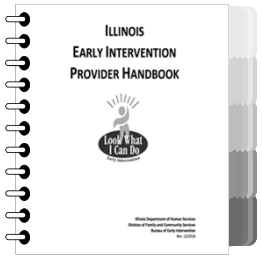



EITP Early Intervention Training Program at the University of Illinois at Urbana-Champaign presents



- 1:00 pm start time
- Minimal audio before webinar begins
- Run audio setup wizard to make sure your speakers work (Skip microphone setup)

EITP

ILLINOIS
EARLY INTERVENTION
PROVIDER HANDBOOK



Illinois Department of Human Services
Division of Family and Community Services
Bureau of Early Intervention
Rev. 12/2016

EITP

Today's Presenter



Shauna Ruzich, M.S. CCC-SLP

- Consultant, Early Intervention Training Program at University of Illinois
- Illinois Speech-Language Hearing Association Early Intervention Committee Co-Chair
- Director of Therapy Programs, Light Street EI/Learn-It Systems

EITP

Today's Facilitators



Susan Connor

- Program Director, Early Intervention Training Program at University of Illinois





Maria Matticks

- Consultant, Early Intervention Training Program at University of Illinois

EITP

Survey & Certificate

This webinar has ILLINOIS EI credit as well as ILLINOIS STATE LICENSURE* credit
*OT, PT, SLP, SW, Nutrition/Dietitian


Look for email AFTER the webinar with the survey from Early Intervention Training Program (eitraining@illinois.edu)

complete survey to get certificate

If you joined as a group, each individual will need to complete the unique survey for credit

EITP


- Chat available for clarifications
- Questions addressed in the Discussion Board Forum <http://go.illinois.edu/EITPHandbookForum>



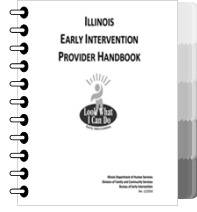
EITP

Learning Objectives


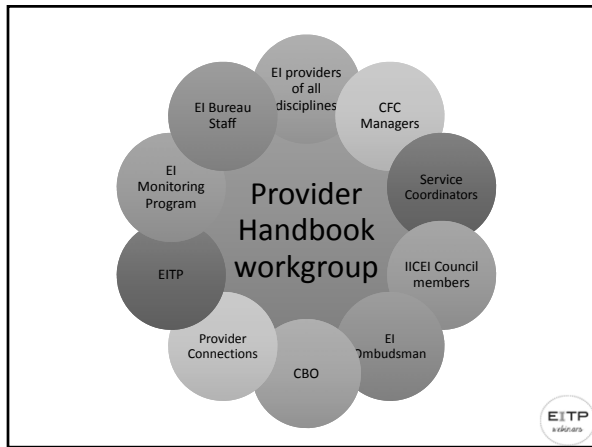
- 1 Understand background for changes to provider handbook
- 2 Reference clarifications and identify new additions/changes
- 3 Review implementation of changes



Why the new Provider Handbook?



- Last updated in 2009
- Changes to IDEA and Part C, Rule 500
- Changes in policy & procedure
- Provides more guidance about the mission and Principles of Illinois EI
- Compiles information into one source
- Need for further clarification

Implementation and Updates


TODAY - May begin clarified practices immediately

FEBRUARY 1, 2017


- Full implementation
- Compliance monitoring on new handbook

ANNUALLY


- Annual reviews/updates other handbooks and guides, including:
 - CFC Procedure Manual
 - Provider Handbook
 - Early Intervention Guide for Families



How to use the Revised Handbook




- ✓ Be aware of the content
- ✓ Know your responsibility as an EI Provider
- ✓ Utilize as a resource and basic guide
- ✓ Specific examples provided throughout handbook
 - what does it look like, what it doesn't
 - information to consider



ILLINOIS EARLY INTERVENTION Provider Handbook Rev. 12/2016


- Chapter 1: Welcome to Early Intervention
- Chapter 2: EI in Illinois
- Chapter 3: EI Providers in Illinois
- Chapter 4: Family Rights and Expectations
- Chapter 5: IFSPs
- Chapter 6: Billing Guidelines and Use of Insurance
- Chapters 7-22: EI Services (16)
- Chapter 23: Glossary and Abbreviations
- Attachments:



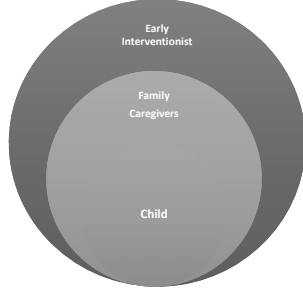
Chapter 1: Welcome to Early Intervention

Principles of Early Intervention


1. ...supporting families...facilitating child's participation...
2. ...encourage active participation of families...
3. ...collaborative relationship between families and providers...
4. ...intervention linked to family-centered, functional, measurable goals...facilitating social interaction, exploration, and autonomy
5. ...comprehensive plan...built around family routines...
6. ...periodic monitoring...
7. ...highest quality of services...



Role of Early Interventionist




“Early Interventionists coach, consult, & collaborate with families & community members so they are comfortable and confident that they can promote child learning, development, & participation in everyday activities.”
Bonnie Kelley




Chapter 1: Welcome to Early Intervention

DEC Recommended Practices


The Bureau of EI adheres to and supports the implementation of the Division for Early Childhood (DEC) Recommended Practices in Early Intervention/Early Childhood Special Education.




<http://www.dec-sped.org/recommendedpractices>



For more information...




See our training calendar of events for:	Foundational Institutes
	Mission and Key Principles of Part C Early Intervention – online
	Foundational Pillars of EI - online



Chapter 2: Early Intervention in Illinois

2.1 Laws and Regulations

- The Individuals with Disabilities Education Act (IDEA)
- State Statute - Early Intervention Services System Act (325 ILCS 20/)
- Illinois Administrative Code - Part 500 Early Intervention Program
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Educational Rights and Privacy Act Regulations (FERPA), U.S.C. 1232g, 34 CFR Part 99
- Provider Practices Acts... Illinois Department of Financial & Professional Regulation




Chapter 2: Early Intervention in Illinois

- 2.2 Bureau of Early Intervention
- 2.3 Early Intervention Partners
- 2.4 Services Available to EI Children and Families

2.5 EI Monitoring Reviews

Includes information relevant to provider monitoring on such topics as:



- How they are scheduled/triggered
- Administrative Directives
- Ongoing Professional Development
- Liability Insurance
- Documentation and reports
- IFSPs and Authorizations
- Physician's Prescriptions
- Associate-Level Provider and Supervision



Chapter 2: Early Intervention in Illinois

2.3 EI Partners


Child and Family Connections Offices	Office locator at www.dhs.state.il.us
Illinois Early Intervention Central Billing Office	www.eicbo.info
Illinois Early Intervention Clearinghouse	www.eicclearinghouse.org Phone number will be updated
Illinois Early Intervention Monitoring Program	www.earlyinterventionmonitoring.org
Provider Connections	www.wiu.edu/providerconnections
Illinois Early Intervention Training Program	www.eitp.education.illinois.edu

Monitoring

Also provides information on review findings:


- Corrective Action Plans
- Refunds
- Additional Monitoring Activities
- Non-Compliance





Clarified requirements for prescriptions



Chapter 3: Providers in Illinois




Pulls together and organizes information and includes directives from various memos and updates that were not in previous handbook



Chapter 3: Providers in Illinois


3.1 Provider Agreements

- Outlines responsibilities set forth in agreement
- Expectation of adherence
 - Principles of EI
 - Recommended practices
- Termination of agreement




Chapter 3: Providers in Illinois

3.2 Provider Credentialing and Enrollment



- Clarifications on
 - Enrollment/Credentialing requirements
 - IMPACT Enrollment
- Becoming an Initial Evaluator
- Tips for New Providers
- Renewing and Lapsing Credentials





Chapter 3: Providers in Illinois

3.3 Use of Associate Level Providers



Clarifies:

- Who are associate level providers
- Responsibilities of supervisory roles
- Responsibilities of associate level providers


Change to language for SLP in clinical fellowship year (CF-SLP)

- Independently conduct *ongoing* evaluations and assessments
- Participate in IFSP meetings

Provides guidelines for use of DT students



- Confidentiality
- Liability
- Supervision



Chapter 3: Providers in Illinois

Chapter 3 also includes information and clarifications on:

- 3.4 Provisional Providers
- 3.5 Credential/Enrollment Inactivation
- 3.6 Confidentiality
- 3.7 Internet-Based Facsimile Services
- 3.8 Liability Insurance
- 3.9 Mandated Reporting
- 3.10 Evaluation/Assessment Activities
- 3.11 Reporting





PROTECTING CHILDREN...
it's the LAW in Illinois

As an **EARLY INTERVENTION provider**, you are a mandated reporter and **required by law** to report suspected child abuse and neglect.

PROTECT OUR CHILDREN
CALL 1.800.25.ABUSE
www.DCFS.Illinois.gov

Illinois Department of **DCFS**
Children & Family Services





3.10 Evaluation/Assessment Activities

Additional Clarifications...

3.10.3 Family Directed assessments (by SC)

- Routines Based Interview (RBI)
- Ages and Stages Questionnaire – Social Emotional-2 (ASQ:SE2)

Information shared with providers on Intake/Social History Summary Sheet





3.10 Evaluation/Assessment Activities Additional Clarifications...

3.10.4 Provider Selection

- Families offered choice 3-5 providers (within insurance or other payor restrictions)
- See *CFC Procedure Manual Chapter 3, Section 12.7*

- 3.10.5 Authorizations**
 - Definitions updated in Chapter 23: Glossary
 - EA auth when eligibility not yet determined
 - AS auth when child auto-eligible, and assessment tasks are yet to be completed
 - Associate level provider name in comment field




3.10 Evaluation/Assessment Activities Additional Clarifications...

3.10.4 Provider Selection

- Families offered choice 3-5 providers (within insurance or other payor restrictions)
- See *CFC Procedure Manual Chapter 3, Section 12.7*


- 3.10.5 Authorizations**
 - Definitions by type updated in *Chapter 23: Glossary*
 - EA auth** when determining eligibility
 - AS auth** when child is eligible, and the focus is on gathering assessment information
 - Associate level provider in comment field
 - Sample authorization in *Attachments #10*




3.10 Evaluation/Assessment Activities Additional Clarifications...

3.10.6 Initial Evaluations and Assessments

- Eligibility criteria for developmental delay at domain level
- Credentialed Evaluator
- Use of approved and appropriate tools




- 3.10.7 Service Delivery**
 - Natural Environments
 - Adherence to authorized frequency, intensity, and location of services
 - Team Communication
 - Discontinuing Services




3.10 Evaluation/Assessment Activities Additional Clarifications...

3.10.6 Initial Evaluations and Assessments

- Eligibility criteria for developmental delay at domain level
- Credentialed Evaluator
- Use of approved and appropriate tools



- 3.10.7 Service Delivery**
 - Natural Environments
 - Adherence to authorized frequency, intensity, and location of services
 - Team Communication
 - Discontinuing Services



3.10.8 Transition Additional Clarifications...

Transition Plan

PLAN –
Developed at IFSP team meeting between 2.3-2.9

Participants include the entire IFSP team

Develop transition outcome(s) with strategies:

- Steps to exit EI program
- any transition services needed
- Others as needed

3.10.8 Transition Additional Clarifications...

Transition Plan

PLAN –
Developed at IFSP team meeting between 2.3-2.9

Participants include the entire IFSP team

Develop transition outcome(s) with strategies:

- Steps to exit EI program
- any transition services needed
- Others as needed

Transition Planning Conference

MEETING –
Meeting held by 2.9

Participants include at minimum Part B Spec Ed. rep, parents, **SC**, person(s) directly involved in conducting eval/assess

Tasks include:

- Information about Part B and other services for 3+
- Explanation of Part B eligibility definitions
- Timelines/process for evaluation activities and eligibility determination
- Discuss special education and related services

6

EARLY INTERVENTION TRANSITION PLANNING CONFERENCE

Who is required to attend?

- Family
- Service Coordinator
- Case Manager

What discussion topics are required of the district representative?

- Fully explain the contents of the transition plan.
- Provide information about programs available under Part B.
- Provide information about Part C.
- State timeline for evaluation and eligibility.
- State timeline and process for re-evaluation.
- Discuss the process for transitioning to postsecondary.
- Provide family and education regarding special education and related services within the district.

What Could be Discussed?

- Review registration/enrollment procedures.
- Review a transition plan.
- Combine with other required meetings.
- Family (if required).
- Elicit family input about their child, including:
- Child's family, interests.
- Child's future goals.
- Combine with other required meetings.

<https://illinois.edu/blog/files/6039/114468/98931.png>

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Check out the new Transition Infograph!

3.11 Reporting

Additional Clarifications...

- Evaluation/Assessment completed within 14 days from request

- Report due to SC within 4 days of actual service

New Report Formats – in Attachments

EITP

For more information... **EITP**
EARLY INTERVENTION TRAINING PROGRAM
COLLEGE OF EDUCATION
EDUCATION AT ILLINOIS

See our training calendar of events for:

Family Assessment in the EI System - online
Authentic Assessment
Baby Steps Institute
Beyond Mandated Reporting -online
Overview of Eligibility in Illinois EI - online
Building Bridges: The Transition Process from EI
Illinois EI Report Format - online
Painting a Picture: Effective Report Writing in EI

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Chapter 4: Family Rights and Expectations

This section includes:

- Summary of family rights
- Process for dispute resolution
- System expectations for families who chose to participate in EI program
- Family Outcome Survey information

EITP

Do you know the rights of families?

EITP



A summary of rights...

EITP


For more information...

See our training calendar of events for:

The Impact of EI on Families: Family Outcomes Survey - online


STATE OF ILLINOIS
EARLY INTERVENTION SYSTEM
INFANT/TODDLER & FAMILY RIGHTS UNDER IDEA




Chapter 5: Individualized Family Service Plan (IFSP)

This section includes:


- 5.1 Description and Components of IFSP
- 5.2 Important IFSP timelines
- 5.3 Provider's Role in the IFSP
- 5.4 Outcomes
- 5.5 Developmental Justification of Need
- 5.6 IFSP Developmental Activities
- 5.7 IFSP Development Time



5.3 Provider's Role




- Participate in IFSP meetings
- Review IFSPs for accuracy
- Provide services as written into IFSP



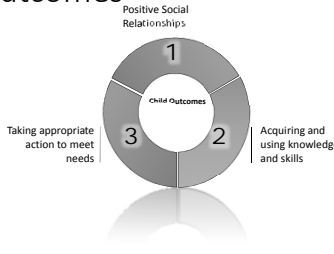
5.4.1 Functional Outcomes

- Developed through team process
- In the family's words
- Describe changes likely achievable in next 6-12 months
- Reflect real-life context/settings
- Integrate developmental domains and are discipline-free
- Addressed in the context of child's natural environment

Natural Environments Worksheets– in Attachments




5.4.2 Child Outcomes

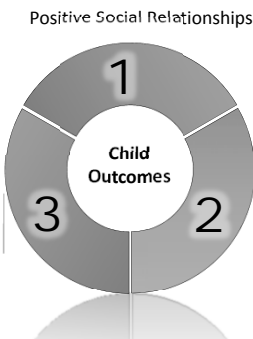



Accountability utilizing Child Outcomes Summary (COS)

- monitor children's development to support effective intervention
- demonstrate system impact
- inform decisions about program improvement



5.4.2 Child Outcomes

5.4.2 Child Outcomes

Meaningful COS discussions should consider:

	Considerations
IFSP Preparation	<ul style="list-style-type: none"> Review the information that you have collected to make sure that it provides a comprehensive picture of the child's functioning across the three outcomes. Possible sources of information include parent/caregiver interviews, information collected during intake (IRI and ASQ:SE), information from the referral source, evaluation/assessment results, personal observations, and/or progress reports. Across all contributing team members, there should be enough information about age-expected development, the child's skills and behavior across settings and situations, and how many of the child's skills in each outcome area are age-expected, immediate foundational, or foundational to complete the COS process. Bring any resources you might need to contribute to the COS discussion
IFSP Meeting	<ul style="list-style-type: none"> Be prepared to help family understand why COS data is collected and how it will be used Be sure you understand the breadth of the three outcomes and the focus on functional performance across developmental domains Provide input on the development you have evaluated/assessed/observed Ensure that family and other team member's questions have been answered so that the team has a shared understanding of the child's development relative to same age peers



Chapter 5: Individualized Family Service Plan (IFSP)

5.5 Developmental Justification of Need

Discusses the requirements necessary when changes made to location, intensity and frequency of services

EI Provider Developmental Justification to Change Frequency, Intensity and/or Location of Authorized Services Worksheet – in attachments



Chapter 5: Individualized Family Service Plan (IFSP)

5.6 IFSP Development Activities

- Describes IFSP Development activities eligible for billing
- Revised listing of non-billable activities found in glossary



5.7 IFSP Development Time



What it DOES look like, What it DOES NOT look like...
Chart pg 42 of handbook

- IFSP Provider-to-Provider Consultation
 - Ex: OT to PT, DT to CFC SEC
- Meeting Attendance
- Report Writing



For more information...



See our training calendar of events for:

Foundational Institute
Child Outcomes Summary (COS) Collecting & Using Data to Improve Programs - online
Illinois' State Systemic Improvement Plan (SSIP) - online
Assessment Institute
Family Centered Practices in EI
Natural Environments & the Developmental Justification of Need Requirement




Chapter 6: Billing Guidelines and Use of Insurance

- Links for billing guidelines and forms
 - Billing Information for Providers – handbook
 - Transportation Billing Forms and Instructions
 - Billing Tips for Interpreters, Translators, and Interpreters of the Deaf
 - Electronic Billing
- Describes Non-Billable Activities




Chapter 6: Billing Guidelines and Use of Insurance


- Discusses Private Insurance Use
 - Waivers
 - Exemptions
- Updated language regarding provider claims summaries
- Includes important insurance definitions



6.4 Provider Responsibilities



- Insurance benefits verification
- Waiver and exemption situations
- Billing timelines
- Insurance Plan types and provider billing restrictions
- Other Insurance requirements



For more information...

See our training calendar of events for:

Illinois EI Billing and Insurance - online






Early Intervention Central Billing Office (EI-CBO)

BILLING INFORMATION FOR PROVIDERS



Chapters 7-22: EI Services (16)



- Chapter 7: Assistive Technology
- Chapter 8: Audiology, Aural Rehabilitation, and Other Related Services
- Chapter 9: Developmental Therapy
- Chapter 10: Health Consultation
- Chapter 11: Interpretation and Translation Services
- Chapter 12: Medical Services
- Chapter 13: Nursing
- Chapter 14: Nutrition
- Chapter 15: Occupational Therapy
- Chapter 16: Physical Therapy
- Chapter 17: Psychological and other Counseling Services
- Chapter 18: Service Coordination
- Chapter 19: Social Work and other Counseling Services
- Chapter 20: Speech Language Pathology Therapy
- Chapter 21: Transportation
- Chapter 22: Vision
- Attachments:



Chapter 7: Assistive Technology


- Defines AT
- Lists components of AT evaluations
- Provides pricing information
- Includes Procedure for Eyeglasses

AT Developmental Evaluation of Necessity report format coming soon!





Chapter 8: Audiology, Aural Rehabilitation, and Other Related Services


- Service Description and Qualified Staff sections
 - Licensed SLP
 - Developmental Therapist/Hearing (DT-H)
 - Audiologist
- Billable activities
 - Audiological evaluation
 - Global evaluation by DT-H
- Audiology Procedure codes for use by Licensed Audiologists
 - Testing notes
 - Billing notes
- Aural Rehabilitation Procedure Codes



Chapter 9: Developmental Therapy





- Service Descriptions and Qualified Staff sections
 - DT-H Aural Rehab services described in AR section
 - DT-V Vision services described in Vision section
 - Guidance on when services provided by DT vs DT-H or DT-V
- Billable activities and Procedure Codes
 - Global evaluations...




Chapter 11: Interpretation and Translation Services

- New Section (Formerly Family Training and Support)
- Services defined for Interpreter, Interpreter for the Deaf, and translator services
- Billable activities and Procedure Codes



Chapter 12: Medical Services

- Enhanced Services Descriptions
 - Includes exclusions
- Updated – provider qualifications and licensure information
- New – Standard Referral Process
- Billable activities and Procedure Codes





Chapter 13: Nursing

- Revised Billable Activities
 - Removed global evaluation
 - Still includes Assessment, IFSP Development and Direct Service activities





Chapter 20: Speech-Language Pathology Therapy


- Updated – Qualified staff section
- Updated – SLP therapy Procedure codes
 - Includes code and billing notes

Chapter 21: Transportation





- Updated – Qualified staff section
- Updated – Billable Activities
- Updated – Procedure codes with billing notes



Chapter 22: Vision

- Updated – Service Description
- Updated – Qualified staff
 - DT-V
 - Licensed Registered Optometrist
 - Licensed Ophthalmologist
- Updated – Procedure Codes





Chapter 23: Glossary and Abbreviations

Updated Glossary


- Enriched definition of types of authorizations
- Clarified – Co-treatment
- Updated – Clinical Opinion
- Enhanced – Documentation section
- Clarified – Domains and Subdomains
- Enriched – Functional Outcomes
- Defines – IFSP Development time
- New – Make-up Sessions

New abbreviations identified




Attachments:

- # 1: **AT Developmental Evaluation of Necessity**
Coming Soon
- # 2: **Discharge Report Format and Guidance**
 - New report format
 - Used specifically at discharge of service
- # 3: **Evaluation/Assessment Report Format and Guidance**
 - Minor modifications – download new format!
 - Clarifies difference between EA and AS auths
- # 4: **Six-Month Review Report Format and Guidance**
 - New report format
 - Used for 6-month updates
- # 5: **Medical Diagnostic Report Format**
 - New report format





Attachments:

- # 6: **Developmental Justification to Change Frequency, Intensity, and/or Location of Authorized Services Worksheet and Guidance**
 - Focuses on Principles of Early Intervention
- # 7: **Sample IFSP**
 - In English and Spanish
- # 8: **Natural Environments Requirement and Worksheet**
 - Provides guidance towards best practice
- # 9: **Overview of Early Intervention Referral to Transition Activities**
- # 10: **Sample Authorization with Descriptions**



What's next?

- ✓ Know your responsibilities as an EI Provider
- ✓ Understand and adhere to the principles of EI and best practices
- ✓ Become familiar with the contents of this handbook
- ✓ Use this as a first line resource for questions
- ✓ Stay current and look for updates on a consistent basis

Questions?

Discussion Board Forum
<http://go.illinois.edu/EITPHandbookForum>

EITP
<http://eitp.education.illinois.edu>

Provider Connections
<http://www.wiu.edu/ProviderConnections/>




Survey & Certificate



Receive email with survey from Early Intervention Training Program (eitraining@illinois.edu)

Must complete unique survey to get certificate

Once attendance confirmed, certificate will be emailed after survey completion (within 24 hours)




Issues with survey or certificate, please contact us at eitraining@illinois.edu




Renewal requirements


- Every 3 years
- Continued ongoing Professional development documentation
- 30 contact hours required in at least two competency areas
 - ✓ 20 of the 30 must be state designated training entity – EITP

See Provider Connections for additional information


Service Coordinator Role and Child and Family Connections (CFC)

- Service Coordinators must participate in training and hold and maintain an EI credential
- provide ongoing assistance for parents of infants and toddlers with disabilities in gaining access to, and coordinating the provision of EI services including but not limited to:
 - intake, coordination of evaluation and assessment and facilitation of IFSP meetings



Service Coordinator Role and Child and Family Connections (CFC)

- receiving referrals and participating in IFSP development within 45 days
- developing, maintaining and processing the EI case record
- providing families with information about EI services and their rights
- assisting family in provider selection
- ongoing communication with the family
- <http://www.dhs.state.il.us/page.aspx?item=75492>




Family Rights Scenario

Family Rights Alternate Scenario:

You are a new provider on a team and the IFSP identifies services will be in a natural setting either to be in the home or in the child care center. You contact the family and arrange a schedule where you will see the child in the child care setting most of the time and once a month you do an evening or a weekend visit at the home with both parents present. You review the IFSP before your initial visit with the family and you see the names of the other service providers and the primary care physician are all listed on the IFSP as people you can communicate with.

1. What section of the IFSP provides this information for you?
2. What will you need to obtain from the family before you engage in discussion about early intervention strategies with the child care provider?
3. What right(s) would you be violating if don't connect with the family about this before your first visit in the child care center?
4. Comments/Questions:



IFSP Development Time Scenario

IFSP Development Scenario:

You are an early interventionist preparing for a 6 month review of the IFSP for one of the children and families you serve. You honor the principles of early intervention and recognize that the on-going parent-professional dialogue you routinely engage in is one of the things that will help you prepare a progress report for the upcoming review. Because the principles indicate that intervention must be linked to specific goals your preparation includes time to review your progress notes and any notes you have made about what strategies have been successful in connection to the IFSP outcomes you are helping the family work to achieve. You also recognize the importance of teaming and collaboration in your work with families and decide it is a good idea to connect with the other interventionists on the team who are also working with the family to achieve their outcomes. When it is all said and done you spent about 20 minutes connecting with another interventionist and you spent 50 minutes preparing your 6 month progress report.

1. Which principles of EI are illustrated in this scenario?
2. Which of these activities are billable?
3. What might you want to do before you prepare your report to make sure you have enough time authorized for these activities before you get started?
4. What does the provider handbook tell you about how to bill for these activities? Will you bill for the time you wrote the report and the time you talked with another early interventionist the same way? Will you round up or round down your time?
5. Comments/Questions:



Transition Planning Conference Scenario

Transition Planning Conference Scenario:

You are working with several children who are rapidly approaching age three and the service coordinators for each of the children you serve have been inviting you to attend transition planning conferences. Sometimes you receive a lot of notice about when and where these meetings are going to be and sometimes you receive a little less notice than you might like. There are so many factors that go into transition planning and a lot of coordinating takes place between the service coordinator and the Local Education Agency (LEA). Since you are expected to participate in these meetings it is important to understand what occurs at them and what the timelines are for when certain meetings around transition take place.

1. What guidance does the Provider Handbook give as to what is expected of you with regards to transition?
2. What are some of the important timelines connected with transition and how might you communicate your availability to the service coordinator if you know a transition planning conference might be approaching and you haven't heard anything about it yet?
3. What type of authorization will you receive for your time at a transition planning conference if you participate in person? How about if you attend by phone?
4. What will you need if you are invited to attend an IEP meeting that occurs prior to the child's third birthday? Can you bill for attendance at an IEP meeting that occurs after the child turns three?
5. Above and beyond the handbook, where else might you find more information about transition planning activities and your role in supporting families during the transition process?

