the family assessment as part of the multidisciplinary evaluation (MDE) to families? Yes/No/I do not know

Do you review MDEs as the Early Intervention Official/Designee (EIO/D)? Yes/No

If no: end survey here

If yes:

When you review MDEs, are families choosing to participate in the family assessment?

Frequently, Infrequently, rarely

Is information from the family assessment documented and included in the report?

Frequently, infrequently, rarely

During the initial IFSP meeting, does the team use information from the family assessment to develop family outcomes?

Frequently, infrequently, rarely

Why do you think family assessments are not being completed and included in MDEs? (open text box)

When providers conduct a family assessment, do providers use: (drop down menu)

- a) A formal tool – developed for this purpose
- b) An interview/conversation format
- c) A combination of both a formal tool and interview/conversation

Please enter the tool name: (open text box)

If answer is “no” to “when you review MDEs, family assessments are not completed or few, not many: Why do you think family assessments are not being completed and included in MDEs? (open text box)

For both yes and no: Do you think providers would conduct more family assessments if a specific tool was recommended to be used by the Department? Yes/No

As an EIO or EIO/D, do you feel that you need additional training in family assessments? Yes/No

As an EIO or EIO/D, do you feel that providers need additional training in conducting and documenting family assessments? Yes/No

If a Department sponsored training focusing on family assessments was available, would you be interested in participating? Yes/No

What information or questions would you like to see included in a training of this type?
(open text box)

In the space below, please provide any additional information you wish to share regarding the family assessment process. (open text box)

Do you think participation in the family assessment assists in the development of family outcomes as part of the initial IFSP?

Do you think participation in the family assessment leads to improved outcomes for the family?
Yes/No