

Part 2: Explore Early ACCESS Information



This is an independent section to be completed at your own pace.

There will be information in the notes section in addition to information on each slide.

Early ACCESS FAQs:

- What do all these acronyms mean?
- What is IDEA?
- What is Early ACCESS? How much does it cost?
- Who is eligible and how are they served?
- Who provides services?
- Why are Early Childhood Outcomes important?
- What happens when a child turns 3?
- What is ACHIEVE?
- What is in an IFSP?
- What should I expect at ICEA meetings?



Slides in this section will address the frequently asked questions listed.

IDEA Information

List of Early ACCESS Acronyms



Click on the [link](#) to see a list of commonly used acronyms in Early ACCESS.

IDEA History

1954 Brown V. Board of Education

1964 Civil Rights Act

1965 The Elementary and Secondary Education Act (ESEA)

1973 The Rehabilitation Act

[Iowa's Birth Mandate](#)

1975 Education for All Handicapped Children Act

[Early Intervention, Then and Now](#)

1991 Individuals with Disabilities Education Act (IDEA)

1997 Individuals with Disabilities Education Act (IDEA)

2001 No Child Left Behind Act (NCLB)

2004 Individuals with Disabilities Education Act (IDEA)

2015 Every Student Succeeds Act (ESSA)



Explore the link to [IDEA History](#) to read more about the progression and expansion of services for children with disabilities.

To learn more about the history of efforts in Iowa to provide services at birth and click on the links below the year 1973 and 1991.

IDEA Part C: Infants and Toddlers with Disabilities

Early ACCESS is the name for the IDEA Part C system in Iowa. It is a system of early intervention services for infants and toddlers with a condition that is known to have a high probability of later delays or a developmental delay, and for their families.

•**Vision:** Every infant and toddler with or likely to have a developmental delay and their families will be supported and included in their communities so they will be healthy and successful.

•**Mission:** Early ACCESS empowers families and caregivers through partnerships, supports, and resources to enhance children's learning and development through everyday activities and routines.



Explore the links to learn more about [IDEA Part C federal program](#) requirements and discover a [handout](#) that explains the Early ACCESS system in Iowa.

Iowa Early ACCESS Signatory Agencies

[Iowa Department of Education](#) - Lead Agency

Fiscal and legal agent for administering federal funds under Part C and state funds appropriated to Early ACCESS. Other responsibilities include, but are not limited to: developing and implementing policies and procedures, monitoring, providing technical assistance, and mediating disputes.

[Iowa Department of Health and Human Services](#)

[Child Health Specialty Clinics](#)



The Early ACCESS Signatory Agencies are involved in different aspects of the early intervention system in Iowa.

A memorandum of agreement is used to formalize their commitment to support the early intervention system.

Click on the links to learn more about each individual agency. Click on the agreement icon to view the memorandum of agreement.

Early ACCESS Eligibility

25% developmental delay in one area of development; adaptive, communication, cognitive, physical and social-emotional, identified through a comprehensive multidisciplinary evaluation and assessment process.

●RIOT- [Review, Interview, Observation and Test](#)

●[Tools for developmental screening, assessment and evaluation](#)

[Diagnosed conditions](#) that are automatically eligible include but are not limited to:

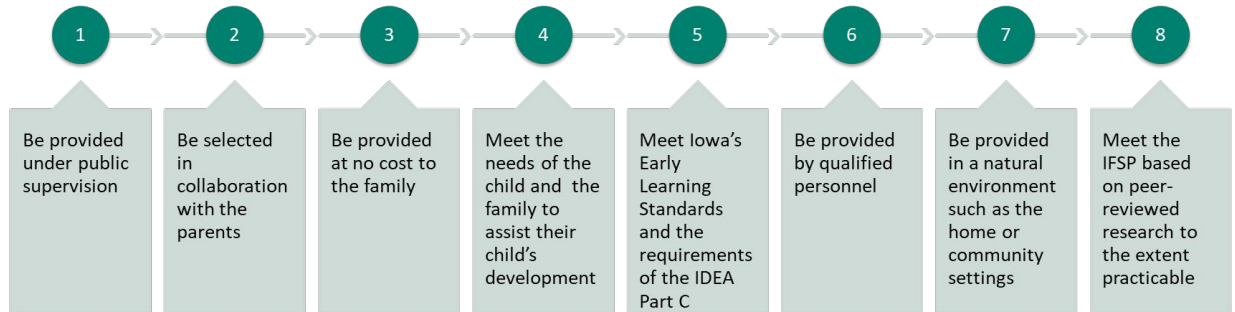
- Preterm birth less than 32 weeks gestation
- Very low birth weight, less than 1500 grams (3 pounds 5 ounces)
- Certain genetic or congenital conditions
- Blood lead level of 20 mcg/dL
- Fetal Alcohol Syndrome
- Hearing loss



Click on the links to learn more about [RIOT](#), [tools](#) used for identifying developmental delays and the [list of diagnosed conditions](#) that are automatically eligible for Early ACCESS in Iowa.

Early ACCESS Eligibility

Early ACCESS Services must:

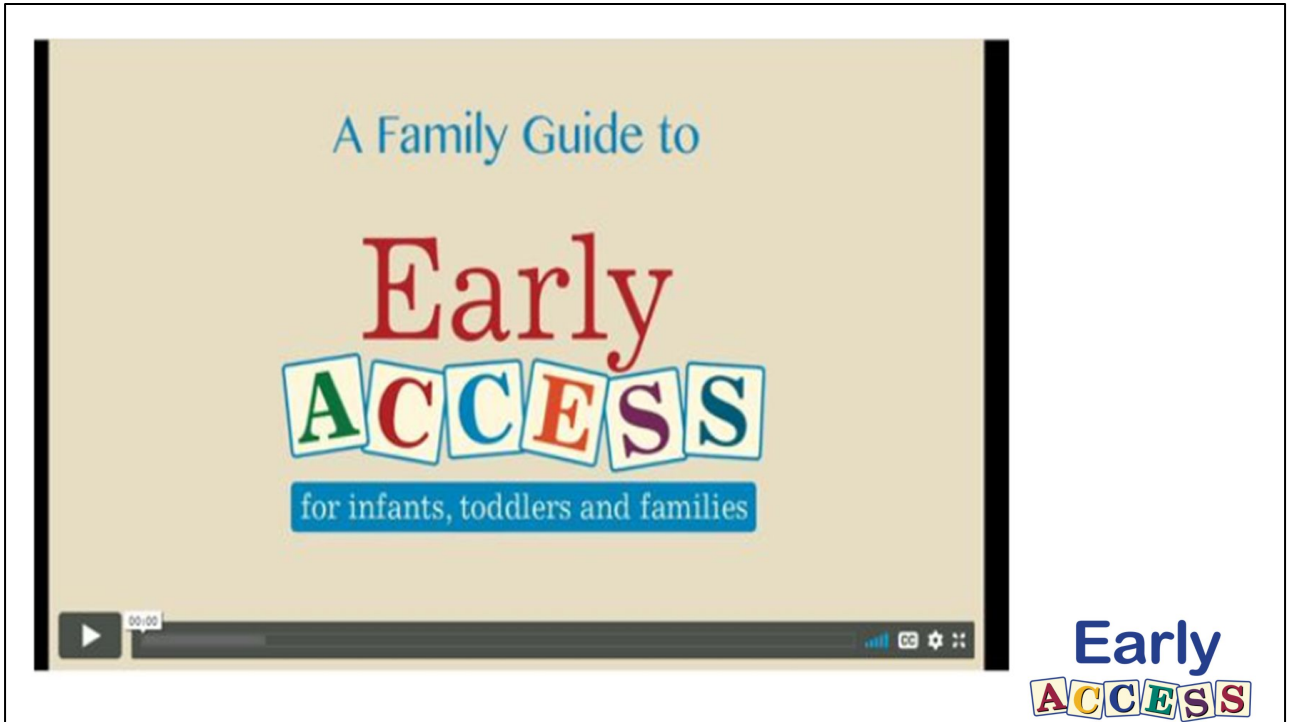


[Parent Handout: Your Role in Early ACCESS Visits](#)



Click on the links to see a [list of Early ACCESS services](#) and view a handout that outlines the [role of a parent in a home visit](#).

*Caveat on cost-some services may be billed to other payors (ie Medicaid)



[Watch the video](#) to learn about Early ACCESS services and hear from families in the program.

Area Education Agencies

Find My AEA



Iowa's area education agencies ([AEAs](#)) are responsible for administration of Early ACCESS across the state to ensure that no matter where a family lives in Iowa, services will be available.

Service coordination, assessments, evaluations and any needed early intervention services provided by Early ACCESS are available at no cost to families.

Explore the links to learn more about Iowa AEAs.

Family Guided Routines Based Interventions (FGRBI)



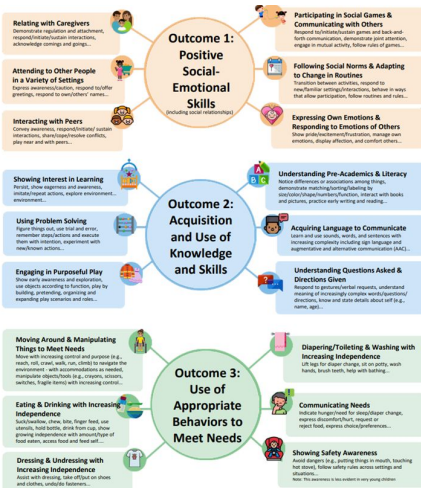
The focus of services is based on the family's priorities and concerns. Through FGRBI and caregiver coaching, early intervention providers coach caregivers to engage their young children in learning as they participate in everyday routines and activities that are meaningful to them.



Click on the caregiver coaching icon to view a 6 minutes [video](#) that explains Family Guided Routines Based Intervention.

Early Childhood Outcomes

The three child outcomes encompass functional skills and behaviors that are meaningful for a child's participation in everyday routines.



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Click on the [infographic](#) to see a full copy of the handout and click on the [picture](#) to view an 8 minute video that explains early childhood outcomes.

Transition from Early ACCESS

Early ACCESS services are provided up until age 3. A child may qualify to receive support through early childhood special education, or they may participate in other community programs. The transition process is guided by the service coordinator.



Transitioning Out of Early ACCESS Early Intervention Services

What is transition?

- Transition simply means changing from one program to another.

What happens when a child turns 3 and can no longer receive Early ACCESS services?

- The Early ACCESS service coordinator and Individualized Family Service Plan (IFSP) team will talk with the family about their hopes and preferences for their child throughout their time in Early ACCESS. With family input, transition steps will be written on the transition plan which is part of the child's IFSP. Also, if the parents agree, their child may be evaluated to see if he/she qualifies for early childhood special education services.

What types of programs or community settings are available after a child turns 3?

- If a child qualifies for early childhood special education services, a meeting to develop an Individualized Education Program (IEP) will be held. An IEP is the name of an education document or "plan" for children ages 3 to 21. Possible programs a child could attend include:
 - preschool classroom in a school district
 - Head Start classroom
 - private preschool
 - child care center, or
 - walk-in services.
- If a child does not qualify for early childhood special education services, the transition plan may include any of the following programs or the family may choose to continue with what their child is currently doing during the day:
 - local preschool,
 - child care center,
 - family child care provider's home, or
 - Head Start classroom.

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Click on the [tool box](#) to view the Transition Tool Box resource developed for parents and IFSP teams or click on the [handout](#) to view a one page document that explains transitioning out of Early ACCESS.

Individualized Family Service Plan

- **IDEA Information**: Individualized Family Service Plan (IFSP)

- Must be written within 45 days from the referral
- Must be reviewed every 6 months
- Must be updated annually
- Includes present level of development, family information, outcomes and services.



Explore the [link](#) to learn more about IFSPs on the Iowa IDEA Information (i3) website.

ACHIEVE

Iowa's online system to support implementation of IDEA



- **What:** Statewide tool
- **Who:** Used by AEA staff, early intervention providers, general and special education district staff, families, learners, and more
- **Where:** Online system
- **Why:** Develop IFSPs, track referrals, monitor progress, and provide oversight and accountability



ACHIEVE was launched in 2022.

IFSP Components in ACHIEVE

Prior Written Notice

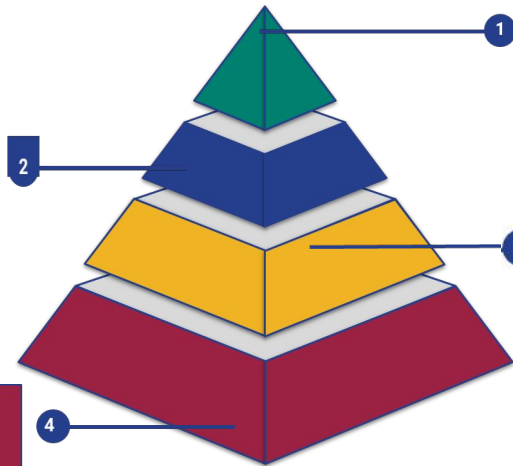
Informed Consent

Intake and Family Assessment

Child Evaluation and Assessment

IFSP Exits

Part C to B Transition



Child Find Identification & Referral Process

IFSP Development / Reviews / Modifications

Service Delivery

Reevaluations

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ACHIEVE encompasses all aspects of documentation from the referral, to evaluation, to transition and exiting that are included in providing early intervention services.

Explore the links on the slide to to [i3](#) to review procedures related to the developing and implementing an IFSP.

IFSP Information

- Present Levels of Development (PLOD) and Early Childhood Outcomes (ECO)
- Family’s Resources, Priorities, and Concerns
- Family’s Routines and Activities
- Child and Family Outcomes
- Services



Early ACCESS Individualized Family Service Plan (IFSP)

Child Dezi Lines	Age 24 months, 8 days	IFSP Meeting Date 05/13/2022
Date of Birth 01/04/2021	Referral Date 05/05/2022	IFSP Type Initial
Family Ernesto Lines	Email N/A	Phone 515-333-3212
Delia Lines	edlines@net.org	515-333-3211
Resident District Ames		Area Education Agency Heartland AEA
Periodic Review of IFSP 11/13/2022	Annual IFSP Meeting 05/12/2023	Transition Planning Meeting 10/06/2023



All IFSPs follow a similar format to provide information about the child, family goals, and services;

IFSP Report- PLOD with ECO

Your Child's Present Levels of Development

Use of Appropriate Behaviors to Meet Needs

This involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in children 24 months or older, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of oneself in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

Developmental Areas Addressed:

Adaptive, Nutrition, Physical (gross motor and fine motor)

Team Summary

Dezi is showing some skills that allow her to meet her own needs, such as starting to move around her environment to get to people and toys that are easily accessible. She can self feed using her fingers to pick up pieces of food; however, she is not yet using utensils or a cup with a lid. Dezi is starting to assist with self care activities such as bathing and dressing and not yet brushing her teeth or washing her hands. Relative to same age peers, Dezi has skills like that of a much younger child in this area, but is beginning to show some of the early skills that are necessary for development of more advanced skills.



Caregivers and professionals work together to identify the child's current skill level including motor skills, language acquisition and social emotional skills.

IFSP Report- Family Interview

Your Family's Resources, Priorities, and Concerns

Together you and your Early ACCESS providers discuss your family's strengths, concerns, and priorities for supporting Dezi's growth and development as well as your family's needs. This information helps to develop the family and child outcomes and identify resources your family may need. This section summarizes our discussion.

Child and Family Strengths

Dezi lives with her parents, Ernesto and Delia, and two older siblings who attend elementary school. Dezi spends most of the time at home with her mom and plays with her siblings when they get home from school.



IFSPs provide insight into the family—who are family members, who provides care for the child, what do their routines look like, etc.

IFSP Report- Outcome(s)

Your Child's Outcome(s)

Child Outcome

What would your family like to see happen for your child?

Mom and Dad would like Dezi to use words to name/label familiar items or actions related to the activity (e.g. dog, juice, ball, kick, dump, water) during routines such as book reading, snack, play and bath time in conversations with Mom and Dad each day.

What are the ways in which your family and team will work toward achieving this outcome?

- The Developmental Specialist will coach Dezi's family during routines such as book reading, meals/snacks, and playing with toys so that Dezi learns to use words related to these routines. This may include modeling words so she can share what she wants.
- The Speech-Language Pathologist will consult with the IFSP Team during team meetings about Dezi's progress and provide additional strategies to promote Dezi's communication skills.

How will we know when this outcome is achieved?

Mom and dad will report words that Dezi uses during routines during home visit updates.



All IFSPs use family input to drive goals and service activities to ensure learning is occurring in a way that is natural for the family-part of their day to day routines

IFSP Report- Services

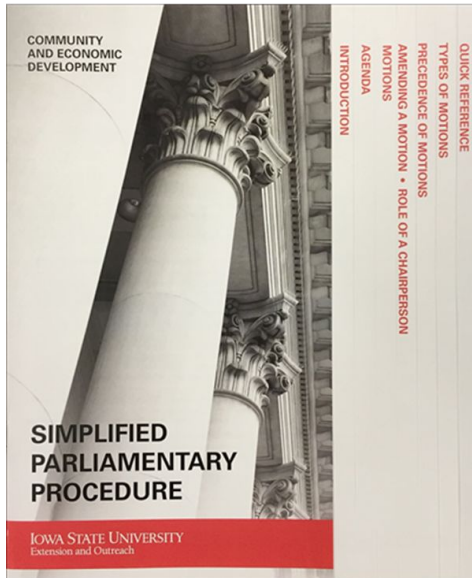
Your Family's Services

Service	Provider Name & Title	How & Where	How long & How Often	Projected Start Date	Projected End Date
Developmental Services	Celeste Mortvedt, Special Education Consultant	Face-to-Face Visit, Home/Community settings such as libraries, grocery stores, parks, restaurants to practice routines	60 minutes, 2 times per month	05/16/2022	05/12/2023
Nutrition Services	Stephany Brimeyer, Licensed Dietician	Virtual Conferencing, Home/Community settings such as libraries, grocery stores, parks, restaurants to practice routines	30 minutes per month	05/16/2022	05/12/2023
Speech Language	Christi Rohlfing, Speech-Language Pathologist	Consultation, Home/Community settings such as libraries, grocery stores, parks, restaurants to practice routines	15 minutes per month	12/21/2022	05/12/2023
Service Coordination	Dee Gethmann, Other Professional Staff	Face-to-Face Visit, Home/Community settings such as libraries, grocery stores, parks, restaurants to practice routines	360 minutes per year	05/19/2022	05/12/2023



IFSPs provide an overview of services, including type, frequency, duration and which team member will provide the service.

ICEA Meeting Procedures



To become familiar with parliamentary procedure you can click on the picture and download a pdf of [Simplified Parliamentary Procedure](#) from Iowa State University.

Click on the [video](#) to watch an example of making a motion.

Websites

[Iowa Department of Education](#)

[Iowa Family Support Network](#)

[IDEA i3](#)



These websites contain information reviewed in this section and are a great resource for ICEA members.