



First Steps

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# Indiana's First Steps Early Intervention System

*Service Coordination  
Orientation Training SC101  
Modules 1-7  
January 2008*

**Author/Co-Editor** ..... Betsy Ray, Training Coordinator, UTS ProKids  
**Co-Editor** ..... Mindy Dunn, Trainer, UTS ProKids  
**Technical Support** ..... Renee Nigh, Training Manager, UTS ProKids  
**Advisory Council** ..... Ann Ruhmkorff, Quality and Training Consultant,  
UTS ProKids

**Focus Group Members** .....  
Paula Anderson, Service Coordinator Supervisor, East Central First Steps  
Diane Buff, Service Coordinator Supervisor, Northwest Indiana First Steps  
Debbi Davis, SPOE Supervisor, Central Indiana First Steps  
Becky Haymond, Service Coordinator Supervisor, First Steps-South East  
Pam Schena, Service Coordinator Supervisor, Northeast Indiana First Steps  
Jennifer Stutler, Service Coordinator Supervisor, First Steps of West Central Indiana  
Jane Wirth, Manager, First Steps of Southern Indiana

**Reviewers** ..... Dawn Downer, Part C Coordinator,  
Bureau of Child Development Services, FSSA  
Janet Ballard, BCDS Consultant, FSSA  
Mary Chalmers, BCDS Consultant, FSSA  
Kelli Plummer, BCDS Consultant, FSSA  
Cathy Robinson, BCDS Consultant, FSSA  
Dean DeKemper, Service Coordinator, First Steps of Southern Indiana  
Mindy Dunn, Trainer, UTS ProKids  
Becky Haymond, Trainer, UTS ProKids

**Pilot Group Member** ..... Katie Sullivan, Central Indiana First Steps

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## Welcome to First Steps

Service coordination is one of the most important roles in early intervention. Service coordinators are responsible for the activities carried out to assist and enable a child who is eligible for early intervention services, and the child's family, to understand their procedural safeguards and services that are authorized through the Individualized Family Service Plan (IFSP). To accomplish this, service coordinators must be properly trained, well informed, and have a variety of skills. The service coordinator orientation training modules have been designed to help them learn the philosophy of Indiana's early intervention system called First Steps and the policies and procedures that service coordinators must follow to be compliant with the System's procedural safeguards and guidelines.

First Steps is an educational program employing the developmental model. First Steps addresses developmental delays through individualized child-family planning and training. In this model, providers go into the natural environment to train parents to integrate activities benefiting their child's development into the family's daily routine.

This training will provide service coordinators with comprehensive information about state and federal regulations, useful resources that can strengthen their knowledge and skills as a coordinator, practical strategies that guide them in their role as a service coordinator, and hands-on activities to help them retain the training material. They will come away with a basic understanding of the First Steps System and their role as a service coordinator. Service coordinator supervisors will assist them to further develop their skills as they work with children, families, providers and community resources.

## Supplemental Materials

To complete Service Coordination Module 1 you need a computer with Internet access and the following:

- Participant Materials for Module 1
- PowerPoint Slides for Module 1
- 3-ring binder (2" – 2 ½") to store participant materials – will be used for this module as well as future modules
- Folder(s) – to keep downloaded forms
- Additional documents that you will be instructed to download as you go through the modules

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## Training Format

Since service coordination is such an important role in the First Steps System, having fully-trained coordinators is vital to the success of the program. Therefore, a thorough training program has been created which consists of an orientation program delivered via distance learning and two follow-up face-to-face training events.

A. Orientation: During the orientation phase of the training program, service coordinators complete modules that focus on:

- An Overview of First Steps
- Procedural Safeguards
- Service Coordination
- Evaluation and Assessment
- Individualized Family Service Plans
- Ongoing Service Coordination
- Transition

All service coordinators must successfully complete the orientation by:

- a. viewing the narrated PowerPoint presentation for Modules 1-7 and completing the self-assessment questions during the presentation.
- b. Completing the application station exercises for all seven modules
- c. Achieving an 80% or higher on an online assessment after Modules 1-7. They can use their notes.

Ideally, service coordinators will complete the orientation modules within their first two weeks of employment as a service coordinator and the associated Application Station exercises and online competency assessment within 30 days of hire.

B. Follow-up Face-to-Face Training Events: these training events are designed to allow service coordinators an opportunity to ask and receive answers to questions that they have after working as a service coordinator and to provide additional training on chosen focus areas that are relevant to service coordinators performing their jobs. The timelines for these trainings are as follows:

- a. Complete SC102 within 3-6 months of the employment date. At the end of this training, they will take an assessment, which will cover content in all seven SC101 modules as well as content delivered during the face-to-face training. Again,

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an 80% or higher is required, and they will be able to use their notes.

- b. Complete SC103 within 6-12 months of the employment date.

Supervisors, experienced service coordinators, families and other community workers are valuable resources. They are able to provide guidance and information for service coordinators based on their experience and knowledge. Service coordinators should use these resources and ask questions because this training cannot cover every question or scenario that might arise as you are working with families. The intent of this self-paced training is to familiarize service coordinators with basic early intervention information and tools that will be used in their positions as service coordinators.

### **Service Coordination Orientation Objectives**

- Understand federal and state laws regarding the First Steps System and Service Coordination.
- View the organizational chart of Indiana's First Steps System to understand its components.
- Determine the service coordinator's role in the System.
- Understand the mission and vision of the First Steps System.
- Learn the federal, state, and local resources available to the service coordinators

### **What is First Steps**

Indiana's First Steps System is a family-centered, locally-based, coordinated system that provides early intervention services to infants and young children who have developmental delays or who have a diagnosed mental or physical condition that has a high probability of resulting in developmental delay.

First Steps brings together families and professionals from education, health and social service agencies. By coordinating locally available services, First Steps is working to give Indiana's children and their families the widest possible array of early intervention services.

Families who are eligible to participate in Indiana's First Steps System have children ages birth to their 3<sup>rd</sup> birthday who:

- Are experiencing developmental delays.

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- Have a diagnosed condition that has a high probability of resulting in developmental delay.

**A child referred to First Steps may, with parental consent, be assessed and evaluated to determine if eligibility criteria are met to receive services through First Steps.**

## **First Steps Mission**

The First Steps System's mission is to assure that Indiana families with infants and toddlers experiencing developmental delays or disabilities have access to early intervention services close to home and in their community when they need them. This is accomplished through the implementation of a comprehensive, coordinated statewide program consisting of System Points of Entry and Local Planning and Coordinating Councils providing early intervention services called First Steps.

## **Indiana's First Steps Vision**

The First Steps System's goal is to serve infants and toddlers with special developmental needs or with a diagnosis putting them at a high probability of having special developmental needs by providing a family-centered, comprehensive, coordinated, neighborhood-based system of services for them and their families. To achieve this goal, the System:

- Involves families in the development, implementation and evaluation of the statewide early intervention service system.
- Works with families to give children "peer-bound" experience. Peer-bound children are happy, have friends, go to school, and are active and accepted members of their community.
- Makes services accessible and widely dispersed throughout the community.
- Offers choices to families that are typical of the choices available to all families of young children in their everyday routines, settings and activities.
- Offers services that are culturally sensitive and tailored to individual needs of the child as well as family priorities.
- Offers services that exemplify best practices in early intervention and remain accountable for the quality of these services by evaluating them in terms of process and outcome.

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- Respects families by acknowledging that they are the primary constant in the child's life and by helping them to make choices as well as supporting them as they implement those choices.
  - Promotes lifespan empowerment by enabling parents and caregivers to effectively advocate for their children while in First Steps and beyond in order to maximize potential.
  - Creatively uses existing resources and seek additional resources to maximize service options for families and to fairly compensate staff providing services.

## **Early Intervention Legislation**

### **Federal Laws**

#### **IDEA Part C, Early Intervention Services**

In November of 1975, the United States Congress passed Public Law 94-142, known as the Education for All Handicapped Children's Act (EHA). This legislation defined the education rights of children and adults with disabilities. Public Law 99-457 amended the EHA in 1986. It established a discretionary program (Part H) for states to provide Early Intervention Services for infants and toddlers (from birth to their 3<sup>rd</sup> birthday) and their families. In 1990, the law was again amended and the name was changed to the Individuals with Disabilities Education Act (IDEA). IDEA was further amended in 1991 to Public Law 102-119. It was this amendment that required transition plans from Early Intervention Services to Part B (Public Special Education Preschool programs). Public Law 105-17 reauthorized IDEA in 1997. In this reauthorization, Part H became Part C.

More importantly, the 1997 reauthorization of IDEA reemphasized the requirement that states ensure that Part C services for eligible infants and toddlers be provided in natural environments. Indiana defines natural environment as settings that are natural or normal for the child's age peers who have no disability (Division of Family and Children; 470 IAC 2.1-1-20). To the maximum extent appropriate for the needs of the child and family, early intervention services must be provided in natural settings including the home and community settings in which children and families without disabilities would participate. The identification of natural setting(s) should begin with a discussion with the family members, prior to the Individualized Family Service Plan (IFSP) development, to identify activities and services that the family would (have) participated in prior to the identification of the child's disability or would want to return to (Indiana's First Steps Practice Manual, 2000).

For many this meant shifting services from segregated, clinic-based programs to environments such as children's homes, childcare centers and preschools. This requirement, however, has not only meant a shift in where services are provided but also a change in how services are provided. The services are determined by the parents' concerns based on the parents' priorities and needs. This change in the law occurred to support families in their natural environments.

On December 3, 2004, President Bush signed into law the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, although today it is still commonly referred to as IDEA. The final rules for implementation of the 2004 reauthorization are not currently available. A timeline highlighting the progression of EHA to IDEIA is provided below.

<b>1975</b>	<b>1986</b>	<b>1990</b>	<b>1991</b>	<b>1997</b>	<b>2004</b>
<b>EHA</b> (Education for All Handicapped Children's Act) adopted	<b>EHA</b> amended: <b>Part H</b> established	<b>EHA</b> changed to <b>IDEA</b>	<b>Transition Plans to Part B</b>	<b>IDEA</b> reauthorized	<b>IDEA</b> changed to <b>IDEIA</b>
Defined educational rights of children and adults with disabilities	Part H: discretionary program that provides EI services to infants and toddlers from birth to 3 <sup>rd</sup> birthday	Individuals with Disabilities Education Act	Transition plans from Part C to Part B (public special education preschool programs) required	Part H became Part C. Early intervention services now required to be provided in natural environments	Individuals with Disabilities Education Improvement Act (still commonly referred to as IDEA)

The goals of early intervention according to IDEA Part C are listed below. Service coordinators are to assure that these goals are being met for the families they serve.

1. To enhance the development of infants and toddlers with disabilities, to minimize their potential for developmental delay, and to recognize the significant brain development that occurs during a child's first 3 years of life
2. To reduce the educational costs to our society including our nation's schools, by minimizing the need for special education and related services after infants and toddlers with disabilities reach school age

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3. To maximize the potential for individuals with disabilities to live independently in society
  4. To enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities
  5. To enhance the capacity of state and local agencies and service providers to identify, evaluate, and meet the needs of all children, particularly minority, low-income, inner city, and rural children, and infants and toddlers in foster care (Public Law 108-446; 118 Stat. 2744; 20 USC 1421; Sec. 631)

States choosing to implement Part C services must address the minimum components of a statewide system of coordinated, comprehensive, multidisciplinary, interagency programs providing appropriate early intervention services to all infants and toddlers with disabilities and their families. (Public Law 105-17). These components include:

- State definition of developmental delay
- Central Directory
- Timetables for all eligible children
- Public awareness program
- Comprehensive child find system
- Evaluation, assessment and nondiscriminatory procedures
- Individualized Family Service Plan (IFSP)
- Comprehensive System of Personnel Development (CSPD)
- Personnel standards
- Procedural safeguards
- Supervision and monitoring of programs
- Lead agency procedures for resolving conflict
- Financial policies and procedures
- Interagency agreements
- Policy for contracting/arranging for service
- Data collection

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The content of this and other legislation is available at the following Web sites:

<http://www.nichcy.org> National Dissemination Center for Children with Disabilities

<http://www.ed.gov/about/offices/list/osers/osep/index.html> Office of Special Education Programs (OSEP)

<http://nectac.org> National Early Childhood Technical Assistance Center (NECTAC)



In the Practice Manual, locate and read the Individuals with Disabilities Education Act in section: **Statutes and Regulations.**

### **Family Education Rights and Privacy Act (FERPA)**

FERPA is a federal law that contains important procedural safeguards (rights) for all families participating in publicly supported educational services, including early intervention services. FERPA provides families

- an assurance of confidentiality of information.
- the ability to review and request amendments to their child's early intervention record.
- the responsibility to manage the distribution of information properly. This includes
  - obtaining informed, written, parental consent regarding the type of information
  - the specific source or receiver of information,
  - the manner in which the information will be shared,
  - and the period of time for information sharing

All early intervention providers participating under this program are responsible for enforcing the provisions of FERPA. In maintaining the early intervention record, the service coordinator makes sure the files are kept in a secure location. All documents, including those created prior to a referral to First Steps, are a part of the early intervention record and are protected under FERPA.



Go to [www.ed.gov/policy/gen/guid/fpco/ferpa](http://www.ed.gov/policy/gen/guid/fpco/ferpa) and read the FERPA rules.

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## State Law

Indiana's administrative code includes the required federal components and defines the early intervention system that was established to meet the needs of eligible children and their families, including the coordination of all available federal, state, local and private resources available to provide early intervention services. (Division of Family and Children; 470 IAC 3.1-1-12) The Lead Agency is responsible for developing policy and procedures to implement Indiana's administrative code for early intervention.



Go to [www.firststeps.in.gov](http://www.firststeps.in.gov) to view the Indiana code. Click on Policy and Oversight Information, then Policy Information, then First Steps Final Rule under the heading State Code Changes.

## Funding Sources

When early intervention legislation was passed, the intent was to access existing resources to fund services. Indiana has several different sources of funding to support services for eligible children and families. These include the following programs:

- Hoosier Healthwise (Medicaid)
- Children's Special Health Care Services (CSHCS)
- Temporary Assistance for Needy Families (TANF)
- Cost Participation - In 2002, the Indiana General Assembly passed legislation implementing Cost Participation (CP) for all eligible families receiving direct therapy services. Cost Participation is calculated using family gross income and family size taking into account out-of-pocket healthcare costs. More information about cost participation will be provided in Module 3.
- Private insurance

First Steps is always the payer of last resort and services should not be duplicated. For example, a child may be receiving nutrition services through Women, Infants and Children (WIC). If so, First Steps should not also provide nutrition services. Service coordinators are stewards of this System and must commit to effective and efficient stewardship of public dollars to avoid duplication of resources.

## Lead Agency

The Indiana Family and Social Services Administration (FSSA), Division of Disability and Rehabilitative Services (DDRS) is the lead agency assigned by the Governor with responsibility for the First Steps Early Intervention

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System. As such, the division is responsible for all aspects of state administration for the First Steps System including, but not limited to:

- The development and promulgation of rules and program guidance materials for service providers and Local Planning and Coordinating Councils (LPCCs).
- The establishment of inter/intra-agency agreements to ensure a coordinated service delivery system exists for children and families.
- The preparation of the federal Infants and Toddlers program (now referred to as "Part C") application and administration of these federal early intervention funds.
- Supervision and monitoring of providers participating in the early intervention system.

The Indiana Code has transferred responsibilities for these functions within the Division of Disability and Rehabilitative Services (DDRS) to the Bureau of Child Development Services (BCDS).

Every state is required to identify a Part C Coordinator and staff to assist in these responsibilities. Indiana's Part C Coordinator is Dawn Downer. She is assisted by several Bureau Consultants. These lead agency representatives meet regularly with cluster System Points of Entry (SPOE) Supervisors and Local Planning and Coordinating Council (LPCC) Coordinators to ensure Indiana's First Steps System is meeting the needs of all eligible children and their families.

If service coordinators have questions that cannot be answered by their supervisors, LPCCs, or local SPOE offices, they are encouraged to email the First Steps web at [firststepsweb@fssa.in.gov](mailto:firststepsweb@fssa.in.gov).

## **Indiana's First Steps System Organizational Chart**

The next page contains the organizational chart for Indiana's First Steps System which shows the relationship among all of the partners in the System. The next few pages following the chart provide information about the various partners in the System.



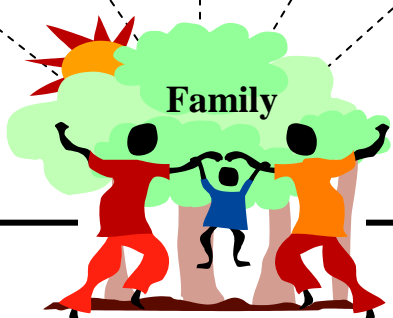
**Interagency  
Coordinating  
Council  
(ICC)**

**Family and Social Services Administration  
(FSSA)**

- Maternal and Child Health (Office of Medicaid Policy and Planning)
- Division of Disability and Rehabilitative Services (DDRS)
- Division of Aging
- Division of Mental Health and Addictions
- Division of Family Resources

**Bureau of Child Development Services  
(BCDS)**  
First Steps Part C Coordinator – Dawn Downer  
Bureau Consultants

- Central Reimbursement Office (CRO)
- Direct Service Providers
- SPOE
- Unified Training System (UTS)
- Quality Review Team



---- Interacting Relationship  
 — Direct Relationship

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## Interagency Coordinating Council (ICC)

Members of the ICC are appointed by the Governor to advise and assist the Lead Agency in its responsibilities. The ICC is committed to sharing the vision of First Steps Early Intervention Services in Indiana and keeping updated on issues, concerns, and trends which may affect First Steps in the future. The ICC members are parents, early intervention providers and other professionals who have a vested interest in First Steps.

The ICC utilizes standing committees and task forces to identify current issues, gather information and make informed and supportive recommendations to the Bureau of Child Development Services. Family members, early intervention providers, Local Planning and Coordination Council members and other interested, committed leaders serve on the committees and task forces of the ICC. These committees assist the ICC to advise the Bureau in the development of an effective early intervention system that seeks to balance family-centered services with fiscal responsibility.



For more information on the ICC, visit [www.firststeps.in.gov](http://www.firststeps.in.gov). Click on the Interagency Coordinating Council link for information about meeting dates, to view minutes from past meetings, and to read the ICC's mission and vision.

## Local Planning and Coordinating Councils (LPCC)

The LPCC's primary responsibility is to advise and assist with the implementation of the First Steps System in their local cluster of counties. They provide the voice for early intervention services at the local level by identifying concerns, issues, and strengths unique to each cluster and then developing a service delivery system that meets the locally identified needs.

Each LPCC has a chair and members composed of local providers, parents and community partners. Through the LPCC, community resources and service providers are identified to coordinate all available early intervention resources for children. Each council is responsible for developing and documenting a formal system of communication and coordination among participating agencies operating in its cluster of counties. LPCCs have a number of responsibilities:

1. Public awareness
2. Child find activities
3. Identification of resources within the community

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4. Family and provider training
  5. Recruitment of early intervention providers
  6. Development of effective communication and memorandums of understanding (MOU's) with other agencies serving families in their community.

Each LPCC has the opportunity to advance the First Steps System in its local cluster. The cluster LPCC will identify different committees to work on specific assignments. The LPCC has at least one coordinator, who oversees the council and its meetings. Members, **at a minimum**, shall include the following:

1. Two parents of children with disabilities
2. One health or medical representative
3. One educational representative
4. One social services representative
5. One early intervention service provider
6. One Head Start representative
7. One child care representative

## **Fiscal Agents**

The State approves one fiscal agent for each cluster following an application process. The fiscal agent is a grantee of the state and is responsible for operating and maintaining the System Point of Entry (SPOE) and the Local Planning and Coordinating Council (LPCC).

## **System Point of Entry (SPOE)**

The SPOE is the lead agency at the local level and is the first point of contact for service coordinators and direct service providers. Indiana has ten cluster SPOEs across the state. Some SPOEs have satellite offices based upon their geographical size and the unique needs of the cluster. The SPOE maintains the electronic database of all referrals, including information obtained and decisions made regarding eligibility, service planning, and service delivery through the development of an Individualized Family Service Plan (IFSP). The SPOE is responsible for employing/contracting and supervising service coordinators and ED Team members.

The SPOE is the designated point-of-contact within the cluster where:

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- referrals are received for children who may be eligible for early intervention services. The SPOE is responsible for ensuring that all referrals of children, under the age of three, receive a timely response. An intake is conducted with families in a prompt, professional and family-centered manner to coordinate the eligibility process.
  - the early intervention (EI) records are maintained.
  - families may apply/or be referred for Children's Special Health Care Services, Hoosier Healthwise, or other programs that support young children's healthcare and overall development.
  - the electronic link between the First Steps System and the Central Reimbursement Office (CRO) is made.

## **The Central Reimbursement Office (CRO)**

The Central Reimbursement Office (CRO) is designed to manage the finances and data collection for Indiana's First Steps System. Currently, the CRO is administered by CSC Covansys through a state contract. The CRO ensures the:

- consolidation of all relevant state and federal resources to support early intervention services and activities.
- maintenance of the enrollment and credentialing status of all providers in the First Steps System.
- timely reimbursement to early intervention providers.
- generation of financial and data reports needed for various federal, state, and local funding sources.
- accuracy of the data to insure that no duplication of effort to collect, maintain and report relevant data exists.
- operation of a comprehensive data and financial system that can monitor and manage the level of early intervention resources so as not to exceed availability.
- establishment of short- and long-term projection of the costs of early intervention services.

The child's early intervention record has many data elements that are maintained as an electronic file with parental consent. This data file is maintained at the SPOE and transmitted to the CRO to provide documentation to facilitate reporting requirements. Based upon the statewide IFSP form, these data elements must be collected and

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maintained electronically in order for the direct service provider to receive reimbursement for services provided to eligible children and their families.

The CRO receives and dispenses all relevant state and federal resources for early intervention services by reimbursing providers from a revolving fund as invoices are submitted. A number of features of the CRO ensure timely and appropriate reimbursement for enrolled providers.

The CRO is also responsible for:

- enrolling service coordinators and direct service providers.
- maintaining the online provider matrix.
- maintaining the Central Directory.

## **The Central Directory**

The Central Directory is accessible online and features a searchable database of resources. This resource can assist professionals working with families who need more information about their child's special needs. For example, a family is moving out of state and has requested information about the new state's early intervention system. Service coordinators can access the Central Directory to obtain contact information for any state's early intervention program.

## **Indiana's Eligibility Definition**

Each state is responsible for defining its eligible population within the parameters set by IDEA. Indiana has a broad eligibility definition. Eligible children must have a developmental delay or a medical condition that has a high probability of resulting in a developmental delay, be between birth and their 3<sup>rd</sup> birthday, and be in need of early intervention services. Eligibility must be determined by a multidisciplinary team using multiple sources of information within 45 calendar days of referral and must be re-determined annually. A multidisciplinary team consists of the parent(s), service coordinator and providers from 2 discipline areas.

Indiana has two categories of eligibility: high probability of developmental delay and developmental delay. In rare instances, eligibility may also be determined using informed clinical opinion when the standardized assessments or criterion referenced measures are not appropriate because of a child's age or disability.

Detailed information about eligibility determination and the service coordinator's role in the determination process is covered in Module 4.

## Individualized Family Service Plan

Once a child is determined eligible for First Steps, the family and the service coordinator will develop an initial IFSP (Individualized Family Service Plan). This plan will be the road map for early intervention services over the next 12 months. A new IFSP will be written if the child is found eligible for First Steps services. The IFSP is a legal document that reflects the families' concerns, priorities, and resources. Families are expected to be active members in writing and reviewing the IFSP. The IFSP will be reviewed and services reauthorized every three months.

## First Steps Services

The goal of First Steps is to assist Hoosier families in obtaining services to help with their infant/toddler's developmental delay. Services through First Steps are designed to meet the developmental needs of the child. First Steps does not provide services to meet medical needs. The 17 services available through First Steps include the following:

1. Assistive Technology/Services	9. Occupational Therapy
2. Audiology	10. Physical Therapy
3. Developmental Therapy (Special Instruction)	11. Psychological Services
4. Health Services	12. Service Coordination
5. Individual and Family Training, Counseling, and Home Visits	13. Social Work Services
6. Medical Services (Diagnostic/Evaluative Purposes only)	14. Speech/Language Pathology
7. Nursing Services	15. Transportation
8. Nutrition Services	16. Vision Services
17. Other Early Intervention Services	

All early intervention services should assist the family in meeting their child's individualized outcomes as documented on the IFSP and be provided within the daily routines and activities that are most appropriate for the child and family.

Service coordinators are the lead facilitator on the IFSP team. They are responsible for assisting families with resources, overseeing the implementation and review of the IFSP, and ensuring family's procedural safeguards are maintained.

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Individuals are enrolled in the First Steps System under the common term Service Coordinator. However, the duties of a service coordinator can fall under two categories: intake service coordination and ongoing service coordination. Each cluster determines the job responsibilities of its service coordinators. In some clusters, individuals may be assigned duties that pertain to the intake process only and others are assigned duties that pertain only to ongoing service coordination. In another cluster, one individual may be responsible for both intake and ongoing service coordination activities.

Since each cluster assigns the responsibilities for their service coordinators, for this training, the general term of **service coordination** will be used throughout each module and refers to all service coordination activities.

Direct service providers are the individuals who provide one or more of the required early intervention services as designated on the IFSP. These providers are enrolled in the First Steps System through an approved Provider Agency. Each provider must meet the state's qualification requirements, service standards and be credentialed.



Read [Indiana's Best Practices in Early Intervention Document](#) found on the First Steps web page. Go to [www.firststeps.in.gov](http://www.firststeps.in.gov). Click on System Point of Entry and Local Planning and Coordinating Council, then click on Publications for SPOE/LPCC.

## Summary

This module provided a basic understanding of IDEA, Part C, how Indiana has defined early intervention services and the different entities supporting the First Steps System statewide. Successful completion of Module One will require you to complete all the assignments in the application station.

The next six modules focus on topics pertinent to your role as a service coordinator in Indiana's First Steps System.

## Reference List

*Indiana's First Steps Practice Manual*. December 2000. Bureau of Child Development Services, Family and Social Services Administration, Indiana.

Indiana Administrative Code. Title 470 Division of Family Resources. Article 3.1, First Steps Early Intervention System. Indiana Register.

Public Law 105-17. June 4, 1997. Page 111. Statute 109. 20 USC 1435, Sec. 635. Requirements for Statewide System.

Public Law 108-446. December 3, 2004. Page 118. Statute 2744. 20 USC 1431, Sec. 631. Findings and Policy.

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## First Steps Acronyms

**AEPS**-Assessment Evaluation and Programming System  
**BCDS**- Bureau of Child Development Services  
**CCC**- Case Conference Committee Meeting  
**CP**-Cost Participation  
**CPS**-Child Protective Services  
**CRO**-Central Reimbursement Office  
**CSHCS**-Children's Special Health Care Services  
**CSPD**-Comprehensive System of Personnel Development  
**DDRS**-Division of Disability and Rehabilitative Services  
**DT**-Developmental Therapy (special instruction)  
**ED Team**-Eligibility Determination Team  
**EI**-Early Intervention  
**ENT**-Ear, Nose, and Throat physician  
**FERPA**-Family Education Rights and Privacy Act  
**FSSA**-Family and Social Services Administration  
**HH**- Hoosier Healthwise-state of Indiana's Medicaid program  
**HIPAA**-Health Insurance Portability and Accountability Act  
**ICC**-Interagency Coordinating Council  
**IDEA/IDEIA**-Individual with Disabilities Education Act/Individuals with Disabilities Education Improvement Act  
**IEP**-Individual Education Plan for Part B Services  
**IFSP**-Individualized Family Service Plan for Part C Services  
**LPCC**-Local Planning and Coordinating Council  
**LRE**-Least Restrictive Environment  
**LEA**-Local Educational Agency  
**MDT**-Multidisciplinary Team  
**MOA**-Memorandum of Agreement  
**MOU**-Memorandum of Understanding  
**NECTAC**-National Early Childhood Technical Assistance Center  
**NICU**-Neonatal Intensive Care Unit  
**OFC**-Office of Family and Children  
**OSEP**-Office of Special Education Programs  
**OT**- Occupational Therapy  
**PT**- Physical Therapy  
**RFF**-Request for Funds  
**ROM**-Range of Motion  
**SC**-Service Coordination  
**SLP**-Speech and Language Pathologist  
**SPOE**-System Point of Entry  
**SPP**-State Performance Plan  
**TANF**-Temporary Assistance for Needy Families

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**UTS**-Unified Training System  
**WIC**-Women, Infants, and Children

## Glossary of Terms

**Advocate** - One who acts on behalf of another

**Assessment** - An ongoing process of looking at a child's development to gather information about strengths, needs, level of functioning

**BCDS** – Bureau of Child Development Services – the lead agency for Indiana's First Steps System. The Indiana Code has transferred responsibilities for Part C functions with the Division of Disability and Rehabilitative Services to the BCDS

**Central Directory** - Lists early intervention services, resources, and experts available in the state, research, demonstration projects, and professional and other groups providing assistance to eligible children and their families

**Central Reimbursement Office (CRO)** - Facilitates coordination of payment to providers for early intervention services approved on the IFSP. Accesses federal, state, local, and private funding sources. Maintains matrix of provider availability. Enrolls and credentials providers

**Child Find** – strategies and activities, including awareness activities, conducted for the purpose of bringing children into the early intervention system so that individual eligibility may be determined and potential need for early intervention services can be identified

**Children's Special Health Care Services (CSHCS)** - Often referred to as "Children's". Program in the Division of Maternal and Child Health that provides diagnostic and treatment services as well as medical reimbursement for children with chronic illness or developmental disabilities

**Complaint** – A written, signed report of an alleged violation of federal or state regulations, rules, or constructions, and a request that the alleged violation be investigated

**Confidentiality** – The protection, by law, of personal information found in records about a child and family that cannot be shared without written parental consent

**Conflict Resolution** – A systematic process for managing disagreements and conflicts that seeks a "win-win" outcome

**Cluster** – A group of counties that have formed under one System Point of Entry (SPOE). Clusters may have satellite offices within their clusters but all

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are connected to the Cluster SPOE office. There are 9 clusters in Indiana. First Steps Cluster Map is online at the First Steps Web page

**CSPD** – Comprehensive System of Personnel Development – thorough and complete system of training and accountability standards for individuals providing early intervention services for young children

**Developmental Age** – The age at which a child is functioning (demonstrating specific abilities), based on assessment of the child’s skills and comparison of those skills to the age at which they are considered typical

**Developmental Assessment** – Looks at a child’s strengths and needs in the areas of social/emotional, self-help, cognitive, motor, vision, hearing, and communication development

**Developmental Disability** – A severe, chronic disability of a person which:

- Is attributable to a mental and/or physical impairment
- Is manifested before age 22
- Is likely to continue indefinitely
- Results in substantial functional limitations in three or more areas of major life activities

**Developmentally Appropriate Practice** – Developmentally appropriate practice is based on knowledge about how children develop and learn and based on characteristics of the individual child

**Due Process** – Legal action that protects a person’s rights

**Early Intervention Services (EI Services)** – developmental services that are designed to meet the developmental needs of each child eligible for services through the early intervention system, and the needs of the family related to enhancing the child’s development; are selected in collaboration with the child’s parents; are provided under public supervision, by qualified personnel, and in conformity with an individualized family service plan; meet state and federal laws, regulations, and rules; are provided in natural environments to the maximum extent appropriate to the needs of the child, including the home and community settings in which children without disabilities participate

**Eligibility Determination Team (ED Team)** – Family members and professionals who review documentation to decide if the child is eligible

**Entity** – An agency or organization

**Environment** – Everything the child encounters. The rooms, furniture, toys, the opportunity to experience new and different places, and the behaviors of those around the child constitute the environment

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**Evaluation** – The process that determines a child’s eligibility for services

**Family and Social Services Administration, Division of Disability and Rehabilitation Services, Bureau of Child Development Services**

**(FSSA/DDRS/BCDS)** – The lead agency administering the First Steps Early Intervention System; Indiana Code transferred responsibility for the First Steps System within DDRS to the BCDS

**Family Centered** – Services designed to include the family as decision makers and to ensure that the full range of needs expressed or needed by a family is addressed

**First Steps Early Intervention System** – A family-centered, neighborhood-based, coordinated System which provides early intervention services to infants and young children with disabilities or who have qualifying developmental delays

**Functional Skills** – Skills that will be immediately useful to the child and will be used relatively frequently in the child’s typical environment

**Hoosier Healthwise** – Indiana’s health care program for children, pregnant women, and low-income working families. It is administered by the Indiana Family and Social Services Administration

**Identification** – The process of finding and screening individuals to determine whether they might benefit from specialized services

**Inclusion** – Another term used for integration of children with and without disabilities

**Inclusive Settings** – Sites, classrooms, and programs where inclusion takes place

**Individualize** – Match a teaching task to the capacity of the particular individual being taught

**Individualized Family Service Plan (IFSP)** – The written plan for providing early intervention services to an eligible child and the child’s family, based on evaluation and assessment of the child and family

**Individuals with Disabilities Education Improvement Act (IDEIA)/Individuals with Disabilities Education Act (IDEA)** – Public Law 101-476, governing special education for students with disabilities, aged birth-21. Enforced by the federal Office of Special Education Programs. Part C of the law focuses on services to infants and toddlers who are at risk for, or who have, developmental disabilities

**Informed Clinical Opinion** – a decision made by appropriate, qualified personnel regarding the developmental status of a child, which is utilized for purposes of eligibility determination, assessment of service needs, and

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development of an IFSP, and which is based upon observation, interviews, or other appropriate techniques

**Interagency Agreements** – Formal agreements between/among agencies in cooperation to provide coordinated services

**Interagency Coordinating Council (ICC)** – Parents and professionals appointed by the Governor to advise and assist the FSSA/DDRS/BCDS in its responsibilities

**Lead Agency** – Indiana Code has transferred responsibilities for the First Steps System within the Division of Disability and Rehabilitative Services (DDRS) to the Bureau of Child Development Services (BCDS)

**Least Restrictive Environment (LRE)** – A basic concept of Public Law 94-142 that requires children with disabilities to be educated with peers without disabilities in regular educational settings to the maximum extent appropriate

**Local Planning and Coordination Council (LPCC)** – A broad-based, community-directed working group that advises and assists with implementation of the First Steps System in each county or cluster

**Mediation** – One method for solving a formal written complaint. The parties that are in disagreement meet with a neutral person or mediator, to solve the problem.

**Memorandum of Agreement** – Includes components necessary to ensure cooperation and coordination among agencies. Specifies the financial responsibility of public agencies to pay for early intervention services, and procedures for timely resolution of disputes

**Multidisciplinary** – the involvement of two or more different disciplines or professions in the provision of integrated and coordinated services, including evaluation and assessment activities, and development of the IFSP

**Natural Environment** – A home, child-care center, or other place in the child's daily routine or where children without disabilities tend to be

**Outcome** – A statement for the changes family members want to see for their child or themselves

**Parent** – a parent, a guardian, a person acting as a parent of a child, foster parent, or a surrogate parent who has been appointed in accordance with 470 IAC 3.1-13-5. The term does not include the state if the child is a ward of the state

**Part B** – Subchapter II of the Act, codified at 20 U.S.C 1411 et seq., which provides federal assistance to states for the education of children with disabilities

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**Part C** – Subchapter III of the Act, codified at 20 U.S.C. 1431 et seq., which provides federal assistance to states for infants and toddlers with disabilities

**“Peer-Bound” Experience** – children with developmental delays have the same experiences as their peers. Peer-bound children are happy, have friends, go to school, and are active and accepted members of their community.

**Personnel Development** – Training conducted for a variety of early intervention personnel, primary referral sources, and service coordinators

**Procedural Safeguards** – Rights and protections to ensure unbiased, and confidential early intervention services for children and their families

**Rendering provider** – the individual who provides the early intervention services

**Referral** – The procedure for requesting that a child be evaluated to determine if special services are needed

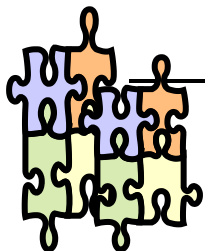
**Service Coordination** – those activities carried out by the service coordinators to assist and enable an eligible child and the child’s family to receive their rights, procedural safeguards, and services that are authorized to be provided through the early intervention system

**System Point of Entry (SPOE)** – Contact location in each cluster for families seeking First Steps Services. Connects electronically with Central Reimbursement Office

**Transdisciplinary approach** – team members work across disciplinary boundaries to plan and provide integrated services

**Transition Plan** – A purposeful, organized process to plan for supports whenever a placement change is made, whether from hospital to home, home to preschool or childcare, to another county or state, or from the early intervention program

**Unified Training System (UTS)** – A consortium of agencies and organizations collaborating to plan and provide training statewide for personnel development, education, and quality assurance



## Application Station... Connecting the puzzle pieces

### Service Coordination Module 1

SC Name: \_\_\_\_\_

Throughout the training module, you completed several learning activities that required you to read and review documents. These learning activities were designed to introduce you to the many resources that are available to you as a service coordinator. To continue your application of the material in this module, you are asked to complete the assignments listed below.

Once you have completed **all** of the assignments for this module, please sign and date the forms and have your supervisor initial the forms. **Save** all of the completed documents. You will submit them to UTS at the end of Module 7, which is the last module of the training.

1. Your next activity is to attend a Cluster LPCC meeting. After you attend the meeting, please complete the form at the end of these Application Station materials entitled The LPCC Meeting Observation.

2. List five local community organizations that families can apply to for financial assistance to attend training about their child's disability, delay or medical diagnosis. Provide your answer below and **submit this form.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

3. **Submit a signed copy** of the Attestation Statement (page 28).

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Service Coordination Orientation SC101  
Attestation Statement

By signing this form, I, \_\_\_\_\_, attest that I personally completed all of the learning activities and self-assessment quizzes and the final assessment and that no one completed them on my behalf. Should it be proven that someone else completed the components of this training for me, I understand that my enrollment in Indiana's First Steps System could be in jeopardy.

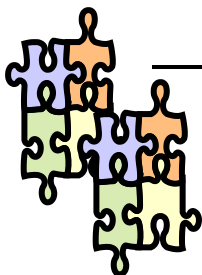
**Service Coordinator signature:** \_\_\_\_\_

**Service Coordinator Supervisor signature:** \_\_\_\_\_

**Date** \_\_\_\_\_

UTS/ProKids Office Only: Date received \_\_\_\_\_ Initials \_\_\_\_\_  
SC101 Module 1

Cluster Supervisor Comments:



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## The LPCC Meeting Observation Service Coordination Module One

Service Coordinator Name: \_\_\_\_\_

LPCC Coordinator Name: \_\_\_\_\_

1. **Submit an agenda** for the meeting.
2. Identify who attended the meeting? (First Step Parents, Service Providers, Part C representatives, Community representatives)
3. What was discussed at the meeting?
4. What are your observations and impressions of the meeting?