

Path to Early Intervention Teams in Missouri

- Background Information -

(2nd Edition - July 2014)

Infrastructure: In Missouri, the Department of Elementary and Secondary Education (DESE) is the designated lead agency for the First Steps Early Intervention program, and employs a Coordinator, five Area Directors who provide regional technical assistance, and two compliance staff who conduct monitoring of federal and state regulations. First Steps is operated through contractual agreements in ten regions across the state. The ten regional offices are known as System Points of Entry (SPOEs). The state contracts with a single entity in each region to fulfill SPOE responsibilities including child find activities, service coordination, intake, eligibility determination and Individualized Family Service Plan (IFSP) development and review. The SPOE contract includes a requirement for services to be delivered by Early Intervention Teams (EITs) and a needs assessment plan for improving services in the region. In Missouri, service providers enroll with the Central Finance Office and providers identify a designated part of the state to provide services to First Steps families.

Contractual Requirements: The current SPOE contract begins July 1, 2014. In the first contract year, each SPOE develops a plan to assess regional strengths and challenges in the areas of service coordination, child find and service delivery. The SPOE must submit an initial assessment plan to DESE by May 31, 2015. In the second contract year, each SPOE implements the assessment plan, including observations of home visiting practices from a sample of service coordinators and providers. The SPOE must submit the results of the initial assessment to DESE by May 31, 2016. The results of the assessment help identify targeted technical assistance and training topics. In the third and fourth contract years, SPOEs continue to conduct assessments and submit results to DESE by May 31st of each year. SPOEs may modify their initial assessment plans, if necessary.

The Path: The **first half of the EIT path** represents evaluating the expected child count and existing EITs in each region. SPOEs may make revisions to the number or composition of EITs, if necessary. This portion of the path is flexible to meet the needs of each SPOE region. **The second half of the path** represents the required activities once a SPOE “assigns a family” to the EIT. From this point on, there is little flexibility in the path. Each EIT must follow the requirements for using primary providers, supporting providers, joint visits, etc. As part of each annual assessment, the SPOE must review these practices as they relate to service coordinators and providers delivering First Steps services to families.



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Department of Elementary and Secondary Education (2nd Edition - July 2014)

July 1, 2014

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Child Count

Identify the expected number of children (referrals and ongoing) in each county/area of the SPOE region.

Caseloads

Identify caseload ratios (intake and ongoing) for service coordinators.
Adjust caseloads, if necessary.

Review Existing EITs

Considering child count, caseloads and geography, determine the number of children each EIT can serve. Adjust the number of teams or members (full-time and part-time), if necessary.



Review EIT Composition

Ensure each team has at least one OT, PT, SLP, SI & SC per team.

Overlap between teams and between SPOE regions is acceptable.

Assign a Family

For new families in First Steps, consider the reason for referral and geographic location of the family prior to team assignment. An assigned EIT has access to families at the time of referral to First Steps.

EIT Training

Identify the training needs for each team. Topics may include teamwork, scheduling, routines-based intervention, support-based home visits, evaluation, assessment, etc. Develop a training plan.

Review EIT Meetings

Each team reviews the frequency of meetings and activities conducted. Adjust the meeting schedule and agenda, if necessary.

Eligibility Determination

Referrals for newborn/diagnosed conditions:
The service coordinator confirms records establish eligibility and begins planning for the Initial IFSP meeting.

Referrals for developmental delay:
If records do not establish eligibility, at least two team members (one service coordinator and one provider) are selected to conduct the evaluation of the child, which includes administering the DAYC-2.



IFSP Planning

For children determined eligible:
EIT members or other providers are chosen by the service coordinator to conduct the family assessment (RBI) and an initial assessment of the child.

Initial IFSP Meeting

The Initial IFSP meeting is scheduled. All providers involved in the evaluation of the child and/or initial assessment are invited to participate.

Selecting the Primary Provider at the IFSP Meeting

Based on 1) the family's concerns and priorities, 2) the individual experiences of each team member, and 3) member availability; identify the EIT member who is a "good fit" for the family.

One EIT member is chosen by the IFSP team to serve as the primary provider. The IFSP team identifies supporting levels of service for other providers.

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June 30, 2019

Ongoing Support

Continue to design training and technical assistance for EITs, as needed. This involves ongoing discussions of ways to communicate and collaborate as an effective team.

IFSP Meetings

The child's IFSP is reviewed every six months and revised when needed. An assessment of the child is conducted, as needed.

EIT Meetings

Regularly scheduled EIT meetings provide support for providers to exchange professional opinions, strategies, and information about children assigned to their team.

Primary Provider Visits

The primary provider conducts support-based home visits with the family.

Supporting Joint Visits

Visits between the primary and other EIT members are conducted as identified in the IFSP. Joint visits may initially involve several visits between primary and support providers (front-loading) and then taper off as the primary is comfortable with IFSP strategies.

