THE MASSACHUSETTS EARLY INTERVENTION SYSTEM

Department of Public Health

Ron Benham
Bureau of Family Health and Nutrition

Tracy Osbahr
Office of Specialty Services

June 15, 2012
LEARNING OBJECTIVES

Participants will:

● identify at least three eligibility criteria for early intervention services in MA
● describe the scope of available early intervention services, including those for children with autism spectrum disorders
● access resources that expand information about treatment efficacy, recognition of early signs and symptoms of ASD, and the MA Early Intervention system
WHAT IS EARLY INTERVENTION?

COMMUNITY BASED PROGRAM OF DEVELOPMENTAL SERVICES FOR CHILDREN BETWEEN BIRTH AND THREE AND THEIR FAMILIES
CORE VALUES

- FAMILY CENTERED
- INDIVIDUALIZED
- IN NATURAL ENVIRONMENTS
- CULTURALLY APPROPRIATE
- COORDINATED
THEMES OF PART C OF IDEA*

- Comprehensive
- Coordinated
- Multidisciplined
- Interagency
- Family-centered
- Community-based
- Individualized plan

*Individuals with Disabilities Education Act
SYSTEM OVERVIEW

- 31, 171 CHILDREN SERVED IN FY’11
- $125 MILLION ANNUAL BUDGET
  - MULTIPLE PAYER SOURCES
- SERVICES PURCHASED FROM 61 CERTIFIED EI PROVIDERS
DPH RESPONSIBILITIES

- OPERATIONAL STANDARDS
- PROGRAM CERTIFICATION
- PERSONNEL CERTIFICATION
- PROGRAM MONITORING
- TECHNICAL ASSISTANCE
- STAFF TRAINING
- ENSURE COMPLIANCE WITH IDEA
WHO IS ELIGIBLE?

- CHILDREN AT ESTABLISHED RISK FOR DEVELOPMENTAL DELAY
  - 30% delay in any area of development as measured on a standardized assessment tool
  - Established condition with known developmental impact

- CHILDREN AT BIOLOGICAL RISK FOR DEVELOPMENTAL DELAY
  - examples: less than 1200 grams; less than 32 weeks gestational age, apgar less than 5 at 5; high blood lead levels, chronic feeding issues, multiple trauma or losses
WHO IS ELIGIBLE? (cont’d)

- **CHILDREN AT ENVIRONMENTAL RISK FOR DEVELOPMENTAL DELAY** (examples: parental chronic illness/disability affecting caretaking ability, DCF protective services case, substance abuse in home, domestic violence in home, mother’s age under 17)

- **CHILDREN WITH QUALITATIVE DEVELOPMENTAL DIFFERENCES BASED ON INFORMED CLINICAL JUDGEMENT OF MULTIDISCIPLINARY TEAM**
REFERRAL PROCESS

● Make referrals directly to community EI program

● Referrals accepted from all sources with family authorization
WHERE CAN I FIND EI PROGRAMS?

- [www.massfamilyties.org](http://www.massfamilyties.org)
  For listing of all programs

- 1-800-905-TIES (8437)
  Connects to Family Ties staff who will refer families to programs in their area
SCOPE OF SERVICES

- Based on results of multidisciplinary team evaluation and supplemental assessments

- Services necessary to enhance the development of an eligible child and capacity of the family to meet the child’s needs
INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

- Statement of child’s level of development in cognition, fine and gross motor, receptive and expressive communication, social and emotional, and self-help/adaptive areas
- Statement of child’s strengths and needs
- Statement of family’s strengths and needs
- Statement of family’s strengths, concerns, priorities and resources related to enhancing development of the child
INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (cont’d)

- Functional outcomes identified by family expected to be achieved for child and family
- Early intervention services necessary to meet the unique needs of the child and family to achieve the functional outcomes
- Plan for coordination and implementation of the IFSP
- Transition plan
TYPES OF SERVICES

- Home visits, center based individual visits, community child groups, EI only child groups, parent groups, specialty services

- Provided by:
  - Developmental Specialists
  - Occupational Therapists
  - Social Workers
  - Speech/Language Pathologists
  - Specialty Service Providers
  - Nurses
  - Physical Therapists
  - Mental Health Specialists
COLLABORATION WITH FAMILIES

- Identification of family needs
- Parent support groups, parent to parent connections
- Parent training /education
- Special circumstances (caregivers with mental illness/disabilities, grandparent/other family involvement, attachment issues)
- Parent leadership project
PARENT LEADERSHIP PROJECT

- Supports parent participation at all levels as partners and advisors
- Parent contacts
- Seed money for special projects
- Parent representatives on the Interagency Coordinating Council
COLLABORATION WITH SCHOOL SYSTEMS

- Transition requirements for both Part C and Part B programs
- Transition planning built into IFSP
- Joint training of staff
- Educational opportunities for families
COLLABORATION WITH OTHER PROVIDERS

- Informed parental consent required
- Use Service Coordinator as EI contact
- Considerable coordination with childcare providers, specialty service providers, other community providers
SPECIALTY SERVICES FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS (ASD)

- 9 DPH APPROVED PROVIDER AGENCIES PROVIDE INTENSIVE BEHAVIORAL INTERVENTION

- BEACON ABA SERVICES
- CHILDREN MAKING STRIDES
- COMMUNITY HEALTHLINK – LEAP PROGRAM
- HMEA
- MAY INSTITUTE
- NEW ENGLAND CENTER FOR CHILDREN
- NORTH EAST ARC- BUILDING BLOCKS
- PEDIATRIC DEVELOPMENT CENTER
- SERVICENET- REACH PROGRAM
ASD DIAGNOSIS IS REQUIRED FOR ENTRY INTO SPECIALTY SERVICES

SPECIALTY SERVICE PROVIDERS WORK IN COLLABORATION WITH EI PROGRAMS

CURRICULUM FOCUSES ON CORE FEATURES OF THE SPECTRUM

IDENTIFICATION OF TODDLERS WITH ASD CONTINUES TO GROW
EVIDENCED-BASED TREATMENTS FOR ASD

- ASD: ABA-based (Lovass/UCLA, ESDM)
- Response to parental requests for emerging practices
- Developmentally appropriate practice for toddlers
READ ALL ABOUT IT

- Agency for Healthcare Research and Quality 2011: Comparative Effectiveness of Therapies for Children with Autism Spectrum Disorders
- National Autism Center’s National Standards Report
- Autism Spectrum Disorders Services Final Report on Environmental Scan - IMPAQ
DEVELOPMENTAL MILESTONES

- www.cdc.gov/actearly
- www.maactearly.org
- www.firstsigns.org
- www.autismspeaks.org
DEVELOPMENTAL CONCERNS

- Social emotional well-being: current area of emphasis
  - Vision: EI system supports each child and family’s social emotional well being and assists in achieving positive development in all children by recognizing and promoting children’s earliest relationships and learning within the context of their family, community, and culture.
  - System requires consistent, universal approach to screen and support children and families (ASQ-SE; Greenspan Social Emotional Growth Chart).
  - Training, special sessions, mentorships for EI staff.
WHAT HAPPENS AFTER EI

- Transition to Local Educational Authority (LEA)
- Transition to community programs
TO FIND OUT MORE….

- www.mass.gov/dph/earlyintervention
- www.eitrainingcenter.org
- www.massfamilyties.org
- www.eiplp.org
QUESTIONS?
NEED MORE INFORMATION?

- Ron Benham
  617-624-5901
  Ron.benham@state.ma.us

- Tracy Osbahr
  413-586-7525 x3156
  tracy.osbahr@state.ma.us